

Nashville Collegiate Prep High School



Clean Amended Charter Application • August 2, 2023

Presented by the ReThink Forward Governing Board

Table of Contents

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY	3
1.1 SCHOOL MISSION AND VISION.....	3
1.2 ENROLLMENT SUMMARY.....	8
1.3 ACADEMIC FOCUS AND PLAN.....	17
1.4 ACADEMIC PERFORMANCE STANDARDS.....	51
1.5 PHASE-IN/ TURNAROUND PLANNING.....	58
1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS (HIGH SCHOOLS ONLY).....	59
1.7 ASSESSMENTS.....	64
1.8 SCHOOL CALENDAR AND ASSESSMENTS.....	72
1.9 SPECIAL POPULATIONS.....	75
1.10 SCHOOL CULTURE AND DISCIPLINE.....	92
1.11 RECRUITMENT AND ENROLLMENT.....	96
1.12 PARENT AND COMMUNITY ENGAGEMENT AND SUPPORT.....	103
SECTION 2 OPERATIONS PLAN AND CAPACITY	107
2.1 GOVERNANCE.....	107
2.2 START-UP PLAN.....	116
2.3 FACILITIES.....	119
2.4. PERSONNEL/HUMAN CAPITAL.....	123
2.5 PROFESSIONAL DEVELOPMENT.....	138
2.6 INSURANCE.....	149
2.7 TRANSPORTATION.....	150
2.8 FOOD SERVICE.....	152
2.9 ADDITIONAL OPERATIONS.....	154
2.10 CHARTER MANAGEMENT ORGANIZATION (IF APPLICABLE).....	158
2.11 WAIVERS.....	162
2.12 NETWORK VISION, GROWTH PLAN, AND CAPACITY.....	167
2.13 NETWORK MANAGEMENT.....	170
2.14. NETWORK GOVERNANCE.....	172
2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS.....	180
SECTION 3 FINANCIAL PLAN AND CAPACITY	182
3.1 PLANNING AND BUDGET WORKSHEET (ATTACHMENT N).....	182
3.2 BUDGET NARRATIVE (ATTACHMENT O).....	183
3.3 NETWORK FINANCIAL PLAN (ATTACHMENT P).....	184
SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD	186
4.1 PAST PERFORMANCE.....	187
ATTACHMENTS	190

Section 1: Academic Plan Design and Capacity

1.1 School Mission and Vision

1.1 School Mission and Vision

In this section:

- (a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.
- (b) Describe the vision of the proposed school and how the vision will help achieve the school's mission
- (c) Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a).
- (d) Describe how the mission and vision of the proposed school address any priorities set by the authorize
- E. Describe what the proposed school will look like when it is achieving its mission.
- (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?

- (a) **Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.**

Nashville Collegiate Prep High School's (NCPHS) mission is to provide a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Students will leave NCPHS with the skills and mindset necessary to not only face reality but create improvements for the next generation, along with the skills necessary to succeed in college, the military, trade school, or the workplace.

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

NCPHS's vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them. Our mission provides the roadmap to ensuring all students are equipped as critical thinkers and primed to lead efforts they are passionate about in the world.

Furthermore, the core beliefs of NCPHS include:

- (1) **We believe in teaching and supporting the whole child.** The successful pursuit of academic excellence for all our students involves a whole child philosophy that respects intellectual, social, and emotional learning and growth. Students, starting in grade 9 and extending through grade 12, will learn and develop their social-emotional skills of self-management, social awareness, relationship skills, and responsible decision-making.
- (2) **We believe in failing forward.** It is a core belief in the NCPHS community that great ability is developed over time, through hard work, effective feedback, and through experiencing and learning from failure. Failure is a natural part of the teaching and learning process. We all learn from mistakes, in school and in life.

(3) We believe in the power of Collective Teacher Efficacy to change lives. According to John Hattie's 2018 list of factors related to student achievement¹, Collective Teacher Efficacy is again at the top of the list with an effect size of 1.57. Collective Teacher Efficacy is the collective belief of the entire staff of a school in *their belief* to positively affect students. At NCPHS, leaders will help teachers believe in their own power to make a positive difference through active, weekly professional learning communities (i.e., PLCs) focused on student achievement. Using purposely collected data each week, teachers will see immediately what's working and what needs improved. As needed, they will receive coaching support to close gaps prior to the next PLC meeting. Additionally, using the approved teacher evaluation tool (i.e., TFET, Teacher Formative Evaluation Tool) that values teacher goal setting and on-going feedback, leaders will communicate regularly with teachers about how their actions affect student achievement and student well-being. When teachers see their impact, they *believe* in their own power to make a positive difference.

(4) We believe in a *decision-driven data culture*. Too many schools waste valuable instructional time and resources collecting data they either do not need or they misunderstand its value. This will not be the case at NCPHS. With a strong assessment plan, built on a solid teaching and learning roadmap of the Tennessee Academic Standards (TAS), along with Tennessee Graduation Requirements, NCPHS will collect data with a clear purpose in mind.

(5) We believe that leaders model the practices they want to permeate classrooms. At NCPHS, school leaders will talk the talk and walk the walk. As the instructional leaders, school administrators will consistently *monitor* every aspect of our proven Continuous Improvement Model (CIM) for quality.

(6) We believe that when students are significantly behind, they must exceed expected growth. A year's worth of growth for a year's worth of learning works for students who are achieving at or above grade-level. However, for students who are significantly behind, simply meeting expected growth (i.e., annual growth) is not enough.

(7) We believe reading and writing are life changing. We recognize that reading and writing are passports to achievement in many other curricular areas, and literacy education plays an important role in moving people out of poverty toward greater self-sufficiency post-graduation.

(8) We believe in the power of collaboration and teamwork, but equally value independent learning by fostering student ownership of learning. A common theme throughout our community experience will be how to develop autonomous, self-directed, high-achieving individuals while simultaneously developing students who are skilled in learning and working in productive teams around shared goals.

(9) We believe great schools enroll families, not just students. It is a belief at NCPHS that the most successful schools enroll families into their program, not simply students. We recognize that parent involvement in education is crucial, particularly in the high school years when parental participation many times wanes, as opposed to both elementary and middle school.

From these philosophical beliefs, the following six Core Values will be taught, celebrated, and modeled. The Core Values are concepts that all members of the NCPHS community will strive for – teachers, leaders, students, and families.

1. Excellence – We value striving for excellence every day; we know that excellence is the result of intentional planning and deliberate practice. Engaged students are 2.5 times more likely to say that they get excellent grades and do well in school, and they are 4.5 times more likely to be hopeful about the future than their actively disengaged peers” (Hodges, 2018).

2. The Power of We – We value collaboration and teamwork to accomplish shared goals. Together, we learn, do, and achieve MORE.

3. The Power of Me – We value the contributions of every member of the learning community and want all to develop the academic and social-emotional skills to be their best selves

4. Focused, Continuous Improvement – We focus on our strengths and opportunities for improvement. We get smarter through hard work, taking risks and learning from failure; we value the small, persistent steps that it takes to be great; we know that greatness in anything is the result of continual, intentional planning and practice over long periods of time.

5. Student Ownership & Choice – We value the power of student ownership so that all learners in our community can be self-directed, life-long learners. We value student choice, so they learn how to chart their own path in school and in life.

6. Family – We deeply value making NCPHS second “home” in the community where teachers, leaders, students, and families feel safe, supported, and loved

(c) Describe how the mission and vision of this school will meet the prescribed purposes for charter schools as outlined in TCA §49-13-102 (a).

"NCPHS's engaging, personalized, and personalized school environment meets all six requirements of TCA 49-13-102(a) as follows:

- 1) Improves learning for all students and closes the achievement gaps
 - 2) Provides many options for parents to meet educational needs of students
 - 3) Encourages the use of different and innovative teaching methods
 - 4) Measure performance of pupils and faculty and ensure students have the opportunity to reach proficiency on state assessments.
 - 5) Create new professional opportunities for teachers
 - 6) Afford parents substantial meaningful opportunities to participate in the education of their children.
- Our academic and operational plans as described in the following sections make clear that NCPHS will meet and exceed the purposes for a charter school in the state of Tennessee.

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

NCPHS's vision and mission reflect strong alignment with Metro Nashville Public Schools' (MNPS) commitment to ensuring that every student is provided a foundation of knowledge, transferable skills, and character necessary to excel in higher education, work, and life. Our academic plan, detailed further in the application, is mission- focused and based on a model of continuous improvement. Our plan integrates several of MNPS' values such as creating relevant learning experiences, providing equitable educational opportunities for all students, and effectively collaborating with stakeholders. Additionally, our focus on social and emotional learning (SEL) experiences (i.e., Wellness is Altitude course, Communications and Research 1: Self-Management course, Personalized Mobile Learning Plans, and morning meetings) and student choice (i.e., student-selected coursework, learning pathways, and extracurricular opportunities), supports MNPS' whole child philosophy.

Our education model, which will guide implementation of our academic program, also demonstrates congruence with MNPS' strategic framework. Similar to MNPS, we will prioritize consistent improvement in academic performance, invest in the development and growth of our people, create strong partnerships with families and the community, and ensure operational excellence and efficiency. NCPHS's approach to teaching and learning will be driven by our education model. The education model will guide our goals and help us monitor our progress toward successful realization of our mission and vision.

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

NCPHS will create an educational environment where students are explicitly taught how to take control of their own success. To foster a learning environment focused on personalized learning and challenging students, each student will understand their academic starting point, set goals for growth, and understand what is necessary to reach them. Thereby, NCPHS students will be invested in their own success and will meaningfully participate in the development of their

learning paths. Closing achievement gaps will take place continually and not be a once-a-year conversation. Through the use of the NEI Continuous Improvement Model (CIM), NCPHS will be focused on data-driven, standards-based instruction throughout the year so end-of-year data will just confirm what we already know about student learning.

Our students will know their optimal learning style and how to advocate for themselves. Students will be confident, self-directed learners who know that failure is a part of the learning process. Students will demonstrate rich vocabulary when they speak and write and realize these are necessary skills for continued success after high school. All students will see themselves as part of a school community where what they think, say, do, and feel matters.

At Nashville Collegiate Prep High School (NCPHS), ensuring student engagement, fostering hope, and preparation for success in college, career, and life will be top priorities. They will be achieved through **six key strategies (which will be elaborated on further in a later section of this application)**:

1. Implementing an Education Model guided by a continuous improvement process at the classroom and school level
2. Using Personalized Mobile Learning Plans (PMLPs) as a vehicle to foster hope by:
 - a. Helping students understand and develop their own *strengths*, interests, likes, and aspirations for their futures
 - b. Actively engaging students in self-management strategies like goal setting, time management, self-assessment, and self-reflection
 - c. Conducting one-on-one course selection, credit assessment, and post high school planning conferences with every student
3. Ensuring a successful transition to high school for students through the creation of a **Freshman Academy**
4. Offering academic pathways and programming that prepare students for college and careers while also teaching them life skills such as financial literacy, interview skills, employability skills, and how to be a productive citizen
5. Implementing a carefully organized, sequential and structured curriculum designed to *build* knowledge and apply skills, like critical thinking, across different subjects
6. Utilizing research-based instructional strategies and systems of support that meet the academic, social, emotional, and behavioral needs of all students.

Teachers and students alike will be assessment literate. They will know how to use the assessment process to evaluate and support learning. Teachers will be skilled in collecting the right evidence, at the right levels, in the right amounts, for each student. This will allow them to be accurate, yet efficient, with their time. You will see students using tools like assessment blueprints to focus their learning and practice. You will see students reviewing the work in their portfolios to reflect on their own progress over time.

Finally, NCPHS will be a learning community for entire families. With potential university and college partnerships, families will be taking advantage of a wealth of services. From free tutoring to opportunities to experience what college is like, students at NCPHS will know their futures are full of possibilities, and they will know that their dreams are within reach. Learning will no longer be confined to the four walls of the classroom. Success will be realized for all. Students will leave NCPHS with the skills and mindset necessary to not only face reality but create improvements for the next generation.

(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?

Chosen for its track record of closing achievement gaps for all students, NEI's Continuous Improvement Model (CIM) will drive NCPHS's entire academic plan. This process is informed in part by William Edwards Deming's approach to continued quality improvement. Deming outlined four key iterative stages of continuous improvement, Plan-Do-Check/Study-Act, which drive a cycle for identifying problems and implementing solutions in a timely manner. Application of a continuous improvement model in action can help yield positive outcomes for students.

This model takes a school-wide approach to student learning where every staff member is responsible for the learning of every child. It is an "all hands-on deck" **response** to meet the needs of all students. It is a proven model in providing all students effective Tier I instruction and support for students when they struggle, meet, or exceed expectations. There is a deeper, more detailed discussion of CIM in **Section 1.3**.

Connecting NCPHS to our current k-8 charter school, NCP, will create a seamless K-12 system for families that provides stability and consistency for students throughout their academic journey.

1.2 Enrollment Summary

1.2 Enrollment Summary

In this section:

- (a) Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.
- (b) Provide a rationale for selecting the community where the proposed school will be located.
- (c) Discuss the academic performance and enrollment trends of existing schools in that community.
- (d) Describe the specific population of students the proposed school intends to serve.
- (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?
- (f) If you are the sponsor of an existing school, describe
 - any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and
 - how the community for the proposed school is similar and/or different from the community that you currently serve.
- (g) Complete the enrollment summary and anticipated demographics chart below.

(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.

An area in southeast Nashville serves as the anticipated location for NCPHS. We will draw students between the ages of 14-19 in grades 9-12 from Davidson County attending MNPS. NCPHS anticipates drawing students from all across Nashville; however, with its projected location in the 37013 zip code of southeast Nashville, we expect a large number of students to come from the neighborhoods in close proximity to the school, including, Mill Creek, Crieve Hall, and Haywood Lane neighborhoods, as well as the Harding Road, Nolensville, and Murfreesboro corridors, the Bells Bend and Antioch neighborhoods. Based on previous enrollment efforts and community events, we anticipate that the majority of our students will enroll from within a 10-minute drive-time of the school, an area which would encompass the 37211, 37210, 37013, and 37217 zip codes.

NCPHS will be housed on a newly built campus that is shared with our NCP middle school at 14446 Old Hickory Blvd, Antioch TN 37013. In the first year of operation, we will draw freshman from the surrounding community. In subsequent years, we expect most of our new students to matriculate from the 8th grade at NCP. Given the campus location, we also expect to serve students in the Mill Creek, Crieve Hall, and Haywood Lane neighborhoods, as well as the Harding Road, Nolensville, and Murfreesboro corridors, the Bells Bend and Antioch neighborhoods.

A careful analysis of the area high schools within the statistical enrollment and recruitment area as described in this application, it is obvious that a high performing high school is critical to the students and families within this area, which is shown in the table that follows:

MNPS High Schools Within NCPHS's Enrollment and Recruitment Area: Academic Trends:

Source: <https://tdepublicschools.ondemand.sas.com/schools>

YR	State Designation	Academic Rating (Success Rate)	TVAAS Growth (Composite)	*Graduation Rate	*Ready Graduate	Chronically Out of School
John Overton High School						
2018	ATSI: Additional Targeted Support and Improvement	13.4%	Level 1	85.5%	29.6%	
2019	ATSI: Additional Targeted Support and Improvement	14.2%	Level 1	88.3%	29.4%	27.0%
2020				80.1%	24.6%	22.6%
2021	Targeted Support and Improvement	11.2%	Level 1	83.8%	31.0%	40.1%
2022	No Designation	17.4%	Level 3	<i>Reported in 2023</i>	<i>Reported in 2023</i>	40.7%
Antioch High School						
2018	ATSI: Additional Targeted Support and Improvement	6.4%	Level 1	80.1%	21.1%	
2019	ATSI: Additional Targeted Support and Improvement	7.7%	Level 1	72.8%	17.1%	27.1%
2020				81.1%	16.8%	31.6%
2021	ATSI: Additional Targeted Support and Improvement	< 5%	Level 1	74.8%	14.9%	54.1%
2022	ATSI: Additional Targeted Support and Improvement	5.5%	Level 1	<i>Reported in 2023</i>	<i>Reported in 2023</i>	51.2%
Cane Ridge High School						
2018	ATSI: Additional Targeted Support and Improvement	6.8%	Level 1	82.6%	18.6%	
2019	Targeted Support and Improvement	9.2%	Level 1	84.5%	20.8%	24.0%
2020				83.5%	24.1%	23.2%
2021	Targeted Support and Improvement	< 5%	Level 1	81.3%	25.9%	40.5%
2022	ATSI: Additional Targeted Support and Improvement	6.5%	Level 1	<i>Reported in 2023</i>	<i>Reported in 2023</i>	46.3%
Glenclyff High School						

2018	ATSI: Additional Targeted Support and Improvement	6.3%	Level 1	68.4%	15.7%	
2019	Targeted Support and Improvement	5.6%	Level 1	74.7%	11.0%	22.7%
2020				62.8%	13.9%	34.3%
2021	Targeted Support and Improvement Exit	< 5%	Level 1	61.2%	8.7%	58.5%
2022	Priority School	< 5%	Level 1	<i>Reported in 2023</i>	<i>Reported in 2023</i>	44.1%

*The Graduation Rate indicator looks at the percentage of students who are successfully finishing high school with a regular high school diploma or an alternate academic diploma (AAD) in four years plus a summer. The graduation rate reported reflects the prior year's graduating class (i.e., the Class of 2021).

*The Ready Graduate rate presents the percent of students in the graduating cohort who are college and/or career ready before graduating from high school. The Ready Graduate rate reported reflects the prior year's graduating class (i.e., the Class of 2021).

MNPS High Schools Within NCPHS's Enrollment and Recruitment Area: Enrollment Trends:

Source: <https://tdepublicschools.ondemand.sas.com/schools>

School	2018	2019	2020	2021	2022
John Overton High School	2,030	1,943	2,039	1,987	1,975
Antioch High School	2,046	1,929	1,941	1,853	2,017
Cane Ridge High School	1,839	1,725	1,861	1,782	1,896
Glenclyff High School	1,252	1,157	1,200	1,027	1,106

Data taken from the 2021-22 State Report Card. Ready Graduate reflects the percentage of students in the school's 2020-21 graduating cohort who demonstrated readiness for postsecondary education and/or a career after high school.

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

Part of the strength of our application is the location of NCPHS, which will drive the school's continued investment in this particular area of Nashville where we are currently serving elementary and middle school students at Nashville Collegiate Prep. NCPHS will be located on the same property as our new middle school campus opening in 2024 and within 5 minutes of the currently operating NCP was a deliberate choice. Construction on the new campus is already underway at 14446 Old Hickory Blvd. We also want to provide a new, high-performing school in an area of Nashville desperate for more quality school options. From the outset of our efforts, we have been attracted to the diversity of the neighborhoods, the potential connections, and collaborations with existing high-performing public charters as well as district-managed schools, and the opportunities to build meaningful partnerships with area businesses and community groups. Based on the large and positive response from parents, families, and staff to previous applications and outreach efforts, we are confident in the need and demand for a new school in this area of Nashville.

To ensure the safety of its students, NCPHS will take every safety precaution to protect walking students as required by law. These precautions may include, but will not be limited to, potential participation in the Safe Routes to School program, which is a national and international movement to create safe, convenient, and fun opportunities for students to walk and bicycle to and from school.

As per Tennessee law, students who only have their learners permit will not be allowed to drive to school. Students who have been issued their Intermediate Restricted license by the state will be allowed to drive to school with no passengers other than siblings and with written parental permission. Students who have been issued their second level Intermediate Unrestricted license by the state will be allowed to drive to school with written parental permission. Students who are at least 18 years old and have been issued a regular driver license by the State of Tennessee, will be allowed to drive to school.

According to current census data and future projections available through Environmental Systems Research Institute (ESRI) mapping software, Davidson County is currently the second most populous county in Tennessee with a population of over 703,000. MNPS served over 77,000 total students in the 2021-2022 school year, according to the Tennessee State Report Card just released.

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

As shown in the table below, three of the high schools that serve the geographic area where NCPHS will locate have a success rate of less than 10%, with one showing 11% and one less than 5% as rated on the latest Tennessee State Report Card. The success rate as calculated by the Tennessee Department of Education represents the percentage of students whose score met expectations or exceeded expectations on math and ELA assessments.

This data clearly indicates that students attending these four high schools in Southeast Davidson County are underperforming in both academic and growth categories. NCPHS will provide families an additional high quality school option, help raise academic levels in the community, and graduate students who are ready to choose the next step in their educational journey, whether that is college, career, or military.

MNPS Schools Surrounding Nashville Collegiate Prep Demographic Information								
Antioch Cluster								
School	Grades Served	Enrollment	Academic Rating (Success Rate)	TVAAS Growth	Racial/Ethnic Diversity (Black, Hispanic, Native American)	Econ. Dis.	EL%	SPED %
Lakeview ES	Pre-K - 4	481	19.5%	Level 5	82.0%	41.0%	53.0%	10.0%
J.E. Moss ES	Pre-K-4	659	15.6%	Level 5	85.0%	38.0%	65.0%	11.0%
Smith Springs ES	Pre-K-4	620	24.4%	Level 2	73.0%	34.00%	32.0%	11.0%
Thomas Edison ES	Pre-K-4	581	19.6%	Level 5	72.0%	41.0%	46.0%	10.0%
Mt. View ES	Pre-K-4	641	16.9%	Level 5	68.0%	36.0%	51.0%	7.0%
Una ES	Pre-K-5	602	24.3%	Level 5	75.0%	36.0%	53.0%	10.0%
Apollo MS	5-8	722	6.4%	Level 5	82.0%	41.0%	49.0%	13.0%
McMurray MS	5-8	727	10.6%	Level 4	83.0%	38.0%	71.0%	10.0%
Margaret Allen MS	5-8	392	6.4%	Level 2	86.0%	49.50%	49.30%	13.0%
Antioch HS	9-12	2,017	5.5%	Level 1	82.0%	32.0%	34.0%	10.0%
Cane Ridge High School Cluster								
School	Grades Served	Enrollment	Academic Rating (Success Rate)	TVAAS Growth	Racial/Ethnic Diversity	Econ. Dis.	EL %	SPED %
Cane Ridge ES	Pre-K-5	628	17.6%	Level 4	74.0%	35.0%	41.0%	9.0%
Eagle View ES	Pre-K-5	586	16.2%	Level 3	81.0%	41.0%	36.0%	12.0%
Cole ES	Pre-K-5	747	13.4%	Level 5	79.0%	36.0%	64.0%	9.0%
A.Z. Kelley ES	Pre-K-4	702	24.3%	Level 3	64.0%	34.0%	39.0%	10.0%
Henry Maxwell ES	Pre-K-4	503	12.60%	Level 5	68.0%	31.0%	52.0%	10.0%
Antioch MS	6-8	647	7.3%	Level 1	81.0%	37.0%	49.0%	14.0%

Thurgood Marshall MS	5-8	807	11.8%	Level 5	71.0%	35.0%	44.0%	11.0%
Cane Ridge HS	9-12	1,896	6.5%	Level 1	77.0%	33.0%	29.0%	12.0%
John Overton High School Cluster								
School	Grades Served	Enrollment	Academic Rating (Success Rate)	TVAAS Growth	Racial/Ethnic Diversity	Econ. Dis.	EL %	SPED %
Norman Binkley ES	Pre K-5	556	26.9%	Level 5	70.0%	33.0%	61.0%	11.0%
Haywood ES	Pre K-4	522	13.8%	Level 5	81.0%	35.0%	73.0%	8.0%
Tusculum ES	Pre K-4	667	14.3%	Level 3	83.0%	39.0%	73.0%	7.0%
Granbery ES	K-4	647	51.9%	Level 5	30.0%	12.0%	20.0%	9.0%
May Werthan Shayne ES	Pre K-4	689	37.3%	Level 5	38.0%	26.0%	26.0%	7.0%
Crieve Hall ES	K-5	416	63.6%	Level 4	32.0%	6.0%	32.0%	6.0%
Croft MS	5-8	678	16.5%	Level 3	71.0%	28.0%	45.0%	11.0%
McMurray MS	5-8	727	10.6%	Level 4	83.0%	38.0%	71.0%	10.0%
W.H. Oliver MS	5-8	814	15.50%	Level 4	49.0%	28.0%	24.0%	11.0%
John Overton HS	9-12	1,975	11.20%	Level 1	68.0%	30.0%	35.0%	9.0%
Glenciff High School Cluster								
School	Grades Served	Enrollment	Academic Rating (Success Rate)	TVAAS Growth	Racial/Ethnic Diversity	Econ. Dis.	EL%	SPED %
Fall Hamilton ES	Pre-K-5	247	18.2%	Level 5	87.0%	56.0%	17.0%	16.0%
Glenview ES	Pre-K-5	491	10.0%	Level 5	88.0%	31.0%	76.0%	8.0%
John B. Whitsett ES	Pre-K-5	390	22.1%	Level 5	83.0%	34.0%	58.0%	10.0%
Glenciff ES	Pre-K-4	504	21.0%	Level 5	83.0%	26.0%	62.0%	9.0%
Glengarry ES	Pre-K-4	345	14.5%	Level 5	87.0%	32.0%	76.0%	9.0%
Paragon Mills ES	Pre-K-4	512	11.1%	Level 5	83.0%	45.0%	64.0%	12.0%
LEAD Cameron MS	5-8	639	11.9%	Level 5	92.0%	39.0%	66.0%	12.0%
Wright MS	5-8	744	6.2%	Level 5	87.0%	39.0%	66.0%	11.0%
Glenciff HS	9-12	1,106	Below 5%	Level 1	84.0%	33.0%	55.0%	9.0%

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

ReThink’s goal is to educate the underserved populations within Mill Creek, Crieve Hall, and Haywood Lane neighborhoods, the Harding Road, Nolensville, and Murfreesboro corridors, and the Bells Bend and Antioch neighborhoods. NCPHS expects the majority of its students to be drawn from within a 10-minute drive time of the school’s location, an area that would encompass the 37211, 37210, 37013, and 37217 zip codes. We expect most of our new students will matriculate from the 8th grade of our NCP charter school and thus have a similar demographic profile.

We will strive to serve a diverse population, with the majority of students who are living below the poverty line. The school will serve primarily minority students. Based on the average of all schools profiled within a 10-minute drive time of the proposed location, NCPHS anticipates serving the following student population at capacity:

- Total Students: 600
- White: 30%, or 180 students
- Black: 44%, or 264 students
- Hispanic: 23%, or 138 students
- Minority Total: 67%, or 402
- Free and Reduced Lunch Recipients: 45%, or 191 students
- English Learners (EL): 30%, or 180 students
- Special Education (SPED): 10% or 60 students

Please note that demographic estimates are provided for projection purposes only. These projections are not intended to be an exact representation of the school’s eventual student population, nor should they

be taken as a guarantee or a strict enrollment target to which the school will adhere. NCPHS will be a school of choice, and pursuant to Tennessee Code Annotated §49-13-113, we shall enroll any eligible student who submits a timely application and participates in the lottery process, if necessary. NCPHS will admit students of any race, color, nationality, ethnic origin, religion, sexual orientation, or gender, and therefore cannot guarantee nor completely control the demographic nature of its student population.

(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?

“Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be.” Rita F. Pierson: Every kid needs a champion, May 2013”.

There is no mystery to great schools. They begin with adults who come together to care deeply about and support their students, their needs, their families, and their futures. Based on results of standardized tests, Nashville needs more champions who can inspire our student to their greatness. At NCPHS, our mission centers on being the champion every child deserves. Part of being a champion is creating a safe and supportive environment. We all know “there is no place like home.”

Nestled in southeast Nashville, NCPHS will be **“home”** to students, families, and staff. As an extension of NCP, our students will already consider us a “home away from home”. With a facility designed to create **communities of learning** for each grade-level, students will be supported by an innovative approach to team teaching that will not only provide students the academic, social and emotional skills they need to be successful, but encourage them to take risks. Students at NCPHS will understand that failure is part of the learning process; students will **fail forward**, knowing for themselves that through effort and hard work, their goals and aspirations for their future are in reach. Students will exit Grade 12 with mastery of the Tennessee Academic Standards (TAS), the Tennessee graduation standards, and the skills and “know how” to **manage their own learning, as well as having a plan for their next step in life**. NCPHS’s learning community, however, won’t be confined to the walls of NCPHS. Students will know how to navigate the path to college or a career, and having a portfolio of the experiential learning they have completed to better understand their strengths within possible career pathways. Upperclassmen will receive support from NCPHS staff to determine the best fit for college, as well as receive guidance from qualified staff aligning to their strengths and aspirations.

At Nashville Collegiate Prep High School (NCPHS), ensuring student engagement and fostering hope will be top priorities. They will be achieved through **six key strategies (which will be elaborated on later in this application)**:

1. Implementing an Education Model guided by a continuous improvement process at the classroom and school level
2. Using Personalized Mobile Learning Plans (PMLPs) as a vehicle to foster hope by:
 - a. Helping students understand and develop their own *strengths*, interests, likes, and aspirations for their futures
 - b. Actively engaging students in self-management strategies like goal setting, time management, self-assessment, and self-reflection
 - c. Conducting one-on-one course selection, credit assessment, and post high school planning conferences with every student
3. Ensuring a successful transition to high school for students through the creation of a Freshman Academy
4. Offering academic pathways and programming that prepare students for college and careers while also teaching them life skills such as financial literacy, interview skills, employability skills, and how to be a productive citizen
5. Implementing a carefully organized, sequential and structured curriculum designed to *build* knowledge and apply skills, like critical thinking, across different subjects

6. Utilizing research-based instructional strategies and systems of support that meet the academic, social, emotional, and behavioral needs of all students

Additionally, NCPHS's governing board members have extensive experience working with schools composed of diverse student populations, including English Learners, and understand the interventions and supports that must be in place for students and their families. We also understand the complexities of children living in poverty and based on this knowledge and successful experience, we will ensure NCPHS reflects a comprehensive approach to educating students.

Closing achievement gaps and accelerating learning will be the top priority every single day at NCPHS. With a balanced assessment system in place in tandem with a strong continuous improvement model, we take a school-wide approach to supporting all students. Additionally, NCPHS is a small high school by design, allowing school leadership and teachers more time to focus on individual students and their needs.

Rebecca Dinda, ReThink's current treasurer and former principal of Downtown Miami Charter School (DMCS) from 2011 to 2017, was instrumental in her school's consistent, yearly success in closing achievement gaps with a predominately underserved student population. During her time at DMCS, the school consisted of a student population that averaged over 90% economically disadvantaged students each year.

When Ms. Dinda assumed the role of principal in the 2011-2012 school year, DMCS improved its letter grade from a "B" to an "A," which the school maintained for the 2012-13 and 2013-14 school years. Specific growth data is available from the 2015-16 school years and beyond as Florida changed its State Accountability model in the 2014-15 school year. For the 2015-16 and 2016-17 school years under Ms. Dinda's leadership, DMCS's ELA learning gains amongst the lowest 25% averaged 53%, which was four percentage points higher than the average of all Florida elementary schools (49%). Even more impressive, math learning gains amongst the lowest 25% averaged 57%, which was nine percentage points higher than the average of all Florida elementary schools (48%). It's important to note that the school achieved this performance despite serving an economically disadvantaged population that was exponentially higher than the state average.

Ms. Dinda, on behalf of the ReThink Forward governing board, will provide oversight to the support that NEI will provide to the school leadership regarding strategies that will help increase the proficiency of students performing below grade level. This plan will ensure NCPHS successfully closes the achievement gap. Using a responsive teaching cycle, we will focus on closing achievement gaps monthly, weekly, and even daily. Moreover, we recognize that meeting expected growth (i.e., a year's worth of growth for a year's worth of learning) is a good goal if students are working on grade-level. However, when students are significantly behind, simply meeting expected growth will not close the gap enough.

Research states that students below grade-level need additional time to catch up to their peers who are on grade-level. This is called catch-up growth. Annual growth, on the other hand, is the growth made by students each year that they are in school and on grade-level. We understand the difference. The only way to catch up a child who is multiple years behind is to maximize instructional minutes.²

Our learning community model was intentionally structured to provide **every** student access to a high-growth teacher. We will place a high-growth teacher in every grade-level and every subject. Each lead teacher will ensure that the taught curriculum meets the academic, social, and emotional needs of every child. As value-added experts Dr. June Rivers and Dr. William Sanders assert, "The effect of the teacher far overshadows classroom variables, such as previous achievement levels of students, class size as it is currently operationalized, heterogeneity of students, and the ethnic and socioeconomic

makeup of the classroom.”³ Moreover, they add that “When a student has experienced an ineffective teacher or series of ineffective teachers, there is little evidence of a compensatory effect provided by experiencing more effective ones in later years.”⁴

NCPHS will use time *within the school day* to focus on the priority standards that are foundational to students reaching grade-level standards if students are achieving below grade-level. To achieve this, we will operate on an extended school day schedule that enables students to acquire missing literacy and math skills. When students are unable to master grade-level content due to skill deficiencies, we will use a multi-tiered system of supports targeting specific strategies to help students learn. As students master each skill, they move on to the next skill during the time designated for multi-tiered supports. Our school will use a dedicated 30-minute Success Block where students receive additional instruction on grade-level standards they did not fully master when initially taught. This will allow teachers to keep on pace with curriculum, ensuring all students have access to the grade-level standards before required state testing. For students who demonstrate mastery on pace with the curriculum, Success Block will be used for enrichment.

At the start of the year, instructional units, and lessons, NCPHS teachers will pinpoint exactly where each student is entering the learning process, so students are provided with the right level of access to the standards to move them forward. Our Instructional Focus Calendars (IFC) also prioritize “power,” or high leverage standards so that teachers focus in-depth of critical content over choosing lean coverage.

Additionally, SEL will provide the frame through which all academic lessons are taught. Our students and teachers will learn and grow their abilities to understand themselves and others, and to better regulate their emotions and make rational decisions as they deliberately take actions while working in their classes. For instance, students might self-reflect on the quality of their work, thinking through the times in which they struggled or had to make corrections.

(f) If you are the sponsor of an existing school, describe:

- **Any enrollment practices, processes, and policies of the proposed school that will differ from your existing school (s): and**
- **How the community for the proposed school is similar or different from the community you currently serve**

This section is not applicable, as our enrollment practices will follow our current school, NCP, and the community NCPHS will serve is identical to NCP with the exception of the age and grade tiers of the students.

(g) Complete the enrollment summary and anticipated demographics chart below:

Grade Level	Year 1 2024	Year 2	Year 3	Year 4	Year 5	At Capacity 2029
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	150	150	150	150	150	150
10		150	150	150	150	150

11			150	150	150	150
12				150	150	150
Totals	150	300	450	600	600	600

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	32%	10%	30%

1.3 Academic Focus and Plan

1.3 Academic Focus and Plan

In this section:

Describe the academic focus of the proposed school.

- (a) Outline the academic plan of the proposed school. Include specific academic benchmarks.
- (b) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.
- (c) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- (d) 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.
- (e) 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?
- (f) Explain how the academic plan aligns with Tennessee's academic standards.
- (g) 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), (h) 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.
- (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. If no key academic plan features will differ, please respond with N/A to this section.

The following narrative combines **questions a-h**. Question "i" is not applicable, as ReThink Forward does not have an existing high school. The following table of contents lists the pages of all required content:

Required Content	Placement	Starting Page
A	Academic Focus	17
B	Strategy 2: Personalized Mobile Learning Plans	22
	Summary of Academic Benchmarks	41
C	<i>Educational Philosophy- See Executive Summary (p. 6) and Section 1.1 (pp. 8-9)</i>	
	Strategy 3: Freshman Academy	24
	Strategy 4: Academic Pathways and Programs	28
D	Strategy 1: NEI's Continuous Improvement Model	17
	RESEARCH THAT SUPPORTS THE NCPHS ACADEMIC PLAN	41
E	Strategy 5: Organized, Sequential, and Structured Curriculum	31
	Basic Learning Environment	45
F	WHY THE INSTRUCTIONAL STRATEGIES & CURRICULUM ARE WELL-SUITED FOR THE TARGET POPULATION	47
G	Strategy 1: NEI's Continuous Improvement Model, Element 1 & 2	18, 20
	The Curriculum, NCPHS Graduation Requirements and Resources	31
H	Strategy 6: Instructional Strategies and Systems of Support, Blended Learning	37
	RESEARCH THAT SUPPORTS THE NCPHS ACADEMIC PLAN, Blended Learning	43
	WHY THE INSTRUCTIONAL STRATEGIES & CURRICULUM ARE WELL-SUITED FOR THE TARGET POPULATION	47

Academic Focus

NCPHS will be a college preparatory school that esteems excellence, rigor, communications, and student choice. Supporting the whole student in intellectual, social, and emotional growth that began in elementary will be extended through high school. Our goal is for our graduates to leave as assertive, respectful communicators for their personal, professional, and community needs with a career and personal finance plan that will successfully launch them into their futures. This goal will be accomplished through an intentional focus on engagement and hope.

At Nashville Collegiate Prep High School (NCPHS), ensuring student engagement and fostering hope will be top priorities. They will be achieved through **six key strategies**:

1. Implementing an Education Model guided by a continuous improvement process at the classroom and school level.
2. Using Personalized Mobile Learning Plans (PMLPs) as a vehicle to foster hope by:
 - a. Helping students understand and develop their own *strengths*, interests, likes, and aspirations for their futures.
 - b. Actively engaging students in self-management strategies like goal setting, time management, self-assessment, and self-reflection.
 - c. Conducting one-on-one course selection, credit assessment, and post high school planning conferences with every student
3. Ensuring a successful transition to high school for students through the creation of a Freshman Academy.
4. Offering academic pathways and programming that prepare students for college and careers while also teaching them life skills such as financial literacy, interview skills, employability skills, and how to be a productive citizen.
5. Implementing a carefully organized, sequential and structured curriculum designed to *build* knowledge and apply skills, like critical thinking, across different subjects
6. Utilizing research-based instructional strategies and systems of support that meet the academic, social, emotional, and behavioral needs of all students.

These six intentional strategies put our educational philosophy – our core beliefs and values found in the Mission and Vision section of this application, into action.

Strategy 1: NEI's Continuous Improvement Model

Chosen for its track record of closing achievement gaps for all students, NEI's Continuous Improvement Model (CIM) will drive NCPHS's entire academic plan. This process is informed in part by William Edwards Deming's approach to continued quality improvement. Deming outlined four key iterative stages of continuous improvement, Plan-Do-Check/Study-Act, which drive a cycle for identifying problems and implementing solutions in a timely manner. Application of a continuous improvement model in action can help yield positive outcomes for students.

This model takes a school-wide approach to student learning where every staff member is responsible for the learning of every child. It is an "all hands-on deck" **response** to meet the needs of all students. It is a proven model in providing all students effective Tier I instruction and support for students when they struggle, meet, or exceed expectations.

The NEI CIM is designed around five elements:

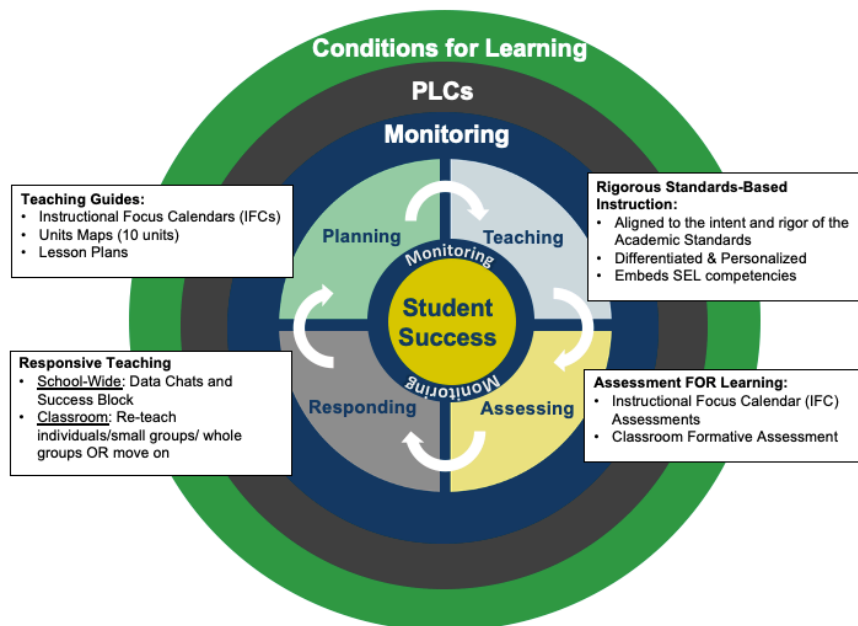
1. **Fidelity of Implementation**: School leadership ensures a successful implementation of the instructional cycle by:
 - a) Creating **conditions for learning**

- b) Establishing and supporting **Professional Learning Communities (PLCs)**
- c) Consistently **monitoring** all aspects of the model for quality

Instructional Cycle

2. **Planning:** Teaching guides accurately and intentionally define the teaching and learning roadmap, providing the foundation for the responsive teaching cycle (i.e., plan, teach, assess, respond) that occurs *daily* in classrooms and *monthly* school-wide.
3. **Teaching:** Rigorous, standards-based instruction occurs daily in the classroom.
4. **Assessing:** Assessment (particularly formative assessment) drives instruction; it serves as the bridge between teaching and learning in the responsive teaching cycle. Additionally, baseline data is analyzed and used to help all staff understand where individual students, cohorts of students, and grade levels are “entering the learning,” identifying prior learning gaps and areas of strength.
5. **Responding:** Responsive teaching is the result of classroom and school-wide formative assessment.

The descriptions below illustrate each element of the continuous improvement process.



Element 1: Fidelity of Implementation

NCPHS’s successful implementation of the continuous improvement process will rest on fidelity of implementation and will require school leadership to develop three supportive elements critical to the continuous improvement process. NCPHS’s leadership team, led by the Principal, will begin establishing each of the elements in Year 1 and maintain them in subsequent years with support provided by members of NEI’s National Team and NEI’s Tennessee State Team.

Creating Conditions for Learning. Working collaboratively, all staff members will contribute toward the development of a school community that is safe, supportive, challenging and social, and emotionally nurturing. NCPHS leadership will be responsible for monitoring learning environments to ensure students are academically engaged and willing to take risks, knowing they have multiple opportunities to demonstrate their learning. In support of developing conditions for learning in every classroom, we will prioritize the following:

- Establishing, *teaching*, and communicating clear rules and expectations that are delineated and consistently enforced
- Keeping students safe from physical and emotional harm while on school property
- Supporting students' social and emotional well-being by:
 - Implementing a Social-Emotional Learning (SEL) curriculum
 - Intentionally embedding SEL competencies and skills into other content areas
 - Supporting staff with SEL reflection and professional development
- Ensuring students feel *connected to* and *respected by* adults and their peers by:
 - Implementing a mentoring program that helps students understand and develop their strengths, talents, interests and aspirations
 - Offering clubs, sports and activities that promote teamwork and school unity while celebrating differences
- Engaging students in ongoing goal setting (*See Strategy 2.*)

Establishing and Supporting PLCs. Our Professional Learning Community (PLC) process will reflect best practice and guide teacher teams through the following critical questions:

- What do we want each student to learn?
- How will we know if a student has learned?
- How will we respond if a student has not learned it?
- How will we respond if a student has learned it?

As a result of active participation in PLCs, teachers will be empowered as important decision-makers in accelerating learning for all students. Using school-wide and classroom data, as well as student artifacts of learning, the PLC process will help teachers to:

- Understand students' academic strengths and weaknesses
- Identify student engagement opportunities
- Determine curricular and other resource needs (e.g., alignment of resources to courses and students, pacing and coverage of content, etc.)
- Design instruction and practice opportunities based on students' needs (e.g., plan student groupings, make strong use of formative assessment strategies, etc.)
- Understand their own Professional Development (PD) needs and the "habits of practice" that will lead to higher student achievement

At a minimum, the PLC process will reflect consistent meetings with teaching teams that take place weekly with a member of NCPHS's leadership team in attendance as facilitator, documented next steps, and evidence of student and teacher learning.

Consistently Monitoring. NCPHS's leadership team will monitor for both implementation of each element of the Education Model *and* for student success. Monitoring implementation will be accomplished primarily through reviewing PLC agendas and action steps, administering surveys (i.e., student, staff, and parent surveys), conducting data chats, reviewing student work, auditing lesson plans, and observing classroom instruction on a weekly basis, providing teachers on-going formative feedback. Instructional Coaches will focus on working closely with teachers to plan and implement our curriculum to the full intent and rigor of Tennessee's Academic Standards (TAS) and will identify instructional adjustments and supports in real-time.

Monitoring for student success will occur at the end of each instructional unit and at the end of each quarter. Following each unit, students will take standards-based assessments in all tested-subject areas. This will allow leaders and *teachers* to track the progress of students by grade level, teacher, and sub-groups. We will then use these data to determine which standards need to be remediated or enriched through whole-group or small-group instruction. Additionally, we will use data from Northwest Evaluation

Association's (NWEA) MAP Growth, or data from an equally valid evidence-based tool, to measure student growth and create student groupings.

Instructional Cycle

The following four elements (i.e., steps) outline the components necessary for planning and executing each cycle of instruction with continuous improvement in mind:

Element 2: Planning

Several important teaching guides will equip teachers with the resources they need to ensure all curriculum, assessment, and instruction are aligned to the intent and rigor of the Tennessee Academic Standards (TAS). They include Instructional Focus Calendars (IFCs), Unit Maps, and Lesson Plans.

Instructional Focus Calendars will map out access and pacing of all TAS over the course of the school year or course. The calendars begin at the start of the year and guarantee that all standards assessed by required state testing will be taught and mastered prior to the test. The calendar also establishes dates for the monthly IFC Assessment (i.e., *medium-cycle* formative assessment) to ensure adequate time is allocated to essential standards and enough time is provided for instruction in between assessment periods.

Unit Maps (i.e., curriculum maps) will include the following elements:

- Essential questions
- Unit standards and learning targets: new learning for the unit
- Maintenance standards and learning targets: standards to “revisit”
- General academic and domain-specific vocabulary
- Resources and anchor items/tasks
- SEL competencies/skills that support unit instruction

Teachers will teach and assess approximately 10 units of instruction with each unit containing clusters of standards that are logically sequenced.

From the Unit Maps, teachers will create *Lesson Plans*, often in their PLCs, clarifying exactly which learning target(s), and at what level of performance, students should be learning each day. Lesson plans will provide the instructional focus. In most lessons, teaching will be scaffolded to reach the full intent and rigor of the standards unless the scaffolding unfolds over a longer period of time. Students will apply SEL skills as a seamless part of instruction. Also included within each lesson plan will be the intentional use of classroom formative assessment where teachers assess FOR learning and plan, in advance, how they will respond to the data in real time.

NCPHS may use a minute-by-minute lesson planning format to ensure that valuable instructional time is carefully planned for. A consistent lesson plan structure will make lesson plan reviews and classroom walk-throughs easier to facilitate as reviewers/observers would be able to follow the teaching plan that is applied across classrooms.

Element 3: Teaching

Rigorous, standards-based instruction will be based on the planning in PLCs and in the utilization of the resources within the teaching guides. Students will be provided opportunities to participate in engaging and critical thinking activities, such as those outlines in Project-Based Learning (PBL), as a way to build collaboration and communication skills as well as content knowledge.

Embedded Social and Emotional Learning (SEL) competencies are intended to build engagement while addressing student needs that affect behavior and academics. Research shows that students engaged in SEL demonstrate significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflects an 11-percentage point gain in achievement (Durlak, 2011). NCPHS plans to implement a comprehensive SEL curriculum, such as *Nick Vujicic's Social and Emotional Learning Curriculum for Grades K-12*, and will integrate SEL-focused activities within lesson plans that provide an on-going focus on building the five core SEL competencies:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making

Element 4: Assessing

Assessment, particularly formative assessment, will drive instruction and will serve as the bridge between teaching and learning. At NCPHS, we will use short-, medium-, and long-cycle formative assessment.

Baseline data (i.e., *long-cycle* formative assessment) will serve as a starting point for instruction. It will identify the need for behavioral intervention plans and allow for shifts in instruction that help every student achieve progress. It will also aid in proper selection of skill acquisition activities and allow educators to determine appropriate interventions with a degree of accuracy that increases likelihood of student success.

All available baseline data of current students (i.e., high-stakes assessment data, results from the universal screener (NWEA's MAP Growth), other diagnostic data, attendance data, etc.) will be used to guide instruction and create student groupings from the outset of the school year.

Each unit of instruction will begin with a pretest of the standards taught within the unit. The purpose of the pre-assessment will be to measure pre-requisite knowledge and skills – where students are “entering the learning.” Are students able to complete novice learning with success? If so, they are right where they need to be. If the novice-level learning is too easy, can students tackle intermediate-level work? If the novice work is too challenging, are there elements of the novice work they can handle?

Instructional Focus Calendar Assessments (i.e., *medium-cycle* formative assessment) will measure the taught curriculum of the grade-level standards and show where each student is “exiting” the learning for the unit. These common assessments measure grade-level standards at progressive levels of performance, but do not exceed grade-level standards nor dip into standards from previous grade levels. They are administered in core subject areas approximately 10 times a year.

The construction of IFC Assessments will occur in two ways: in large part, they are administered and generated by an item bank like Mastery Connect; on other occasions, teachers will work together to develop the common assessment. If a vendor assessment like Mastery Connect is used, results will be visible on their platform. If the assessment is teacher-created, however, teachers will score the results and store them in a spreadsheet.

With a continual stream of evidence provided by classroom formative assessment throughout the unit, the IFC Assessment should only confirm what we already know. Immediately following the IFC Assessment, teachers will conduct data chats in their PLC to plan for a school-wide response to the data.

The effective use of classroom formative assessment (i.e., *short-cycle* formative assessment) will be critical. Built within daily lessons, teachers will intentionally assess to see if students are on track. In order for the teacher to take immediate formative action, the teacher will already have a plan for how to

respond to the data collected. Only when teachers can respond in real time can we attempt to close the *daily* achievement gap.

Element 5: Responding – Responsive Teaching

The responsive teaching cycle will occur at both the school and classroom level.

School-Wide Responsive Teaching. At the school-level, immediately following IFC Assessments, teachers will meet in their PLCs with a school administrator and instructional coach for a Data Chat. Based on student mastery of the standards, teachers will use the assessment data to organize students into either intervention or enrichment for a school-wide Success Block that will take place each day for 30 minutes.

Data Chats are critical in the school improvement process. They occur as one of the PLC team meetings immediately following the IFC Assessment. Teachers analyze the data to determine the support that each child needs based on the IFC Assessment results. Through data analysis, teachers will evaluate how to best identify students for either intervention or enrichment. Our Data Chats are conducted in teams because we take a “school-wide” response to the data with every staff member vested in the achievement and growth of every student.

Success Block is a schoolwide effort that includes the use of IFC Assessments, grade-level data chats, and flexible grouping. Teachers and school administrators will participate in training sessions related to Success Block and will be guided through grade-level data chats to support full implementation of a daily 30-minute data-driven instructional focus period.

Success Block involves all instructional staff members and provides dedicated time and space needed for targeted remediation and enrichment. Students are strategically grouped with teachers across grade levels and content areas, with the teachers, most successful in teaching the unit standards, working with students who require targeted remediation in order to reach mastery. For students who have mastered unit standards, enrichment activities are provided to stimulate continued learning and engagement. Success Block is instrumental in providing struggling students with the extra time and focus necessary to make gains in learning and nurtures professional collaboration among staff members. With the added combination of RTI² tutoring, and push-in and pull-out supports, students are provided with the necessary support to ensure they are successful in meeting and exceeding grade-level standards and earning the necessary credits to graduate on time.

Classroom Responsive Teaching. Following IFC Assessments, teachers will conduct Data Chats with their students. They will engage students in self-assessment, so they understand their own strengths and gaps of the taught curriculum. Students also will reflect on their learning to understand *why* learning particular skills were challenging, easy or just right. Classroom Data Chats are vital as students *are* the most important users of assessment information.

Additionally, at the classroom-level, immediately following the *all-response* formative checks for understanding that occur at the hinge-points in lessons, teachers will respond to the data in real time. Planned for lesson plans, teachers will respond with either individual re-teaching for a few students at a convenient time during the period/block, whole group re-teaching if most students are off- track, small group re-teaching if students demonstrate a need for differentiated support, or the teacher may “move on” if most of the class is on track.

Strategy 2: Personalized Mobile Learning Plans (PMLPs)

Personalized Mobile Learning Plans, PMLPs, will help NCPHS students achieve *personalized* short- and long-term academic, personal, and future goals. They will help students be more hopeful by working on goals that *really matter to them*.

PMLPs are *mobile* because they provide a roadmap for students to access and expand curriculum any time, any place. Students will develop their PMLPs with multiple stakeholders to ensure clarity of goals and expectations for all those invested in student success. The PMLP process will occur yearly, quarterly, and weekly.

PMLPs:

- State specific academic and personal goals to meet the academic, social, behavioral, and emotional needs of each student
- Clarify how each goal will be measured using success criteria – what the goal looks and sounds like when achieved
- Include well-defined actions plans with action steps, resources, and time frames
- State the evidence, *aligned to the goal and success criteria*, that students will use to “show what they know and can do”



Yearly PMLPs. Students will develop their Yearly PMLPs with their teachers and parents to define their own learning roadmaps for the year. Focused on long-term goals, students will establish their academic goals based on available historical data, beginning of the year assessment information and their own strengths, passions, and interests. Students also will establish 2 - 3 personal goals they want to achieve to be their best selves in and out of the classroom. The Yearly PMLP will define the milestones needed to be on track to meet future goals and long-term aspirations: post-high school planning.

Quarterly PMLPs. Once a quarter, students will meet with staff to clarify, refine and/or adjust their learning roadmaps for the quarter. Focused on long-term goals, students will adjust their academic and personal goals based on their own current levels of achievement and progress. Like the Yearly PMLP, the Quarterly PMLP will define the milestones needed to be on track to meet yearly goals. Additionally, the following will occur:

- First Quarter: Review class grades. Students will ask themselves:
 - Am I on track to pass my courses, particularly any semester courses?
 - Which standards/learning targets have I mastered? What contributed to my success?
 - Which standards/learning targets do I still need to work on? What are my next steps for improvement?
- Second Quarter: Review semester grades and conduct a credit assessment. Students will ask themselves these *additional* questions:
 - How many credits have I earned so far? Am I on track to graduate on time with my class?
 - If I am credit deficient, what courses am I missing? What is my plan?
- Third Quarter: Review grades and credits. Select courses for the following year. Students will ask themselves these additional questions:
 - What courses am I *required* to take next year to graduate?
 - Sophomores: What dual credit courses might I take?

- What additional courses, or electives, do I find interesting? How would each elective help me build on my strengths? How would each elective help prepare me for my post high school goals?
- **Fourth Quarter:** Review Yearly PMLP goals and milestones. Review grades and credits. Students will ask themselves these *additional* questions:
 - Which goals did I meet? What contributed to my success?
 - For unmet goals, what went wrong? What might I do differently in the future?
 - How many HS (college) credits do I have now? Am I still on track to graduate with my class? If missing anything, what do I need to do this summer to catch up?
 - Based on new learning, have my future aspirations changed? If so, how?

Weekly PMLPs. Students will develop their Weekly PMLPs to define their own learning roadmap for the week. Focused on short-term academic and personal goals, students will be equipped with a recipe for *how to help themselves* each week, establishing clear learning priorities to maximize their time, focus their practice, meet deadlines, and achieve success.

Strategy 3: Freshman Academy

The transition to high school is a critical time for students. As academic rigor and responsibility increase, students typically have less supervision and more consequences for failure. Furthermore, research shows that whether students graduate from high school is largely determined their freshman year. So, a good beginning often dictates the outcome. In fact, “students who are on track at the end of their 9th grade year – earn at least a quarter of the credits needed for four-year graduation and receive no more than one “F” in a core course – are as much as four times more likely to graduate from high school than their off-track peers. In fact, the 9th grade on track metric is more predictive of a student’s likelihood of graduating than race, ethnicity, poverty level, and prior test scores combined”. (Allensworth, 2013).

The NCPHS Freshman Academy will be devoted to supporting students as they transition to high school. It will be led by a dynamic team of educators committed to the experience, achievement, and growth of this age group. Focused on students being able to belong, explore, learn, and grow at NCPHS and the greater Nashville Community, students will engage in structured learning and relationship-building experiences coupled with intensive support, specifically in the areas of self-awareness and self-management. Teachers will model and cultivate executive function skills – persistence focus, self-control planning confidence – that are essential to success in learning and adult life. The Freshman Academy, as envisioned by NCPHS, sets up both students and teachers for success. As designed, it allows for collaboration, stronger ELA and Math focus, and a strong emphasis on student strengths as they begin to navigate high school and make choices about their futures.

Vision: *All NCPHS freshman students feel a sense of belonging while earning good grades and the credits required for on-time graduation.*

Mission: *To help students successfully navigate the critical first year of high school*

To align with its vision and mission, the Freshman Academy will establish the following **goals**:

- Develop the self-management skills necessary to promote academic progress
- Develop a sense of belonging and connection to NCPHS
- Cultivate good decision-making skills, responsibility, and sense of respect
- Decrease the amount of learning problems associated with behavior and attendance
- Help students establish college and career goals that best align to their strengths, interests, likes and aspirations
- Guide students in the selection of college and career pathways that best align to their college and career goals
- Ensure on-time graduation for all NCPHS students

The Freshman Academy teachers of the four core subjects – English, math, science, and social studies – will work primarily with ninth grade students. Freshman core classes will be located in close proximity to one another to foster a welcoming community environment. Recognizing that freshman students enter ninth grade at varying levels of achievement and readiness, students will have access to appropriate courses, such as regular, honors, and AP courses. (Information on course selection and academic pathways is included in Strategies 4 and 5.)

The Freshman Academy experience for incoming ninth graders will begin in the second semester of students’ eighth grade year. With meets and greets, parent sessions and more, a robust orientation process will pave the way for a successful transition to NCPHS.

The chart below highlights the timeframe and activities for supporting and planning for incoming students as well as how our Education Model applies to the first four weeks of school:

Timeframe	Activity	Person(s) Responsible
Supporting and Planning for Incoming Students		
Start of Second Semester	<p>8th Grade Meet and Greet Freshman Academy leaders, teachers and current ninth grade students will meet with current eighth grade students to introduce themselves and begin to share the great things in store for them in the upcoming school year.</p> <p>Topics:</p> <ul style="list-style-type: none"> • What is Freshman Academy? • What will I be learning? • What is a typical day like? • What sports, clubs, and activities can I join? 	Principal Freshman Academy Orientation Lead Teacher Freshman Academy Student Reps 8 th Grade Students
March	<p>Freshman Academy Parent Session Prior the scheduling process, the Principal, and Freshman Academy Core Teachers will conduct an information session for incoming students.</p> <p>Topics:</p> <ul style="list-style-type: none"> • What is Freshman Academy? • What are the benefits for my student? • What is the core curriculum? • What are my student’s learning options? • What is a typical day like? • What sports, clubs, and activities can my student join? 	Principal Freshman Academy Core Teachers Freshman Academy Student Reps 8 th Grade Parents
March/April	<p>Freshman Academy Scheduling Incoming Freshman Academy students will select core courses appropriate to their academic readiness (i.e., regular, honors, and AP). Students also will select at least one elective course based on their</p>	8 th Grade Teachers 8 th Grade Parents 8 th Grade Students

	interests and aspirations. <i>(For a complete list of Freshman course offerings, see Strategy 5.)</i>	
May	Vertical Teaming The eighth-grade core teachers will meet with Freshman Academy core teachers to share EOY data, student portfolios and effective strategies (i.e., instructional and behavioral strategies) used to support incoming students.	Principal 8 th Grade Core Teachers Freshman Academy Core Teachers
June	Freshman Academy Master Schedule Using students' course selections, all available historical data (i.e., state assessment, EOY diagnostic, attendance, etc.), and 8 th grade teacher input, the Principal, and Freshman Academy Core Teachers will schedule students into course sections that best meet their academic, social, emotional, and behavioral needs. Students who receive special education or English Language services will be scheduled into courses <i>first</i> to ensure their schedules tightly align to their IEP, EL, or 504 goals.	Principal Freshman Academy Core Teachers
July	Teacher Academy (Professional Learning) As part of Teacher Academy, Freshman Academy Teachers will participate in professional learning in the teaching and support of self-awareness and self-management strategies.	Principal NEI Professional Development Team Freshman Academy Teachers
July	Back-to-School Parent Communication Parents will receive their first Freshman Academy Newsletter, <i>The Freshman Gazette</i> . It will include valuable back-to-school information including, but not limited to: <ul style="list-style-type: none"> • Letter from the Principal • Important Freshman Dates • <i>Everything You Need to Know</i> about Freshman Academy Orientation • Meet the Teachers (teachers' bios) • Diagnostic 1 Testing Information • Parent Participation in the Development of Their Students' Personalized Mobile Learning Plans 	Principal Freshman Academy Parents
First Four Weeks of Freshman Academy		
August Two days prior to the	Freshman Academy Orientation Freshman students will start school two days before their high school classmates. Students will: <ul style="list-style-type: none"> • Tour the high school 	School Leadership Freshman Academy Teachers

start of school	<ul style="list-style-type: none"> • Meet their freshman classmates • Get connected to a big brother or sister (i.e., Lion Leaders from Grades 11 and 12) • Learn about the culture of the school as well as expectations and core values that are foundational to the NCPHS family • Go through a mini-schedule of their day • Complete a three-hour *technology orientation <p><i>*As a 1:1 technology high school, technology orientation will prepare students to use technology and school-wide applications efficiently so they can access learning on day one.</i></p>	Incoming Freshman Academy Students
August First Week of School	<p>Pledge to Graduate Ceremony Headlined by graduating seniors, freshman students will learn that graduating high school prepares them for their futures and is an expectation for all students. Students will sign their names to their class banner, making a commitment to themselves and their own futures beyond high school.</p>	<p>All Freshman Academy Staff</p> <p>Lion Leaders</p> <p>Freshman Academy Students</p> <p>Freshman Academy Parents</p>
August First Week of School	<p>Back to Learning Week Instruction will begin on day one; however, during the first week to seven days of school, students will be immersed in critical <i>prior</i> learning that is foundational to current coursework. Students also will participate in multiple team building exercises the first week of school. For group work, all students will learn how to establish and use team norms. Additionally, students will complete self-assessment surveys as a means to reflect-on their own strengths, likes, goals, and aspirations.</p>	<p>All Freshman Academy Staff</p> <p>Freshman Academy Students</p>
August Third Week of School	<p>Diagnostic 1 Testing Starting in the third week of school and concluding by the end of the fourth week of school, 100% of Freshman Academy Students will participate in Diagnostic 1 Testing. NCPHS will administer Northwest Evaluation Association's (NWEA) MAP Growth, or data from an equally valid evidence-based tool, to measure student growth and create student groupings. (These data inform the first Success Block groupings).</p>	<p>Principal</p> <p>Freshman Academy ELA and Math Teachers</p> <p>Freshman Academy Students</p>
Late August / Early September	<p>Creation of Yearly Personalized Mobile Learning Plans (PMLPs) Students will develop their Yearly PMLPs with their teachers and parents to define their own learning roadmaps for the year. Focused on long-term goals, students will establish their academic goals based on available historical data, beginning of the year assessment information and their own strengths, passions, and interests. Students also will establish 2 - 3 personal goals they want to achieve to be their</p>	<p>Principal</p> <p>Freshman Academy Teachers</p> <p>Freshman Academy Students</p> <p>Freshman Academy Parents</p>

	best selves in and out of the classroom. The Yearly PMLP will define the milestones needed to be on track to meet future goals and long-term aspirations: post-high school planning.	
Early September	Freshman Friday Fun! Throughout the school year, several social and check-in activities will be planned for freshman students. The first will occur during the first month of school.	Freshman Academy Teachers Lion Leaders Freshman Academy Students Freshman Academy Parents
Mid-September	Parent Communication #2 Parents will receive their second Freshman Academy Newsletter, <i>The Freshman Gazette</i> . It will include valuable information including, but not limited to: <ul style="list-style-type: none"> • Letter from the Principal • Important Freshman Dates • Great Happenings In and Out of the Classroom! • Students of the Month • Progress Report and IFC Assessment Information 	Principal Freshman Academy Teachers Freshman Academy Students
Mid-September	Progress Reports Halfway through the first quarter of school, parents will receive their first Progress Report. However, parents will be able to check the grades of their students anytime through the Learning Management System.	Freshman Academy Teachers Freshman Academy Parents
Mid-September	IFC Assessments, Data Chats, & New Groupings With units of instruction being approximately four weeks (i.e., some units are shorter, but units do not surpass six weeks), students will take their first IFC Assessments. Following the IFC Assessments, teachers will conduct data chats in their PLCs with colleagues and in their classrooms with their students. Academy-wide action will be taken to regroup students appropriately for Success Block. The goal: provide intervention and/or enrichment on the taught curriculum.	School Leadership Freshman Academy Teacher Freshman Academy Students

Strategy 4: Academic Pathways and Programs

NCPHS will be a college preparatory school that esteems excellence, rigor, communications, and student choice. Supporting the whole student in intellectual, social, and emotional growth that began in elementary will be extended through high school. Our goal is for our graduates to leave as assertive, respectful communicators for their personal, professional, and community needs with a career and personal finance plan that will successfully launch them into their futures.

When entering, students will be on track to complete a semester's worth of **college credit** (12-15 hours) through dual enrollment and/or advanced placement options before graduating. Depending on students' needs and goals, the number of credits can be lowered or raised; students will be encouraged to take advantage of the course offerings and complete well beyond those college credit hours. In addition to college credit options, NCPHS offers two career pathways to address two great needs in the Nashville region: Information Technology (IT) and Hospitality & Tourism Management.

College Credit

Dual Enrollment (DE): Dual enrollment is when a student is completing a course for both high school and college credit. If a student passes the class, they earn the credit hours on a college transcript. NCPHS's dual enrollment will be taught by college instructors or professors either on our college partner's campus, at the high school, and/or online. Students may begin taking DE in their junior year. Through state grants and school funds, dual enrollment is completely free to students.

Advanced Placement (AP): Advanced Placement are rigorous high school courses taught by our high school faculty that prepare students to sit for an exam. A passing score on the exam (as deemed by each college or university) will reward college credit but does not count towards the college GPA. NCPHS will cover the exam costs (\$93) for students who earn a passing score on the practice test. Students meeting a course's prerequisites may begin taking AP as early as their freshmen year. AP courses are available to all students, either as electives or as part of a pathway.

AP Capstone Diploma: For high-achieving students who are looking for ways to boost their college applications and scholarships, the AP Capstone Diploma is one way to stand out that NCPHS will offer. This diploma is an honor given to top students who complete a total of six (6) AP courses scoring a three (3) or higher on each: AP Seminar, AP Research, and four (4) additional AP courses. AP Seminar is a humanities course where students will analyze different topics of interests and relevant issues of today while completing team presentations. AP Research is a class where students complete independent research studies and are evaluated on their 5,000-word paper.

Elective Focus Pathways

Communications and Research: Communications and Research is a humanities pathway students will enter as a freshman. At NCPHS, written, verbal, and digital communication skills are highly esteemed for setting students above their peers in employability and being advocates and leaders of change in their community. During the series of courses throughout their high school career, students will learn self-management skills (such as regularly making and tracking goals) and research career pathways. They will build resumes and create job and/or school applications, build confidence to communicate with employers for internships, and gain career experience. Each year, students will also participate in academic and/or career-oriented research projects to build digital literacy and citizenship among many other 21st Century skills in problem-solving, communication, creativity, collaboration, and leadership.

Potential courses may include:

- Communications and Research 1: Self-Management
- Communications and Research 2: Career Exploration
- Communications and Research 3: Career Planning
OR AP Seminar
OR Public Speaking DE (i.e., dual enrollment)
- Communications and Research 4: Career Launch
OR AP Research

*All entering freshmen will be placed in this pathway but may complete an additional pathway or change pathways in their sophomore or junior year as appropriate for their career goals.

Information Technology: IT plays a large role in today's world of commerce and business where jobs are plenty. In this CTE pathway, students will gain practical knowledge and experience with hardware, networking, operating systems, virtualization, various types of troubleshooting, security, and more. Students will be prepared to take the CompTIA A+ exams: Core 1 (220-1001) and Core 2 (220-1002). If passing, they will become a highly desired CompTIA A+ certified professional that may find a job as a Technical Support Specialist, Associate Network Engineer, Data Support Technician, or System Support Specialist among other things. During their time in the pathway, students will serve in various roles of the student-led technology team including leadership roles. Courses offered in this pathway may include:

- Introduction to Information Technology
- Microsoft Office (additional certification available)
- IT Internship
- IT Leadership

Hospitality & Tourism Management: Hospitality and tourism is within the top 3 job-providing industries in Nashville, TN. At NCPHS, we are committed to preparing our students for their communities and this pathway is one way that we are doing that. Students in this pathway will learn basic skills needed in this industry from customer service to marketing to business principles. They also will gain practical on the job experience through one or more of the partnerships we will secure in the local community. One of the certifications available to students in this pathway is the Hospitality Professional certification. Courses offered in this pathway may include:

- Customer Service
- Intro to Marketing
- Intro to Business Management
- Tourism

Advanced Placement: For students who want a rigorous pathway in high school to prepare for college, advanced placement is one of the pathways offered. Students at any grade may take an AP course if it is in their progression of courses and they meet the prerequisites. Those AP courses often count towards the high school graduation requirements; however, if three or more AP courses are completed above the minimum of credits for each subject needed to graduate, they will fulfill the Advanced Placement Pathway. Students will be awarded an Advanced Placement Diploma if completing AP Seminar, AP Research, and four other AP courses. Potential courses offered that may count towards this pathway's requirements include:

- AP Seminar
- AP Environmental Science
- AP Research
- AP Spanish Language
- AP Human Geography
- AP Macroeconomics
- AP Calculus
- AP Statistics

Additionally, students may take AP courses as electives.

Additional Academic Programming

Enrichment Activities and Clubs: Enrichment activities and clubs support the whole-student intellectual, social, and emotional growth by giving students opportunities to cultivate meaningful relationships with peers, develop different skillsets and confidence and build resumes. Every student will choose at least one club to participate in. One or two Fridays a month, there will be designated time during the school day for students to participate in the enrichment activities of their choice. At the end of the year, the Lion Leaders and leaders of the other organizations will work together to create a showcase for the families, NCPHS students and the public. This showcase may include performances, products from competitions, student readings or other works, etc. and will be student-led from communications

and marketing to technology to activities engaging the younger students. Some of the enrichment activities and clubs being considered that would bring value to student life or enhance NCPHS's pathways include:

- Beta Club
- Book Club
- Comedy Club
- Country Music Club
- Creative Writing Club
- DECA
- Drama Club
- **Lion Leaders**
- National Honor Society
- School Marketing Team
- **Student-Led Tech Team**
- Technology Student Association (TSA)
- World Language Club
- Yearbook Committee

Lion Leaders: Lion Leaders are an essential part of creating NCPHS's positive school culture and connecting students with one another and to their learning at NCPHS. They serve as advocates for NCPHS, inspirational mentors for the freshmen, and as tutors for the younger students. Students interested in becoming a Lion Leader may apply at the end of their sophomore or junior year to serve as a junior or senior and must show strong academic history, including no credit deficiencies, and good character. Some training will be required during the summer. These leaders will use some of their Success Block every week for responsibilities aligned with their strengths and interests that may include but is not limited to:

- Assisting with Freshmen Academy Orientation (2-day program before the first day of class)
- Acting as a school tour guide for visitors
- Leading the Pledge-to-Graduate ceremony
- Mentoring freshmen as a big brother/sister
- Tutoring grade 5-8 students (focus in reading, writing, and math)
- Planning the NCPHS public showcase with help of other leaders
- Bringing the needs and concerns of students to the administrators' attention

Student-Led Tech (SLT) Team: In our global culture, students are more likely to succeed in college and careers if they use computers to investigate, create, and communicate to participate effectively at home, school, work, and in society. Students acquire these abilities when they practice real-world competencies, such as: creative thinking, responsible communication, critical analysis and awareness of self and others, and problem-solving strategies. NCPHS's SLT Team will support students growing in these competencies and give them opportunities to serve and lead in their school community.

Any student may participate in this organization provided he or she has had no disciplinary problems in the past year. Students in the Information Technology (IT) Focus will take greater leadership in the club as they progress towards CompTIA A+ and have acquired specific skills; they will train and delegate certain tasks to other student members.

As a team under the direction of the IT Support staff member, students will take care of the computers in the school installing updates and software, troubleshooting, etc. They will also support school events by setting up and taking down any technology needed and assist with the 3-hour 1:1 technology orientation during Freshman Academy. Students certified in Microsoft Office will also serve as a resource to their peers needing help to learning and using features throughout the school year.

Strategy 5: Organized, Sequential, and Structured Curriculum

The Curriculum

NCPHS Graduation Requirements: The course credits in blue are in alignment with Tennessee's Department of Education graduation requirements. Those listed in gray are specific to NCPHS's curriculum, and exceptions may be made for some students, including transfers.

Required Subject	Credits and Courses
English	4 credits
	English 1 English 2 English 3 or AP/DE equivalent English 4 or AP/DE equivalent
Math	4 credits
	Algebra 1 Algebra 2 Geometry Statistics or AP/DE math course
Science	3 credits
	Physical Science Biology Chemistry (may be substituted with Physics)
Social Studies	3 credits
	World History and Geography or AP/DE equivalent US History or AP/DE equivalent US Government (and Economics) or AP/DE equivalent
	1 credit
Physical Education	0.5 credits
Personal Finance	0.5 credits
Fine Arts	1 credit
Foreign Language	2 credits
	Spanish 1 Spanish 2
Elective Focus (See Strategy 4)	3 credits
Wellness is Altitude	1 credit <i>*Wellness or Health may be substituted if transferring credit. Wellness is a required credit for TN.</i>
Communications and Research 1	1 credit <i>Waived if transferring from another school.</i>
ACT Prep	0.5 credits <i>May be waived if transferring from another school.</i>

Resources

We will adopt textbooks and instructional materials listed for adoption by the state board of education. However, if through our annual review process, we find a valuable resource not on the state approved list, we will submit a waiver to the commissioner.

A Strategic Partnership

NCPHS will secure a partnership with Edmentum to support our plan to:

- Offer advanced courses as we grow our student enrollment
- Expand elective opportunities and career path options
- Help students close any credit deficiencies
- Help students close discrete skill gaps
- Support English Learners

With a comprehensive catalog of more than 500 courses, teachers and students will have access to robust content from day one.

Course Progressions

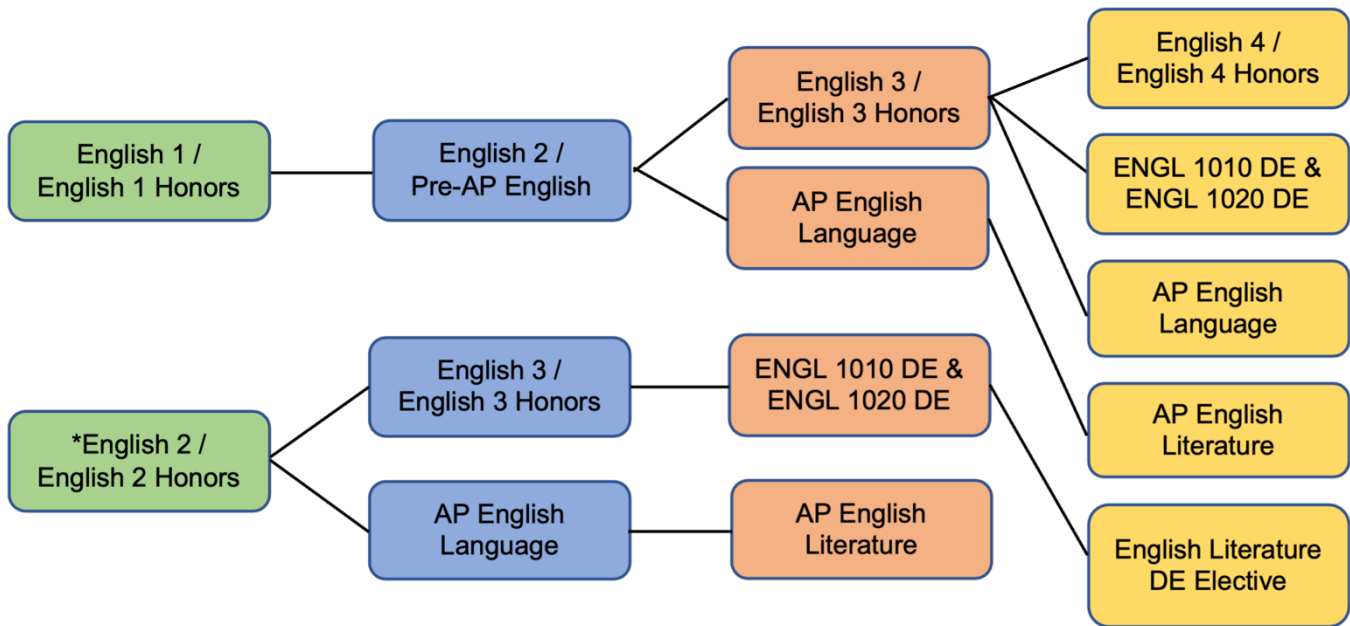
Below are course progressions for the core subjects (English, math, science, and social studies), foreign language, and NCPHS's Communications and Research series. Block scheduling may be utilized to allow students to double up in a year on their subject strength or interest and to allow more opportunity to close gaps in credit deficiencies.

Each progression is organized by color and grade as shown in the following:



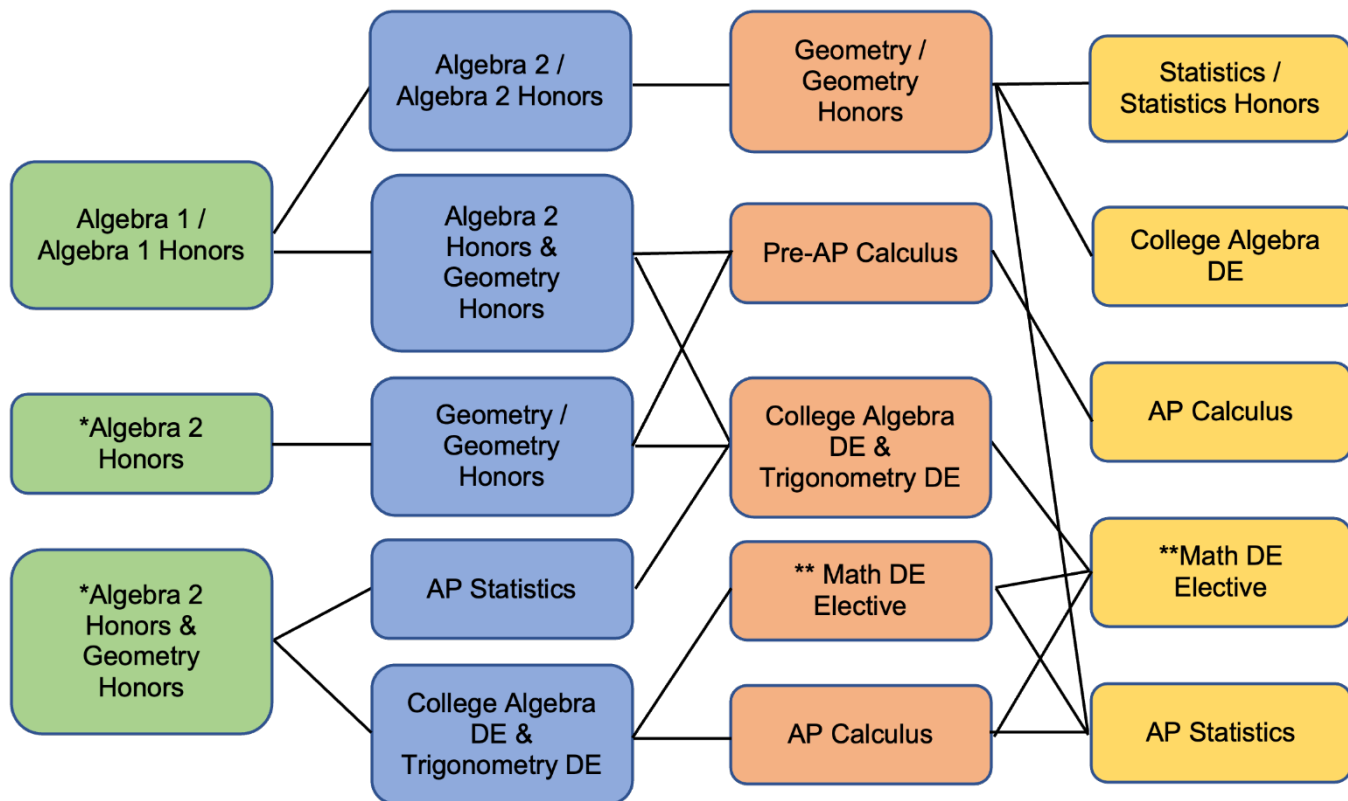
Since we encourage middle school students to take high school courses at NCP, many of the course progressions shown consider students entering with one high school credit in the subject. If a student is accelerated by more than one year, course progression will be moved up accordingly and will free the student to take more dual enrollment and elective courses in later years.

English



*For freshmen entering with English 1 credit. These students may have the option of taking a sophomore-level DE English their senior year.

Math

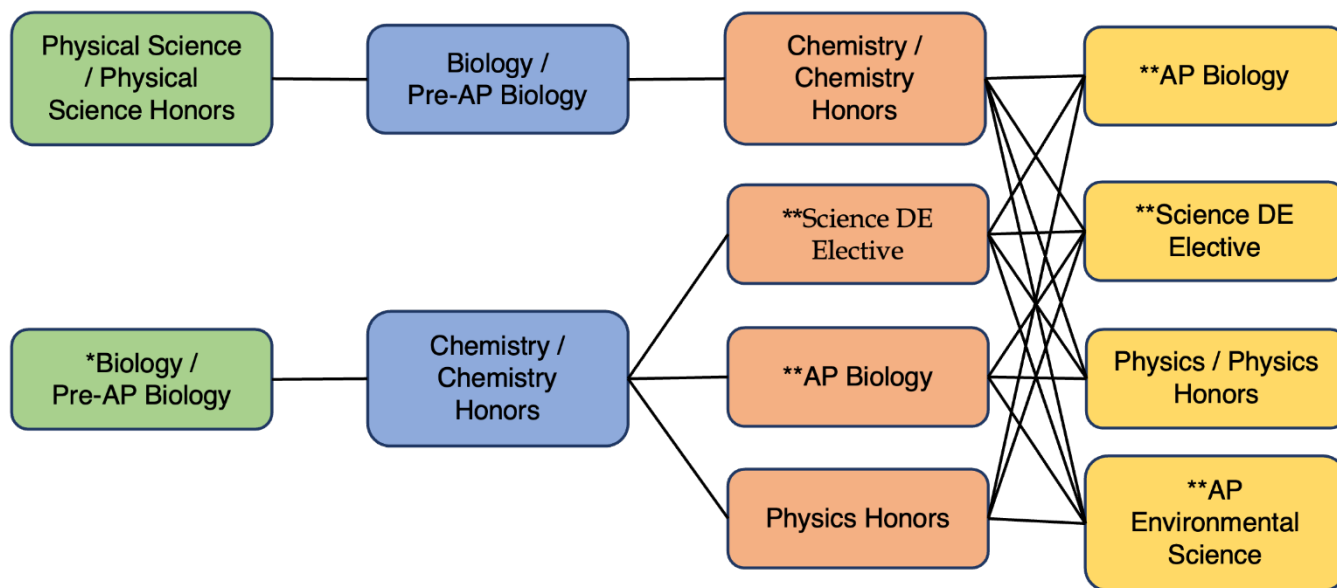


Students must take a math course each year of high school

*For freshmen entering with Algebra 1 credit

**Math DE Electives may include courses such as Introduction to Statistics and Calculus.

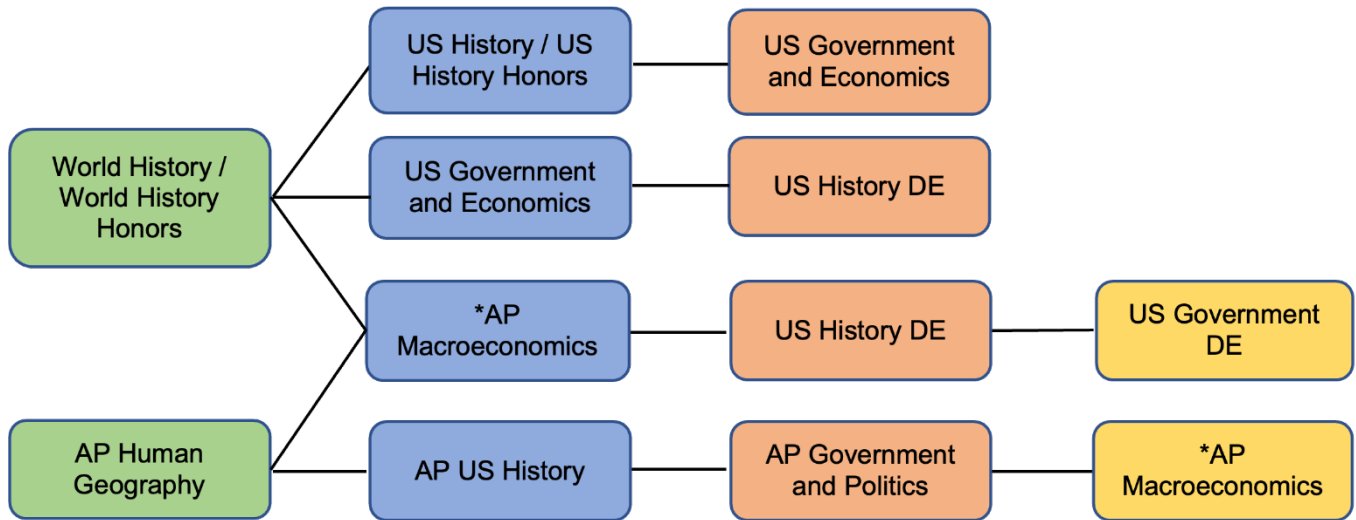
Science



*For freshmen entering with Physical Science credit.

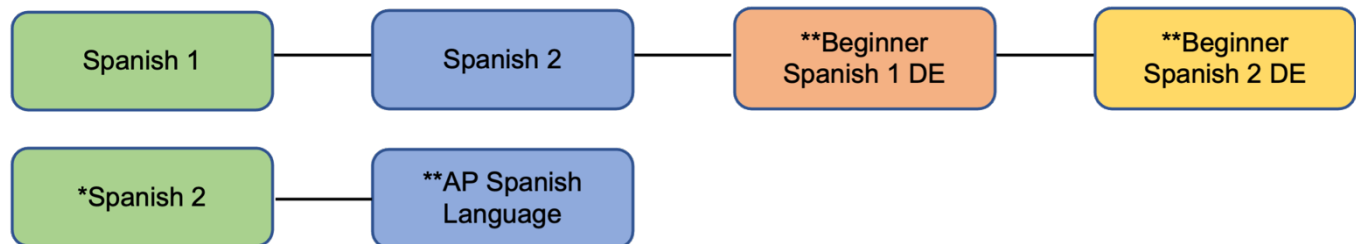
**Only 3 science credits are required: physics, biology, or chemistry, and one additional lab course. Any above are additional electives.

Social Studies



*AP Macroeconomics is an additional suggested course offering. Students are only required three social studies credits to graduate.

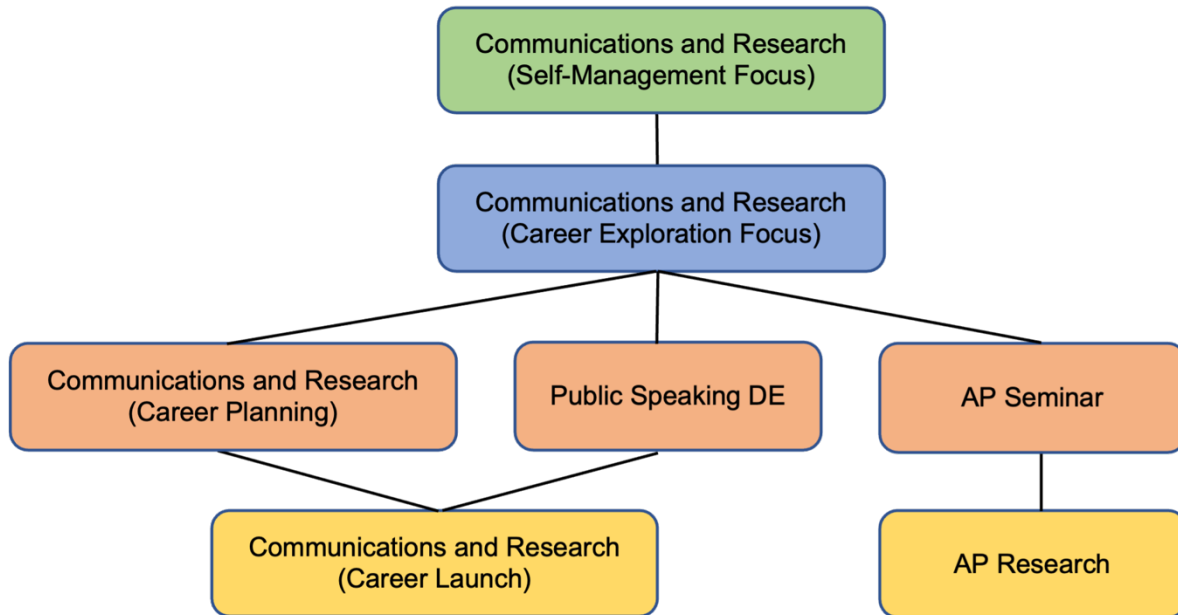
Foreign Language



*For freshmen entering with Spanish 1 credit.

**Optional. Only two credits of foreign language are required though this may be waived locally if a student wants to enhance their elective pathway.

Communications and Research



Communications and Research is a proposed seminar series specific to NCPHS so that students can build 21st century skills and be better prepared to communicate in their personal and professional life both orally and written. Rotations could happen throughout the year in different departments for more diverse projects and to align staffing with the faculty's areas of certification and expertise.

Other Course Offerings

Wellness is Altitude: NCPHS's wellness course that meets the TN high school graduation requirement is unique. Our school is partnering with Attitude is Altitude, a K-12 social-emotional learning curriculum, to create a health course that seamlessly imbeds social-emotional learning standards and research into the other health and wellness standards with Nick Vujicic, internationally known motivational speaker and writer, as their guide.

Fine & Performing Arts: Some of the fine arts course offerings may include but not limited to:

- AP 2-D Art and Design
- AP Music Theory
- Art 1
- Art 2
- Art 3
- Chorus
- Drama Theater
- DE courses available through college partnerships

Other Electives: In addition to the many courses students will have access to through dual enrollment and the different pathways, other electives may include but not limited to:

- Adobe Illustrator
- Adobe InDesign
- Adobe Photoshop
- AP Computer Science
- AP Spanish Language and Culture
- AP Spanish Literature and Culture
- Creative Writing
- Debate
- Journalism
- Physical Education 2

Strategy 6: Instructional Strategies and Systems of Support

Instructional Strategies

NCPHS teachers will apply research-based instructional strategies that provide students with academically rigorous, challenging, and innovative learning opportunities that are focused on individual student learning needs. Our Education Model’s continuous improvement process is designed to accommodate *all* learners by using a *decision-driven* data collection process and allows the teacher to apply instructional strategies flexibly as to tailor to individual student needs. Examples of instructional strategies include:

- Marzano’s High Probability Instructional Strategies
- Student-Centered Learning
- Blended Learning
- Differentiated Instruction
- Cooperative Learning
- Project-Based Learning (PBL)

Marzano’s High Probability Instructional Strategies

Marzano’s High Probability Instructional Strategies can be implemented across subject levels and throughout a lesson in various ways. These research-based strategies are proven to yield positive results in student learning (Haystead & Marzano, 2009). As new research emerges, professional development and recommended teaching strategies will be continuously updated to meet the needs of students and the staff who support them. The table below illustrates Marzano’s High Probability Instructional Strategies.

Category (Percentile Gain Yielded)	Applications
Tracking Student Progress and Using Scoring Scales (34)	Determine current level of performance; Identify achievement goals and establish a rate of progress; Track progress visually; Adjust instruction to improve learning; Provide more intensive instruction to re-teach the material if goals are not being met
Setting Goals/Objectives (25)	Set a core goal, and let students personalize it; Make sure goals are achievable; Teachers help with strategies to achieve goals; Teachers and students monitor progress and celebrate success
Building Vocabulary (20)	Provide deliberate instruction, including direct and small-group instruction to accelerate students' vocabulary development; Facilitate active engagement before, during, and after lessons beyond definition knowledge; Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions
Identifying Similarities and Differences (20)	Teacher-directed activities focus on identifying specific items; Student-directed activities encourage variation and broaden understanding; Includes activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.
Interactive Games (20)	Use in addition to effective teaching; Define the objectives of the game to set a purpose; Should be challenging, but not frustrating; Can foster teamwork and social interaction; Provides opportunities for success and positive reinforcement
Summarizing (19)	Requires analysis of text to determine what's important; Students use key words and phrases while summarizing content; Students constantly refine their work to determine the most essential and relevant information
Note Taking (17)	Use teacher-prepared models/templates to teach basic principles and expectations; Give time to practice note-taking and provide feedback on the skills; Students become familiar with content, jot down main ideas, and write down questions
Nonlinguistic Representations (17)	Incorporate words and images to represent relationships; Use physical models, dramatization, and movement to represent information; Have students explain their rationale and meaning behind the nonlinguistic representation

Student Discussion/Chunking (17)	Set expectations for classroom discussions and try in small-groups first; Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding; Organize content into small, related segments that are more manageable for understanding in daily lessons
Homework (15)	Establish and communicate a homework policy; Provide specific feedback on all assigned homework and vary the way the feedback is delivered
Practice (14)	Ask questions that require students to process and rehearse the material; Give feedback on the practice while circulating and monitoring work; Provide additional explanations and several examples; Cooperative learning is an effective strategy to utilize practice
Effort and Recognition (14)	Personalize recognition and give praise for individual accomplishments; Provide suggestions to help students improve if they are struggling, then praise the improvements
Graphic Organizers (13)	Use various types to expose students to information before they learn it; Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

Student-Centered Learning

Based on Marzano’s research, purposeful implementation of instructional strategies can provide a roadmap for the shift in teaching required to ensure student academic success. Effective student-centered learning starts with instructional planning focused on empowering students as active participants in the classroom. By shifting away from a teacher-directed approach, students learn to carry the bulk of the work of learning as teachers take a position as guide. Teacher planning for student-centered learning will focus primarily on the following components:

- Processing – Teachers provide direct instruction and multiple opportunities for students to interact with each other and the new knowledge.
- Practicing & Deepening – For procedural knowledge, students are provided with multiple opportunities to practice until fluent. Students work with the teacher either one-on-one or in small groups, based on data, to practice with formative feedback. For declarative knowledge, students work in small groups on tasks that require the application of knowledge to deepen their understanding.
- Extension – After the teacher has taught to mastery, students apply knowledge from the entire unit in a culminating project that requires experimental inquiry, problem-solving, investigative, or decision-making skills.

Blended Learning

NCPHS will offer blended learning experiences for students and ensure teachers build the capacity to flexibly employ the various models listed below. Instructional software programs will be evaluated by NEI to ensure programs are primed to yield strong outcomes. NCPHS will develop a plan for the implementation of each selected software program to maximize its effectiveness. The plan will include the selection of champions for each program who will serve as leaders in the proper use of program elements, including compiling, analyzing, and using school, classroom-level, and individual student data reports. Time for students to use instructional software will be provided before, during, or after school to ensure students have access to technology and meet program specific usage requirements.

- Rotation Model. Students receive instruction from the teacher, participate in centers or independent work, and then complete similar activities on an online software program.
- A La Carte Model. Students take an online course with an online teacher of record but still attend school in a brick-and-mortar setting. The course is taken while physically at NCPHS.
- Individualized Learning. Students use programs that move at their pace to develop reading or math skills. After completing an online diagnostic, students are placed within a track. They read

passages, answer questions, receive tutorials, solve problems, and move through the program as they progress through their pathway. The teacher monitors use and progress, and the program adjusts according to student performance. Lexia PowerUP Literacy is an example of a program that may be utilized.

- ***Flipped Learning***. Teachers can use this model within a course for all students or for those who need enrichment. Students watch a video or tutorial online outside of class prior to formal classroom instruction. This approach helps students develop an understanding of a concept, allowing valuable instruction to be used for extended learning and practice.

Research that supports this blended learning approach: Smith, B., & Brame, C. (2014). Blended and Online Learning. Vanderbilt University Center for Teaching; Retrieved [January 11, 2023] from <https://cft.vanderbilt.edu/guides-sub-pages/blended-and-online-learning/>.

Differentiated Instruction

When using differentiated instruction, teachers will flexibly employ a variety of instructional strategies to meet individual students' needs. At NCPHS, all teachers will use differentiated instruction daily to both accommodate and motivate students. Professional development will be provided to ensure differentiated instruction is:

- A teacher's response to student needs
- The recognition of students' background knowledge and preferences
- Student-centered
- Instruction that addresses students' differences
- A blend of whole-group and small-group instruction

Small-group instruction will be used across subjects to reach all students, and teachers will incorporate differentiated resources that target learning needs of below-level, on-level, accelerated, advanced, and EL (English Learner) students.

Differentiation will be provided by three ways:

1. The *content* students are learning
2. The *process* in which students are learning
3. The *product* being developed to demonstrate learning

NCPHS teachers will apply best practices for differentiating, including student readiness, student interest, and student learning profiles. Our continuous improvement process with *assessment as the constant bridge between teaching and learning* (i.e., short-cycle, medium-cycle, and long-cycle formative assessment) will ensure teachers can differentiate daily for student readiness. Additionally, the PMLP process will equip teachers with the knowledge of students' interests and learning preferences to plan accordingly as well.

Cooperative Learning

Cooperative learning is an instructional strategy that combines teamwork with individual and group accountability; it allows students of varying ability and/or achievement levels to work jointly to accelerate their growth and achievement. Research indicates that students have much to gain from peer interaction where they serve as learning resources for each other. Implemented effectively, cooperative learning supports problem-solving and social skills development while applying knowledge learned in a particular unit or lesson.

The following elements are present in effective cooperative learning experiences:

- **Positive Interdependence**: Group cohesiveness is dependent upon all team members understanding their roles (i.e., their part of the work) and ensuring others do as well.
- **Individual Student Accountability**: Each team member understands his or her contributions to the group and is responsible for them.

- Face-to-Face Interaction: This interaction includes the interpersonal and small-group skills needed to manage team interaction and behaviors (i.e., active listening, accountable talk, sharing resources, taking turns, etc.).
- Social Skills: Team members listen to each other, exchange ideas, offer explanations and encouragement, provide constructive feedback, and help each other with resources. These practices lead to team members feeling more accepted and valued, less anxious and stressed, and more willing to help others in return.
- Group Processing: Team members process their work by reflecting on what they have done well and what they will need to do to achieve the team's goals. This reflective progress helps students be better problem-solvers and make learning gains.

NCPHS will use cooperative learning to help students acquire both academic and social-emotional skills, as well as boost student achievement and improve attendance. Cooperative learning will be applied formally and informally in the classroom:

- Formal: Teachers set expectations and strategically assign students to specific roles to guide their social interaction. Teachers also facilitate and monitor team progress, holding students accountable for their behavior and task completion.
- Informal: Students participate in focused peer discussions using strategies like think-pair-share and turn and talk.

Project-Based Learning

Project-Based Learning (PBL) is not simply an activity students do or a product they make at the end of a unit after standards have been taught. PBL is a research-based teaching method where students complete a project as a means *to learn the standards*. PBL is a process of continuous inquiry on a real-world problems and is intended to give students the opportunity to build on their strengths and excite them for their future. Students engaged in PBL also learn to self-regulate their own learning through rubrics, self-assessment, and formative and summative assessments. The projects are authentic; they have relevance in the world outside of the classroom, and students communicate their findings, product, or solution to the public.

Teachers often times find themselves having both sides of the spectrum in their classroom – those performing well below grade level and those not challenged enough. PBL allows teachers to engage all their students, not just one or two levels, through natural scaffolding. Research shows that PBL builds intrinsic motivation in students, increases retention time of the content, reduces absenteeism, prepares them to face real challenges, and develops 21st century skills such as problem-solving and collaboration. In addition, students who have been taught through PBL achieve at or above average on standardized testing.

At NCPHS, PBL will be utilized in courses to engage students in interesting, higher-order thinking and to build the communication and research skills we believe are invaluable for college and career success. The Communications and Research seminar series and the Wellness is Altitude course will serve as PBL exemplars for the school. Other subjects such as English, Biology, and History will be encouraged to utilize PBL as teachers are trained on it. PBL projects will be reviewed by Noble Education Initiative and/or by NCPHS's administration before being taught in the classroom to ensure Tennessee's Academic Standards are covered and assessed.

Systems of Support

In addition to the supports built into our Education Model (i.e., Success Block, responsive classroom teaching practices, etc.), we will also implement the following programs and/or strategies to support students and ensure on-time graduation for all:

- Tutoring

- Push-in/Pull-out Instruction
- Response to Instruction and Intervention (RTI²)

Tutoring

NCPHS's tutoring program will be available for students who do not demonstrate adequate learning gains on diagnostic assessments (i.e., NWEA's MAP Growth) or by earning failing grades. Tutoring sessions will be held before and after school on weekdays and may include Saturday sessions based on teacher availability and student need. Peer tutoring will also be available (see Lion Leaders).

Push-in/Pull-out Instruction

At NCPHS, teachers will provide targeted small group and one-on-one instruction by providing push-in or pull-out academic and behavioral supports *as needed*. Using the flexible learning spaces in the building, teachers will address students' needs with minimal disruption. This strategy will serve students who are struggling and those who need enrichment. Additional benefits of this approach:

- Provides immediate intervention or enrichment as students engage in learning content or as behavior occurs
- Allows students to learn and practice with peers who have similar strengths, challenges, or even interests
- Reduces the range of student needs receiving core instruction

Response to Instruction and Intervention (RTI²)

NCPHS's RTI² framework will be critical to supporting students in becoming "ready" students as defined by the TDOE. RTI² helps educators understand where students are, and through a multi-tiered system of support, assists them in moving forward. The framework integrates TAS, assessment, early intervention, and accountability for all students. This constant system of support enables students to persist on the path to readiness. Our comprehensive RTI² plan is found in Section 1.4.

SUMMARY OF ACADEMIC BENCHMARKS

Several academic benchmarks were described in the six key strategies of our academic plan. It is these intentionally selected benchmarks that will allow school leaders to monitor and accelerate student learning and teacher effectiveness over the course of the school year. The key academic benchmarks for NCPHS include:

- NWEA MAP Growth
- Instructional Focus Calendar (IFC) Assessments
- Student Grades
- Personalized Mobile Learning Plans: Student Goals
- Tracking of Instructional Software Usage and Lesson Passage

RESEARCH THAT SUPPORTS THE NCPHS ACADEMIC PLAN

Extensive research (and/or the best thinking of experts in the field) supports every aspect of NCPHS' Academic Plan which is designed to close achievement gaps and accelerate learning for every learner entrusted in our care. The table below provides an overview of key research and expert thinking that shapes our academic plan to ensure academic improvement for all students.

Approach, Method, Strategy, or Practice	Research and Expert Thinking
NEI's Continuous Improvement Model (CIM)	<p>NEI's CIM is based upon Pat Davenport's Research on eliminating the achievement gap. Found here is a recap of her findings:</p> <ul style="list-style-type: none"> • The principal sets the example and the tone for instructional excellence by defining the school vision, managing instruction and curriculum, and promoting a positive school climate. • The school staff believes all students can attain mastery of the core curriculum and expects them to do so. • The staff accepts responsibility for all students. They believe the school controls enough of the variables to assure that all students do learn. • Students have a safe environment in which to learn. The adults work in a collaborative, cooperative environment. • Students' academic progress is measured frequently through assessments, using results to improve teaching and support student learning.
Assessment: <ul style="list-style-type: none"> • Formative Assessment • Pre-Assessment 	<p><u>Formative Assessment:</u> Dylan Wiliam, PhD, a leading authority on the use of assessment to improve education, and his colleague, Paul Black, offer this inclusive definition of formative assessment: to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.</p> <p>It was Wiliam and Black who actually spurred the worldwide interest in formative assessment when they published two studies on classroom assessment in the late 1990s. They presented evidence from their research review, a meta-analysis, in which they conclude that student gains in learning triggered by formative assessment are amongst the largest ever reported for educational interventions. In fact, they assert "...that improved formative assessment helps low achievers more than other students and so reduces the rage of achievement while raising achievement overall."</p> <p><u>Pre-Assessment:</u> Research evidence shows pre-assessment used to assess prerequisite learning is beneficial if teachers use the results to help students master specific prerequisite knowledge and skills. Measuring prerequisite learning will be the primary purpose of pre-assessment at NCPHS.</p>
Marzano's High-Yield Strategies	<p>See these strategies in the table presented earlier in this section.</p>

<p>Blended Learning</p>	<p>When facilitated effectively, there are recognized benefits of online/blended learning:</p> <ul style="list-style-type: none"> • Learner-Centered: The teacher is the facilitator of learning. Students are given more control over their learning. They teach each other through collaboration and personal interactions (Palloff and Pratt, 2013). • Collaborative and Interactive: “When posed questions in advance, students have the opportunity to compose thoughtful responses and have their voices heard, as well as respond to one another in a manner not usually afforded by face-to-face instruction” (Kassop, 2003). • Metacognitive Awareness: With increased autonomy, students practice metacognition. • Increased Flexibility: With flexibility in how and when they learn, students control the pacing of learning. This allows them to spend more time on unfamiliar or difficult concepts (Aslanian & Clinefelter, 2012). • Immediate Feedback: “Immediate and continual feedback throughout the learning process is beneficial for gaining understanding of difficult concepts, as well as triggering retrieval mechanisms and correcting misconceptions (Thalheimer, 2008).
<p>Social-Emotional Learning (SEL)</p>	<p>Research supporting the social and emotional course and SEL-embedded strategies was gathered from CASEL. The following is a recap of the research-based studies on SEL:</p> <ul style="list-style-type: none"> • An extensive body of research demonstrates that education that promotes SEL gets overall, academic results. • Teachers in all academic areas can effectively teach SEL. • SEL benefits students for months to even years to come. <ul style="list-style-type: none"> ○ Students exposed to SEL in school outperform their peers on a number of indicators: positive social behaviors and attitudes, skills like empathy and teamwork, and academics. ○ Students exposed to SEL in school have fewer conduct problems, less emotional distress, and lower drug use. ○ Students who participate in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. ○ Students who participated in evidence based SEL programs showed improved behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. • SEL competencies are critically important for the long-term success of all students in today’s economy.

Additionally, many factors within our academic plan align with the 2018 list of factors related to student achievement outlined by John Hattie in his research on Visible Learning. Factors with a significant effect size of .07 or better that are embedded in our academic plan are listed in the following table:

Visible Learning in Academic Plan

Factor	Effect Size	Relationship to NCPHS's Academic Plan
<p>Collective teacher efficacy: the collective belief of teachers in their ability to positively affect students... believing you can make a difference</p>	1.57	<p>At NCPHS, supportive structures and processes for students and teachers alike, will clearly “show” teachers that what they are doing is improving student learning. Collective teacher efficacy is at the heart of our continuous improvement model.</p> <p>Leaders will help teachers believe in their own power to make a positive difference through active, weekly professional learning communities (i.e., PLCs) focused on student achievement. Using purposely collected data each week, teachers will see immediately what’s working and what needs improved. As needed, they will receive coaching support to close gaps prior to the next PLC meeting.</p> <p>Additionally, using the approved teacher evaluation tool (i.e., TFET, Teacher Formative Evaluation Tool) that values teacher goal setting and on-going feedback, leaders will communicate regularly with teachers about how their actions affect student achievement and student well-being. When teachers see their impact, they <i>believe</i> in their own power to make a positive difference.</p>
<p>Self-reported grades: the accuracy of children to predict how they will perform;</p>	1.33	<p>With clarity on the progressive levels of performance, consistent use of formative assessment to track student learning, and the use of student self-assessment, all students at NCPHS will be shown how to better predict their own performance.</p>
<p>Teacher estimates of achievement: the accuracy of teachers’ knowledge of students in their classes</p>	1.29	<p>Knowing the academic, social, and emotional needs of our students is the foundation of everything we do at NCPHS. At NCPHS, educators will use this knowledge to plan, measure, and adjust all teaching and learning experiences.</p>
<p>Cognitive task analysis: a type of task analysis aimed at understanding tasks that require a lot of cognitive activity from the user, such as decision-making, problem-solving, memory, attention and judgement</p>	1.29	<p>From the outset of learning, students at NCPHS will understand the differences in student work from novice to mastery. This will serve as the base for students to engage in cognitive task analysis when working in student teams (cooperative learning) with rigorous, relevant tasks.</p>

Response to intervention: an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning	1.29	At NCPHS, RTI ² will serve as another intentional safeguard that doesn't wait for children to fail before intervening. Being a charter school, we have an extended school day, so offering a continuum of services is planned for when building the school schedule.
Strategy to integrate prior knowledge: students actively connect new learning with what they already know about the content or use it to clarify faulty assumptions they currently hold	.93	As part of lesson plan design, teachers will activate students' prior learning with the purpose of integrating prior knowledge into what is currently be taught.
Self-efficacy: an individual's belief in their innate ability to achieve goals	.92	With an intentional focus on SEL, explicitly teaching student ownership strategies, and organizing learning to meet students where they "enter" the learning, students at NCPHS will gain a belief in their ability to achieve because learning gains, even partial mastery gains, will be recognized and celebrated.
Classroom discussion: a method of teaching, that involves the entire class in a discussion	.82	Students at NCPHS will regularly engage in classroom discussion as part of direct instruction. Using well-prepared questions and prompts, students will engage in rich discourse and apply their SEL skills. During class discussions, students all will practice applying the academic and domain language of the standards.
Teacher clarity: the importance to clearly communicate the intentions of the lessons and the success criteria.	.75	At NCPHS, teachers will clearly communicate the learning target with success criteria so that students know where they are going, know where they are, and how to close the gap.
Feedback: Feedback on task, process and self- regulation level is far more effective than on the self-level	.70	Teachers at NCPHS will learn how to provide feedback that <i>moves learning forward</i> . For instance, as students engage in cooperative team learning, teachers will provide feedback that helps students take next steps and help themselves.

Basic Learning Environment

NCPHS's learning environment will be primarily classroom based, with the classroom redefined in our facility as outlined below. Opportunities for independent study and blended learning will be incorporated throughout NCPHS's innovative learning spaces.

The Partnership for 21st Century Skills defines a 21st century learning environment as a space (both physical and virtual) that accommodates the diverse learning needs of students and fosters positive and

healthy relationships deemed necessary for attaining both the present and future knowledge and skills necessary to attain success in post-secondary endeavors.

Our vision of ensuring each student is ready for the post-secondary pathway of their choosing inspired this shift toward a future-focused learning environment. This shift is reflected in the design features listed below, which were also informed by best-practices in student-centered learning and technology rich environments.

- **Future-Focused Learning Spaces: Allows** for collaboration to take place anywhere and everywhere, while still providing the one-on-one and small group space needed for teacher delivery of academic supports. A large learning space easily converts to a central collaborative space with small breakout spaces through the use of retractable walls. This feature will allow students and teachers to define the optimal learning space based on individual and collective needs.
- **Common Shared Flex Spaces:** May be used for studying, conferencing, cooperative group work, club meetings, or mental break spaces, among other uses.
- **Science Labs: Equipped** with required experimental and safety equipment.
- **Art Lab: Equipped** with a kiln.
- **Flexible Furniture:** Features writable surfaces, flexible seating, and multi-functionality tables/chairs. Available in both classrooms and common areas.
- **Black Box Theater:** May be used for student performances, debate, mock trials, etc. Additionally, this space may be utilized for guest speakers, and presentations from college and workforce representatives.

Future-Focused Learning Spaces

A review of the *World Economic Forum predicted that the top 2030 jobs will require that students develop three key skills sets: technological skills, social-emotional skills, and higher-cognitive skills. The top ten (10) skills of 2025 are listed as follows:

- Analytical thinking and Innovation
- Active learning and learning strategies
- Complex problem solving
- Critical thinking and analysis
- Leadership and social influence
- Technology use, monitoring, and control
- Technology design and programming
- Resilience, stress tolerance, and flexibility
- Reasoning, problem-solving, and ideation

**"The Future of Jobs Report". Lepaya.com/en/top-10-skills-of-the-future. World Economic Forum, October 20, 2020.

We envision NCPHS will serve as a model for future-focused learning environments and consider the intentional design an essential tool in the delivery of our academic programming and in fulfilling our mission. The flexible nature of our physical learning environment allows for multiple classroom spaces to be combined into larger learning areas using retractable walls. This design allows our teachers to foster multiple differentiated learning opportunities with ease throughout the day, enabling them to readily provide small-group instruction, whole-class instruction, or independent work. The facility's flexible layout allows maximum optimization of available space to benefit student academic success.

1:1 Technology

We understand that the effective use of technology at the high school level should encourage autonomy and self-directed learning. Therefore, as with our NCP middle school, NCPHS intends to implement a 1:1 technology initiative where every student has access to state-of-the-art technology. NCPHS will

purposefully integrate tools, technology, software, and structures to enable the use of varying types of devices throughout the building. To ensure the implementation of a Wi-Fi rich environment that enables a variety of collaborative opportunities and makes learning mobile throughout the building, network connectivity is planned at a rate high enough for all students and teachers to effectively access the internet simultaneously. This will allow students to stay engaged in learning and exploring on the go and will maximize the use of modular furniture located in common spaces and labs. In addition, the following technology will be available throughout the school:

- Interactive displays/panels for instruction
- Computers/laptops located for maximum accessibility
- Charging stations/adaptors for use with different devices
- Headphones and microphones

Effective use of NCPHS's learning environment will serve to promote communication, collaboration, connectivity, flexible learning spaces, and community, as well as inspire creativity and critical thinking. This combination of facility design, connectivity, flexible learning spaces, and furnishings will allow NCPHS to better nurture and accommodate students as the facilitators of their learning in a 21st century environment. A strong professional development component will be developed with the understanding that the learning environment is only as successful as the form of instruction being implemented.

WHY THE INSTRUCTIONAL STRATEGIES & CURRICULUM ARE WELL-SUITED FOR THE TARGET POPULATION

NCPHS will serve a diverse student population. Based on area demographics, we expect the majority of the students to live in high poverty communities, identify as African American or another minority group, and have a higher than average number of students identified as English Learners. Additionally, we anticipate serving a higher than average number of students requiring SPED services and needing additional educational services.

As a result, NCPHS' academic framework is designed to meet students where they are, create a realistic and structured growth plan for each student, and incorporate a proven SEL skills program that will ensure our students' success. The inclusion a Freshman Academy also will ensure a successful transition to high school.

Specific instructional strategies of teamwork, teaching students to interact with respect, and understanding differences will set the platform onto which content-related strategies can build the student knowledge base. This platform will be key to student learning. Once a firm foundation is built, the personalization that comes from student's understanding their own data from each type of assessment will help them invest even more into their own learning. Students will use their own data to set goals with the help of their teachers and will be able to track their progress toward these goals.

Students will be intentionally taught how to connect with other students and staff members in productive ways. When engaged in cooperative learning, students will work through rigorous tasks that empower them to make responsible decisions, communicate, solve problems, think critically, be resilient, persevere, and work within teams. These social and emotional skills are some of the most valuable to employers in the marketplace and are often not explicitly taught.

The use of blended learning will allow students many opportunities to close any learning gaps, practice "learned" skills, receive immediate feedback, collaborate with peers, and learn at their own pace. Plus, software features equip students with additional supports to help them further develop English and/or language skills.

Our organized, sequenced, and structured curriculum will provide students, regardless of their current level achievement, to be successful. Clear pathways of graduation requirements will allow students to learn content “at the appropriate level of challenge.” The pathways also provide students choice in their learning that best aligns to their strengths, interests, and future aspirations. Recognizing that some students may struggle, safeguards will be in place to ensure students earn sufficient credits for an on-time graduation.

(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 featured and nay new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.

Our existing school, NCP, is a K-8 school, and so question (i) is not applicable to this application, as the grade tiers and comprehensive educational plan are completely different.

Section 1.3 References

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1.4 Academic Performance Standards

1.4 Academic Performance Standards

In this section:

- (a) Describe the proposed school's annual and long-term academic achievement goals.
- (b) Describe the process for setting, monitoring, and revising academic achievement goals.
- (c) Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.
- (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.
- (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.
- (f) Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).
- (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.

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

Committed to high expectations for all students, aligned to our mission and vision, NCPHS believes in setting ambitious performance goals across all areas of our operation, regardless of academic, socioeconomic, and cultural background. These goals establish the foundation upon which curricula, assessments, student investment, culture and teacher professional development are enacted. Progress toward goals is continuously monitored through weekly data analyses at student, classroom, grade, and school-level. Additionally, individual student goal setting through Personalized Mobile Learning Plans (PMLP's), along with strong parental support of academic growth, will ensure continually improving student outcomes. Nashville Collegiate Prep High School's (NCPHS) instructional goals and methods are based on our core beliefs of teaching and supporting the whole child and the power of failing forward as students learn that failure is never fatal. Students at NCPHS will be assessed using interim formative assessments which measure growth and achievement, as well as college and career readiness standards. We will utilize the nationally normed NWEA Measures of Academic Progress (MAP) and all goals will be aligned with Tennessee Academic Standards (TAS). Through rigorous instructional methods, and setting high standards, our goal is that all students will demonstrate no less than a year's worth of learning as outlined in state of Tennessee standards. Our academic performance goals are described below:

Academic Performance Goals

Performance Category	Performance Goal	Measure
Achievement: ELA, YR 1	With a minimum of 95% participation, 30% of NCHPS students will test "on track" or "mastered" on Tennessee State Assessments in English language arts.	Tennessee State Assessments: English I and English II
Achievement: Math, YR 1	With a minimum of 95% participation, 30% of NCHPS students will test "on track" or "mastered" on Tennessee State Assessments in mathematics.	Tennessee State Assessments: Algebra I, Algebra II, and Geometry
Achievement: Science, YR 1	With a minimum of 95% participation, 30% of NCHPS students will test "on track" or "mastered" on Tennessee State Assessments in science.	Tennessee State Assessments: Biology
Achievement: Social Studies, YR 1	With a minimum of 95% participation, 30% of NCPHS students will test "on track" or "mastered" on Tennessee State Assessments in social studies.	Tennessee State Assessments: U.S. History and Geography
Achievement: ELA, Math, Science,	With a minimum of 95% participation, NCPHS will see a 10% reduction in the percentage of students	Tennessee State Assessments

Growth Goal

Specific: Each year on state assessments, NCPHS will see a significant increase in the percentage of students making at least one year of growth.

Measurable: All tested subjects, on Tennessee State Assessments will reflect at least a 10% reduction in the percentage of students NOT making at least one year's growth relative to the previous year's growth assessment scores.

Attainable: Our students will have access to both academic and social-emotional learning supports in addition to high-quality curriculum and instructional excellence, that will ensure an environment conducive to increasing growth across all grade levels.

Closing the Achievement Gap Goal

Specific: Each year on Tennessee State Assessments, NCPHS will see a significant increase in the percentage of students in its lowest 25% making learning gains in all subject areas.

Measurable: All tested subjects will reflect at least a 10% reduction in the percentage of students in the lowest 25% NOT making learning gains relative to the previous year. Schoolwide learning gains among the lowest 25% in Year 1 will establish the baseline for measuring this goal. Learning gains among the lowest 25% in Year 2 will allow for the initial comparison to the baseline.

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

Setting ambitious, yet attainable, growth goals for all students will drive our process for meeting both academic achievement and growth goals for every child. Using available historical data, as well as fall testing data, will allow us to plan any immediate remediation needed around priority learning gaps.

Both growth and achievement will be monitored throughout the entire school year. Within each unit of instruction, students will be taught and assessed on grade-level standards.

Each unit will begin with a pre-assessment of the prerequisite knowledge and skills. This will allow us to know if students are demonstrating readiness or need some gaps closed. Throughout the unit, a continual stream of evidence will be collected and acted upon daily. At the close of each unit, all students will take an IFC Assessment. As a critical part of our continuous improvement process, PLCs will meet immediately following the common assessment to review the results. Student data will be disaggregated to identify students who met mastery of standards, those who need additional tutorials, and those who need remediation. For students who have not mastered the standards, they are placed into a Success Block focusing on the standards that have not yet been mastered, where they receive extra support and re-teaching in a time apart from regular class time. Students who achieve mastery on the IFC Assessment receive enrichment during Success Block.

Another way achievement and growth goals are monitored throughout the year is through the mid-year administration of the NWEA MAP. This way we can see if students, cohorts, and grade-levels are on track. We can also see if previous gaps in performance have been partially or completely closed. If a student has made higher gains than expected by mid-year, higher goals are set for the end of the year. Students, on the other hand, not meeting growth goals at mid-year are given additional supports for their learning. School-wide goals will be set using the academic and social emotional goals created by individual students, cohorts, and entire grade-levels. School-wide goals will be adjusted based on state assessment results. Additionally, the school will annually set and monitor goals using a dashboard in other operational and academic categories, such as: teacher attendance, teacher attrition, student attendance, student attrition, instructional software goals, vocabulary goals, discipline data, teacher walk-throughs, etc.

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

Steps	Explanation
Conduct a needs assessment	Conduct a needs assessment that includes the following: <ul style="list-style-type: none"> • Disaggregate data to evaluate specific area of academic weakness for students and student groups, including but not limited to data from state assessments, NWEA MAP, and IFC assessments. • Review student performance relative to teacher instructional performance. • Use TDOE’s Diagnostic Tool(s) for identified subgroups that have failed to meet state and/or district expectations to conduct root cause analysis of student performance. This includes: <ul style="list-style-type: none"> ○ An in-depth and thorough description of the progress and challenges faced at the school level for the any identified student groups ○ A robust explanation of the reasons for the progress and challenges faced that are within the school’s control ○ A thorough reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes
Write a corrective plan	Write a corrective plan that includes the following: <ul style="list-style-type: none"> • Goals: Using the results of the needs assessment, establish measurable goals (i.e. with data sources) that address key areas identified in the needs assessment. Identify who specifically will monitor each goal and when. • Strategies: Develop strategies aligned to goals. <ul style="list-style-type: none"> ○ Ensure that strategies show a thoroughly detailed and logical connection to the identified goal(s) and are appropriately named. ○ Describe strategies in explicit details, noting how the strategy will lead to changes that will improve outcomes for the identified student group(s). • Action Steps: Identify one or more action steps for each strategy. <ul style="list-style-type: none"> ○ Write action steps that show a thoroughly detailed connection to the strategies and make sure action steps are appropriately named and clearly state the focus of the action. ○ Develop descriptions of the action steps that provide explicit detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, and how it will be completed to impact the identified student group.
Implement a corrective plan	Take action! <ul style="list-style-type: none"> • Have pre-determined stakeholders monitor the plan for compliance and quality. • Collect evidence of success (i.e. evidence of accomplished goals).

NCPHS strives to maintain an academic level for students well above state and/or district academic achievement expectations. We will assess our student data comparatively with that of state and/or district expectations with each new set of data. This will be done with each NWEA MAP and IFC assessment administration so that timely adjustments will be made every 3-4 weeks, providing either remediation or enrichment for every student.

As the final comparison data will come from student academic achievement and growth on end of the year state assessment and end of course assessments, comparing our data to the state and/or district expectations using specifically the three NWEA MAP administrations per year, will allow us greater opportunity to ensure expectations are met or exceeded.

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

NCPHS’s RTI² framework will be critical to supporting students in becoming “ready” students as defined by the TDOE. RTI² helps educators understand where students are, and through a multi-tiered system of support, assists them in moving forward. The framework integrates TAS, assessment, early intervention, and accountability for all students. This constant system of support enables students to persist on the path to readiness.

The RTI² framework represents a continuum of intervention services in which general education and special populations work collaboratively to meet the needs of all students. This includes shared knowledge and commitment to the RTI² framework, its function as a process of improving educational outcomes for all students, and its importance to the department to meet requirements related to the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA).

Tier I. When Tier I instruction is functioning well, it **should meet the needs of 80 - 85% of the student population.** The path to readiness begins in the regular classroom where students receive differentiated, research-based core instruction. Instructional decisions will be driven by ongoing formative assessment, and teachers, through collaborative team planning and other professional development and coaching will receive the support they need to provide high-quality core instruction for all students.

To evaluate the impact of core instruction on student learning, data will be gathered and interpreted from multiple measures, including but not limited to: NWEA’s MAP Growth (winter and spring administrations), IFC assessments, classroom assessments (summative and formative), student portfolios, student self-assessments, classroom observation data, and if available, past TCAP assessments. Data mined from these measures will be used to inform core instruction, indicating the need for re-teaching or instructional modifications.

MAP Growth Norms Percentile	
> 80	High
61-80	Above Average
41-60	Average
21-40	Below Average
< 21	Low

Tier II. Tier II is in addition to the instruction provided in Tier I and **should meet the needs of 10-15% of students.** At NCPHS, students who score below the designated cut score on the universal screener (NWEA’s MAP Growth) will receive intense intervention in Tier II. These cut scores are based on national norms and identify students who are at risk. As a guideline, we will identify students below the 25th percentile or lower as "at-risk." Students who are in the 65th percentile or above will be considered "advanced."

Unlike the Tier I framework, Tier II interventions will focus on a specific skill deficiency. Once the skill deficiency is identified, students will receive the recommended thirty minutes of research-based instructional interventions from highly-trained personnel each day within a group of 5-6 students who are working on the same skill. Instructional interventions will be differentiated, scaffolded, and targeted based on the specific skill deficiency of the student. Tier II interventions will consist of tools and resources consistent with Tennessee’s Reading 360 Initiative and will implement the best instructional practices

with high-quality instructional materials that include, but are not limited to, recommended titles from the Tennessee Rtl2 resources. All resources will be vetted to provide students the supports in the skill deficit.

Once Tier II interventions begin, progress monitoring will occur through a computer-based skills assessment every 5 instructional days to gather 10-15 data points. When a student consistently demonstrates mastery of the skill, he or she will be moved to another group to support any other skill deficiencies or will be removed from Tier II once all deficiencies are eliminated. If a student does not make adequate progress, the Tier II intervention will be revised, implemented, and monitored until another 10-15 data points are gathered to determine a move to another tier. The changes made to the tier may be increasing frequency of intervention sessions, change of intervention, change of intervention provider, or change of time of day when the intervention is delivered.

Tier III. Tier III addresses **3-5% of students** who have received Tier I instruction and Tier II interventions and continue to show marked difficulty in acquiring necessary reading, mathematics, and/or writing skill(s). It could also include students who are 1.5 to 2 years behind or are below the 10th percentile on the universal screener, who will require the most intensive interventions immediately.

Tier III interventions will be unique to the students' skill deficiency. The research-based intervention tools that may be utilized to address the skills are FCRR and other vetted resources. Tier III students will be provided forty to sixty minutes of intervention, depending on the grade level and subject area, daily. The Tier III interventions will occur with highly-trained personnel in a group of 6 or fewer students.

If a student does not show adequate progress on a specific skill, there must be at least four data points from the computer-based skills assessment before a change in the intervention is made. This intervention also will focus on a specific skill deficiency using research-based instruction. Progress monitoring will occur through the computer-based skills assessment every five instructional days of Tier III. If the student continues to not make significant progress, a special education referral may be considered.

Students who are automatically placed in Tier III, 1.5 to 2 years behind or below the 10th percentile on the universal screener, will be allowed adequate amount of time to respond to the intervention before a referral for special education is made. Students placed in Tier III immediately is to increase the intensity of the intervention, not shorten the duration of the intervention period.

NCPHS will establish an RTI Team that will oversee the RTI² process and develop a plan to monitor compliance with all federal and state requirements, as well as ensure special education, 504, and EL students are included in the process. The team will coordinate with teachers and communicate frequently with parents about the progress of their students. A review of instructional resources will be conducted to determine which components could be used for RTI² and determine which additional research-based materials and resources will need to be purchased. The team also will ensure consistent progress monitoring takes place and small-group instruction is incorporated into the instructional day so that students receive the individualized support they need

(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.

Goals for Student Attendance:

- Year 1: Achieve 90% daily attendance, based on the average over the school year.
- Achieve 95% daily attendance by third year of operation with reduction in absentees by 10% annually.

Tennessee law requires children ages six through 17 attend school, but the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related predictor of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who miss a lot of school. In fact, one study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge.

In order to meet our attendance goal of 95%, we have developed procedures to ensure high rates of attendance.

First and foremost, we will plan educational experiences that meet the academic, social, and emotional needs of every child. Our student-centered approach will engage students with instruction that meets them where they are and puts them on for success. Our positive culture, intentional CIM, and the effective use of RTI² ensure that we intervene with students before they fall too far yet makes *failing forward*; something we all experience as we learn and try new things.

We will provide students with a wealth of adult expertise to meet their needs. From lead teachers to specific specialists to student teachers, students will be surrounded by positive role models who care about their success and well-being.

One of our strategies is to make sure that every student participates in activities at school. With many options to choose from, we will identify any student who is not active in their school community and get them involved. NCPHS will offer numerous student clubs and Lion Leaders (described in Section 1.3) as well as a student-led tech team.

When students do miss school, we will use the following procedures:

- When a student is absent from school, parent(s)/guardian(s) are required to call the office prior to the start of the school day. More than three days of consecutive absences are considered excessive, except in cases of extended illness or extremely unusual circumstances. Days of suspension for disciplinary reasons will not be counted toward the three-day total.
- An absence may occur for the following reasons:
 - Death in the immediate family
 - Court appearance required by legal authorities
 - Religious holidays (request verification)
 - Absences due to school-related field trips, rehearsals, competitions, etc.
 - Medical and dental appointments (make every effort to schedule after school)
 - Other emergency or unusual circumstances as approved by a building administrator
 - Personal illness requiring a physician's statement.
- When a student's absenteeism becomes problematic or excessive, teachers and/or administrators will contact parent(s)/guardian(s) to discuss solutions and put a plan in place to immediately improve attendance. If attendance issues would continue, administrators may refer students to the Tennessee Child Protective Services depending on the circumstances. A letter, in that case, would be sent to parent(s)/guardian(s) before any such action is taken.
- We will also enforce additional consequences for truancy. Truant students will have a loss of privileges which may include extracurricular events, dances, and/or athletic eligibility. We will adhere to the truancy policy as provided by MNPS.
- The school attendance personnel will attend all district attendance and truancy

information sessions and will monitor and report truancy through the district or state as appropriate.

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

Our use of a research-based, data-driven education model provides the structure and accountability necessary for the continuous monitoring and analysis of the academic program. The data is used to ensure students are on track to master the required standards. This data is analyzed during weekly data chats to determine action steps to help students improve or make adjustments in school-wide initiatives.

Students are expected to meet adequate levels of performance and earn appropriate credits at each grade level. These levels of performance are used to identify students who must receive remediation and may be retained. No student may be assigned to a grade-level based solely on age, or other factors that constitute social promotion.

We will follow all state-mandated guidelines for retention. Other factors that may be considered to determine if promotion requirements have been met may include the following:

1. Previous retention history
2. State assessment data
3. Formative assessment data
4. Current goals and objectives on the student's PMLP
5. Current goals and objectives on the student's IEP
6. Current goals and objectives on the student's ILP
7. Social/emotional behavior
8. Attendance
9. Placement and a possible change in the current placement
10. Grades
11. Current accommodations/modifications/services

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

Exit standards will address both cognitive and affective domains. In terms of cognitive exit standards, students will show mastery on state standards. The evidence for this mastery will come from student performance on EOC's and state assessments. In addition to performance, students will also show growth. The growth component will be measured by TNReady growth and the skills-based interim assessment, NWEA MAP. NCPHS understands that EL students may not be retained solely on the lack of language acquisition.

For effective exit standards, students will demonstrate affective growth under the auspices of the SEL model. This model will gauge student improvement in five areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Student growth in these SEL domains will be tracked in students' portfolios.

1.5 Phase-In/ Turnaround Planning

Section 1.5 Phase-In/ Turnaround Planning (only for applicants proposing a conversion) Not Applicable

- (a) Describe your organization's prior experience in turning around or converting an underperforming school. Include student outcomes and results. Describe how your organization achieved these results and address the challenges you faced in turning around that school. If your organization does not have such experience, please provide a comprehensive rationale that explains the suitability of your organization to successfully transform a struggling school
- (b) Describe how your organization will engage with the local neighborhood, community, and student population prior to the conversion. Explain your strategies and plan for recruiting an underperforming zoned student population
- (c) Describe specific ways that you will transform the existing school culture. How will you determine what parts of the existing school culture you will keep, modify, or add? How will you create a new identity while simultaneously respecting and reinforcing the building history and role in the community?
- (d) If proposing a phase-in approach:
- Describe how you will transition to a shared campus. Include your approach to sharing space, resources, and services, and collaborating with others on the campus. Be sure to outline any essential elements for co-location.
 - In the event that the LEA chooses to transition students out of the school sooner than originally planned, how will you minimize disruptions to your model?
- (e) If proposing a full school take-over approach:
- Describe your transition plan, including communications with existing staff.
 - Identify the additional teaching and non-teaching personnel needed to ensure student success beginning in year 1 of your conversion.

This section is not applicable, as NCPHS is a new start school.

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

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

In this section:

- (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.
- (b) Describe how graduation requirements will ensure readiness for college or other post-secondary opportunities (i.e., trade schools, community colleges, military, or workforce).
- (c) Outline systems or structures the proposed school will use to assist students at-risk of dropping out and/or not meeting graduation requirements.
- (d) Describe plans for incorporating early post-secondary work and work-based learning opportunities for students.
- (e) Identify each type of diploma that will be offered at the proposed school.

NCPHS is committed to ensuring each and every student who begins 9th grade with us has the tools for success both academically and in their choice for post-secondary education. The transition to high school is a critical time for students. As academic rigor and responsibility increase, students typically have less supervision and more consequences for failure. Furthermore, research shows that whether students graduate from high school is largely determined their freshman year. So, a good beginning often dictates the outcome. In fact, “students who are on-track at the end of their 9th grade year— who earn at least a quarter of the credits needed for four-year graduation and receive no more than one “F” in a core course—are as much as four times more likely to graduate from high school than their off-track peers. In fact, the 9th grade on track metric is more predictive of a student’s likelihood of graduating than race, ethnicity, poverty level and prior test scores combined” (*Allensworth, 2013*).

(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.

As described in Section 1.3, Academic Focus and Plan, NCPHS students will meet the current minimum requirements for graduation from high school in Tennessee. Credits will be earned for each academic course taken during the academic semesters at NCPHS. Courses will be one (1) semester in length or one (1) year in length with semesters being August – December (Semester 1) and January-May (Semester 2). Grade point averages will follow Tennessee requirements as shown below.

Grading

As of the 2022-23 school year, Tennessee has adopted a new grading policy, which NCPHS will follow. The guidelines are listed in TN State Board Uniform Grading Policy 3.301. Namely the courses will have the following percentages:

Uniform Grading Policy - Weighting for Advanced Coursework				
Grade	Percentage Rate	Honors Courses - shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Local and Statewide Dual Credit Courses, Industry Certification-Aligned Courses, and Dual Enrollment Courses - shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Program Courses - shall include the addition of 5 percentage points to the grades used to calculate the semester average.
A	90-100			
B	80-89			
C	70-79			
D	60-69			
F	0-59			

Our courses, special programs, and electives are outlined in **Section 1.3** of this application.

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

As Shown in Section 1.3, Academic Focus and Plan, the NCPHS curriculum will be innovative, rigorous, and intentional, and will prepare students for college or any post-secondary opportunity they may pursue. NCPHS hopes to be a model and a leader in guiding our students towards successful academic outcomes, using our proven Continuous Improvement Model, designed around the five elements discussed in Section 1.3 of this application.

In order for a student to be considered a TN Ready Graduate, they must complete at least one of the following criteria:

- ACT Composite Score of 21 or higher (SAT 1060 or higher)
- Four EPSOs
- Two EPSOs & Pass an Industry Credential
- Two EPSOs & Earn a Qualifying Score on the ASVAB (Military Entrance Exam)

Section 1.3, Strategy 4, outlines the opportunities for students to engage in a college preparatory course of study, participate in EPSOs, and EPSOs that prepare students to prepare for success on Industry Credential assessments.

NCPHS will enter student academic data into the authorizer's SIS in order to generate transcripts and will have GPA calculated following the authorizer implemented grade scale.

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

As outlined previously, our Continuous Improvement Model, along with on-going professional development for our teachers and staff, will provide students with many opportunities to succeed, and exceed, their potential. Our Response To Intervention strategies and supports (see **Section 1.4**) are designed to quickly identify struggling students, provide the level of assistance needed to achieve academic success, and ensure students remain on track to graduate on time. If necessary, NCPHS may also include such strategies as:

- Intervention meeting with student's parents/guardians to ensure students are getting support both at home and at school.
- Dropping a course not required for graduation
- Using Success Block to get caught up on work/academic courses
- Assigning a student tutor (see Lion Leaders) to help the student succeed

Additionally, we value parent communication, and will strive to ensure parents are an integral part of decisions for at-risk students. Our principal, Director of Student Supports, and teachers all work together to create the optimal learning strategies for struggling students.

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

As described in **Section 1.3, Academic Plan and Focus**, NCPHS plans to offer dual credit courses, as well as AP courses, and also will offer unique pathways for students who wish to pursue the arts or technology. In addition, we will encourage and support students in pursuing and meeting the requirement to obtain the Hope Scholarship in order to attend a four-year college in Tennessee. The Hope scholarship requires a minimum of a 21 ACT score, or a minimum of 1060 on the SAT, exclusive of the essay and optional subject area tests. It also requires students to have an overall minimum of a 3.0 grade point average (GPA). NCPHS students will also be encouraged to enroll in and pass at least one dual enrollment course.

We believe these opportunities will not only encourage our students to remain engaged, but they will also allow our students "hands-on" experience that will assist them as they determine their post-secondary pathways.

(e) Describe each type of diploma that will be offered at the proposed school.

As described in State Board Policy 2.1041, NCPHS will offer four types of diploma: the regular diploma, alternative academic diploma, occupational diploma, and special education diploma.

Regular High School Diploma: The regular high school diploma is the traditional diploma earned by high school students. The requirements are:

- The student must successfully complete 22 credits, specified by course subject.
- The student must complete the ACT or SAT exams prior to graduation, if the student was enrolled in a Tennessee public school during their 11th grade year.
- The student must have a satisfactory record of attendance and discipline.
- The student must take and pass a U.S. Civics test that has been created by the Local Education Agency (LEA).

Implications:

- Students with a regular diploma are able to attend traditional postsecondary educational opportunities such as four-year colleges or universities, community colleges, and colleges of

applied technology.

- This is the best diploma option for employment as it is the most widely recognized by employers.

Special Education Diploma – The special education diploma is a pathway for students who will not be earning a regular diploma. The requirements are:

- The student will not be able to earn a regular high school diploma.
- The student has received special education services and supports, *and* the student has made satisfactory progress on their IEP.
- The student has exhibited satisfactory attendance and conduct.

Implications:

- Students will not be able to attend a traditional 4-year college or university or community college.
- Students can attend certain programs at a college of applied technology.
- If the student has a diagnosis of an intellectual disability (ID), they can also apply to college programs for students with ID called inclusive higher education programs, which are sometimes referred to as Comprehensive Transition Programs (CTP's). These programs tend to be affiliated with 4-year universities and sometimes with community colleges.
- Special education diplomas do not count in a high school's graduation rate.
- Special education diplomas are often not recognized by employers.
- Students are able to continue working toward an occupational or regular education diploma until the age of 22 after they have earned their special education diploma.

Occupational Diploma – The occupational diploma emphasizes vocational and career outcomes. This diploma is for students who are on track to earn a special education diploma and will not earn a regular high school diploma. The student and IEP team can determine whether they want to pursue the occupational diploma at the end of the student's 10th grade year or two (2) years prior to the student's expected graduation date. The requirements are as follows:

- The student has received special education services and supports, and the student has made satisfactory progress on their IEP.
- The student has exhibited satisfactory attendance and conduct.
- The student must complete at least two (2) years of paid or non-paid work experience.
 - The two years of work experience will look different from county to county. The IEP team can determine what level of work experience they require from the student.
 - The student may participate in paid, unpaid, or a combination of work.
 - The setting for work can be within the school, off-campus, or a combination as determined by the IEP team.
 - The student has completed the Skills, Knowledge, and Experience Mastery Assessment (SKEMA).

Implications:

- Students receiving an occupational diploma will not be eligible to attend a traditional 4-year college or university or community college.
- Student can attend certain programs within a college of applied technology.
- If the student has a diagnosis of an intellectual disability (ID), they can also apply to college programs for students with ID called inclusive higher education programs, which are sometimes referred to as Comprehensive Transition Programs (CTP's). These programs tend to be affiliated with 4-year universities and sometimes with community colleges.
- Students are able to continue working toward a regular education diploma until the age of 22.
- The student's two years of required work experience will likely be attractive to future employers.

Alternative Academic Diploma – The alternate academic diploma (AAD) is a diploma option for students who are assessed on the state alternate assessments. It recognizes the academic learning and success of students with the most significant cognitive disabilities by counting toward the district

graduation rate. It is recommended that the IEP team decides if the student will pursue the AAD before entering high school so that the student has time to earn all the required credits.

NCPHS will strive to work with all students so that they are able to earn the regular diploma.

Additional Diploma “Distinction”

AP Capstone Diploma – For high-achieving students who are looking for ways to boost their college applications and scholarships, the AP Capstone Diploma is one way to stand out that NCPHS will offer. This diploma is an honor given to top students who complete a total of six (6) AP courses scoring a three (3) or higher on each: AP Seminar, AP Research, and four (4) additional AP courses. AP Seminar is a humanities course where students will analyze different topics of interests and relevant issues of today while completing team presentations. AP Research is a class where students complete independent research studies and are evaluated on their 5,000-word paper.

1.7 Assessments

Section 1.7 Assessments

Charter schools must take the same State-mandated assessments as students in other public schools. Charter schools must also administer internal assessments.

(a) Identify the primary internal assessments the proposed school will use to assess individual and subgroup learning needs and progress throughout the year. Explain how these assessments align with the school's curriculum, performance goals, and state standards.

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

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

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

NCPHS will be a data driven organization committed to evidence-based practices and authentic, on-going assessment of student learning. We are committed to administering all state-mandated assessments, as well as formative assessments that allow teachers and administrators to measure small increments of growth. Our assessment plan also allows students to know where they are academically and what they need to be successful and achieve their own personal goals. Teachers and administrators will examine data on a daily and weekly basis to determine how to deliver high quality instruction aligned with students' prior knowledge and current learning requirements.

The following measures will be implemented to support our belief that data driven instruction through frequent monitoring and assessing learning results in student academic success:

Interim Assessments

Assessment is the bridge between teaching and learning. The two primary assessments at Nashville Collegiate Prep High School (NCPHS) include the NWEA Benchmark Assessments and Instructional Focus Calendars (IFC) Assessments. Both assessments measure the Tennessee Academic Standards (TAS) but they present different insights into student learning.

These assessments will be used to determine the progress of students regarding mastery of the standards and reaching a level of proficiency on state-mandated assessments. Please note that this list does not preclude NCPHS from substituting these assessments with other comparable measurement tools that may be determined necessary to support its mission.

- Northwest Evaluation Association (NWEA) Benchmark Assessments: Includes three administrations in the areas of ELA, mathematics, and science. The NWEA assessments are nationally normed, Tennessee standards-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a continuous scale score (RIT) from grades K-11, which enables educators to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below the national norm a student is compared to other students in their grade level nationwide. Results are then used to set goals for students on specific skill gaps, as well as identify groupings and standards to teach for small-group instruction. These computer-based assessments help students prepare for the format of the state assessment and enable teachers to access and apply results immediately.
 - NWEA MAP is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the instructional level of the student. NWEA MAP will be administered to students in grades 9-12 for ELA and EOC-enrolled students in math and Biology three

- times a year. Students who have not passed courses in ELA, math, or Biology needed for graduation will also be benchmarked 3 times per year with MAP or a comparable assessment approved by Noble Education Initiative.
- For high school, NWEA MAP for Science is aligned with state science standards. Test items are helpful for assessing students up to and including Biology and measures the following critical areas:
 - 1) General Science, which covers specific science concepts within the major domains of life science: Organization and Development of Living Organisms, Heredity, Reproduction, Diversity and Evolution of Organisms, and Interdependence; Matter and Energy Transformations.
 - 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines.
 - Administration of MAP for Science is required for students enrolled in Biology, but NCPHS will offer this assessment to other students if necessary, for remediation.
 - **Instructional Focus Calendar (IFC) Assessments:** IFC Assessments measure the taught curriculum of the content-specific standards and identify where each student is “exiting” the learning for the unit. These common assessments measure content-specific standards at progressive levels of performance, but do not exceed the standards nor dip into standards from prerequisite content or courses. Using a tool like or similar to Mastery Connect, only valid and reliable items will be utilized. IFC assessments will be administered in core subject areas at the conclusion of unit. Units range from two to six weeks in length with the average unit being four weeks. For detailed information regarding Instructional Focus Calendars, please refer to Section 1.3.
 - **Classroom Assessments:** Using created or purchased items and tasks, teachers will use on-going standards-based assessment (e.g., minute-by-minute, day-by-day, and week-to-week) for both summative and formative purposes. With continual PD in assessment literacy, teachers and students alike will use assessment (and assessment strategies) to both measure learning and accelerate it. Teachers will use assessment methods that most accurately and efficiently measure the standards/learning targets, including written response, verbal response, selected response, and performance assessment.

Building Test Coordination

In collaboration with the NCPHS Principal, NEI’s Director of Curriculum and Instruction Design will establish the internal assessment calendar (i.e., testing windows) for the school year. Adhering to the norming windows of NWEA, NCPHS will select tight windows to administer these benchmarks, including make-up testing for absent students. All IFC Assessment dates will also be identified. This process will occur in the spring of the previous school year upon adoption of the official school calendar for the upcoming school year.

Assessment	Timeframe
NWEA Benchmark Assessments	<p>BOY/Fall: The beginning-of-year assessment will be administered after students have been in school approximately two weeks. This allows students time to reacclimate themselves to school and to reactivate prior knowledge, providing all stakeholders a more accurate picture of students’ current level of achievement.</p> <p>MOY/Winter: The mid-year assessment will occur prior to winter break.</p>

	EOY/Spring: The end-of-year assessment will occur either prior to state testing or at the end of the year. This preference is the decision of the Principal.
IFC Assessments	IFC Assessments will follow the IFC Calendar, occurring every two to six weeks. Most will occur every four weeks.
Classroom Assessments	Teachers will plan for and schedule their own classroom assessments. At a minimum, teachers will provide students <i>two grades a week</i> (i.e., using assessment for summative purposes). This gives students <i>and</i> parents ongoing visibility to student progress and achievement.

The following NCPHS staff members will be responsible for the implementation of internal assessments, particularly NWEA Benchmark Assessments and IFC Assessments:

Person	Responsibilities
Principal	<ul style="list-style-type: none"> • Directs and monitors the other members of the leadership team in their responsibilities • Establishes school-wide <i>expectations</i> for testing with staff, including but not limited to: <ul style="list-style-type: none"> ○ <u>NWEA Assessments</u>: 100% student participation; conditions for testing; student groupings and accommodations that mirror state testing; proctoring guidelines; using data for targeted instruction and goal setting; sharing of data with students and parents ○ <u>IFC Assessments</u>: implemented in the classroom within short window established on IFC calendar; ensure data is put in the IFC Data Tracker; prepare for data chats in PLCs; schedule and conduct data chats with students • Establishes school-wide expectations for testing with students, including importance of being in school, trying your best, and using your data to set new goals for learning and practice • Shares school-wide benchmark results with teachers and other stakeholders like board members • Uses assessment results to: <ul style="list-style-type: none"> ○ Monitor school-wide goals on achievement and growth ○ Monitor teacher effectiveness ○ Monitor effectiveness of teacher support from other leaders ○ Monitor effectiveness of curricula and master schedule in meeting student needs ○ Plan walkthrough schedules (priority classrooms to visit) ○ Plan professional development
Principal (Year 1), Other School Leadership in Subsequent Years	<ul style="list-style-type: none"> • Creates the testing schedule within the established window that provides students the allotted time for each test • Shares the internal testing schedule for NWEA and IFC Assessments with teachers • Maintains relationship with assessment vendor representative • Prepares all technology needs for seamless assessment implementation • Troubleshoots technical issues • Working with the NEI team, ensures data accuracy in vendor platforms

	<ul style="list-style-type: none"> • Prepares teachers to share individual results with students and parents • Using provided student reports, sends the NWEA Benchmark data home to parents following each assessment • Plans and facilitates all professional development for internal assessments, from design to administration to use • Ensures students with IEP's and 504 plans have their needs met on all assessments
Classroom Teachers	<ul style="list-style-type: none"> • Attend all required testing meetings and trainings • Ensure their own understanding of testing protocols and procedures • Prepare their classrooms for testing (i.e., arrange desks, ensure students have needed testing supplies, cover materials that provide hints to test answers, etc.) • Follow all testing protocols and procedures when administering assessments with students • Maintain test security at all times • Add IFC data to the IFC data tracker • Access and interpret vendor-created reports; plan next steps for instruction • Actively participate in PLC data chats • Conduct data chats with individual students • Help students use their results to set goals and create action plans
Principal (Year 1), Other School Leadership in Subsequent Years	<ul style="list-style-type: none"> • Compiles and analyzes school-wide data • Supports teachers in accessing their classroom data (i.e., reports generated by vendor) • Sets the data chat agenda • Leads data chats in PLCs • Supports teachers in analyzing and using their data to plan next steps in instruction

Collection, Analysis, and Use of Internal Assessment Data

The primary school-level assessments, NWEA Benchmark Assessments and IFC Assessments, are both administered by classroom teachers followed by ***data chats to analyze the data and plan next steps***. Data chats are a critical “step” in NCPHS’s school improvement process. NCPHS’s data chats are conducted in teams because we take a “school-wide” response to data with every staff member vested in the achievement and growth of every student.

Data chats, scheduled meetings within the regular PLC structure, will follow a set process to analyze student data and plan next steps for instruction. The questions that guide each analysis, however, will be crafted to align to particular uses of each data much of which is driven by the time of year each assessment is administered.

Collection and Analysis of Student Academic Data. Whether data is stored in a spreadsheet created by a teacher, in an assessment platform, it is important that this information be compiled into a central location. Data that is accessible and centralized can be analyzed more effectively and efficiently to improve student achievement.

Collecting NWEA and IFC Assessment Data:

- NWEA Benchmark Assessments will be administered by teachers using the schedule established by the leadership team. The data will be stored in the NWEA platform. It will also be downloaded into Power BI by the NEI team for easy disaggregation.
- Instructional Focus Calendar Assessments will be administered by teachers. If Mastery Connect items are used, the data will be available in the form of reports in the Mastery Connect platform. Teachers also will input all data into the IFC Data Tracker that will be provided by NEI.

Analyzing NWEA and IFC Assessment Data: PLCs and School-Level Data Teams:

Professional Learning Communities (PLCs). PLC members include teachers, instructional coaches, and a building administrator (i.e., principal or assistant principal). PLC members will analyze data to:

- Identify the standards that have been achieved and at what level of proficiency.
- Evaluate the effectiveness of core classroom instruction in meeting the needs of all students and subgroups of students.
- Evaluate the effectiveness of specialized instruction and services.
- Identify and monitor students who need intensive intervention outside of Success Block.
- Plan appropriate re-teaching or enrichment of the taught grade-level standards (i.e., create small student groups for Success Block).
- Plan differentiated small group instruction in the classroom.
- Plan for *teacher-student* data chats in the classroom. In these data chats, teachers will help students set and monitor personal learning goals.

School-Level Data Team. The members of the school-level data team include the Principal, Assistant Principal, instructional coaches, staff who oversee special populations, and teacher leaders. This team will meet before the start of the year, periodically throughout the year, and at the end of the year. They will analyze data to:

- Review the correlation between IFC Assessments, NWEA Benchmark Assessments, and state assessment results.
- Evaluate the impact of curriculum and instruction on students, particularly special populations.
- Evaluate the impact of non-academic factors (e.g., student attendance, student discipline, etc.) on student achievement.
- Plan for differentiated professional learning.
- Set and monitor strategic goals, measurable objectives, and leading strategies for continuous improvement.

Data Source	Data Analysis Examples
NWEA Benchmark Assessments	<ul style="list-style-type: none"> • Descriptive Statistics • Cohort Trends • Sub-Group Trends • Performance/Growth and Discipline Infraction Correlation • Performance/Growth and Attendance Correlation • NWEA Benchmark and State Assessment Correlation
IFC Assessments	<ul style="list-style-type: none"> • Descriptive Statistics • Cohort Trends • Sub-Group Trends • Performance/Growth and Discipline Infraction Correlation • Item Analysis

- | | |
|--|---|
| | <ul style="list-style-type: none">• DOK (Depth of Knowledge Analysis)• IFC Assessment and NWEA Benchmark Correlation |
|--|---|

Leading and Coordinating Teacher Professional Development based upon Data

Professional development centered around assessments will take place consistently throughout the year. This begins within the back-to-school professional development days in which teachers will participate in two units of training on data and assessments. One unit of training will focus on understanding the purpose and use of the state *and* school assessments and formative assessment techniques. The second unit of training focuses on utilizing data to make instructional decisions, including understanding state and diagnostic data points, placing students in Success Block based on assessment data, differentiating within the classroom, and planning for and utilizing data-driven centers.

Teachers will also receive a minimum of one hour of professional development each week, through multiple platforms, including but not limited to, in-person and online learning opportunities. This differentiated professional development, may include data analysis and planning. The instructional coach will be responsible for identifying weekly professional development for teachers and staff in conjunction with the principal based on weekly walkthrough, evaluative, and student-level data.

Professional development may be led by school employees. For instance, the instructional coach may deliver a professional development session to improve teachers' abilities to conduct an item analysis or write questions at varying depths of knowledge. Teachers identified as exemplar in areas based on student achievement will be given the opportunity to lead professional development. This may be through the weekly professional development, classroom observation, or modeling. Professional development may also be coordinated to bring in outside experts to develop teachers and administrators.

Using Internal Data as Part of the Teacher Evaluation Process

Years of value-added data in Tennessee have shown us that the teacher is *the* most important factor influencing student success. Because of this, like the feedback loops that occur in the classroom, teachers thrive when provided continual feedback to support *their* progress. And when teachers improve their practice, students win.

As an NEI-operated school, NCPHS will implement NEI's teacher evaluation tool – the **Teacher Formative Evaluation Tool**, or **TFET**. TFET allows school-based evaluators to provide teachers with feedback and ongoing support for improvement. Through observations, open dialogue, and intentional next steps *based on data*, teachers and evaluators will share a common vision of what it means to be a great teacher in and out of the classroom.

TFET uses a complex, multi-step scoring framework. TFET:

- Is a single instrument to provide targeted feedback to teachers
- Used THROUGHOUT the year to grow teacher practice
- Rolls into an evaluation score for an end-of-year performance score

TFET is broken into three major **sections**:

1. Inside the Classroom (50% of the overall score)
2. Planning and Preparing (15% of the overall score)
3. Outside the Classroom (35% of the overall score)

Each section is comprised of one (1) or more **domains**.

Inside the Classroom	Planning and Preparing	Outside the Classroom
Domains		
Well-Managed Learning Environment	Planning and Preparing	Data-Driven Instruction and Results
Equitable Learning Environment		Operational Performance
High Expectations Learning Environment		Culture of Excellence
Supportive Learning Environment		Financial Health
Active Learning Environment		
Progress Monitoring and Feedback Environment		
Digital Learning Environment		

Each domain is comprised of two (2) or more **indicators**. The indicators are presented as strategies that the teacher intentionally employs inside the classroom, as part of planning and preparation, or outside the classroom.

The use of data, including NWEA Benchmark and IFC Assessment data, play a vital role in the teacher evaluation process. These data are tightly aligned to classroom lesson planning and assessment. They are most specifically applied in the following domains:

- Equitable Learning Environment
- High Expectations Learning Environment
- Supportive Learning Environment
- Active Learning Environment
- Progress Monitoring and Feedback Environment
- Digital Learning Environment
- Planning and Preparing
- Data-Driven Instruction and Results

Training and Support

Training and Support for Analyzing, Interpreting, and Applying Performance Data

Teachers: During the three-week in-service prior to the beginning of the school year, teachers will receive training on assessment and utilizing student data. This training is not a one-time training. As teachers work in their PLCs, they will continue to learn how to analyze, interpret, and develop specific action plans based upon their data. In addition, teachers identified as needing additional support may be assigned differentiated professional development.

Leaders: During the five-day Leadership Academy that takes place annually in June, school leaders will receive training on assessment and utilizing student *and* teacher data. This training is not a one-time training. Leaders across NEI-operated schools meet monthly, so they will continue to learn how to analyze, interpret, and develop specific action plans based upon their data as it is collected in real time. In addition, leaders identified as needing additional support may be assigned differentiated professional development.

For year one, NCPHS will use the ADDIE needs assessment model. The ADDIE model will be applied to the data to inform learning experiences for teachers and administrators. Applying the ADDIE model, the process for professional development would look like this:

1. **Analyze** what must be learned based on tenuous data points
2. **Design** the learning situation for teachers
3. **Develop** the design for implementation
4. **Implement** the professional development for teachers
5. **Evaluate** the learning (e.g. progress monitoring or summative assessment)

Student Surveys

In both the fall and spring, NCPHS will administer a student survey to capture valuable information about the student experience. The following will be assessed:

- Engagement
- Loyalty
- School Safety
- Equity and Rigor & Relevance
- Global Citizenship Skills and SEL

School leadership will use the student feedback as part of school improvement planning.

ACT Exams

In addition to these interim assessments and student surveys, NCPHS will also administer all required state assessments, including ACT exams, as well as End of Course (EOC) on a yearly basis.

All NCPHS students will complete the ACT in the spring of their junior year, consistent with the district testing window. For students earning below a 21, which is considered a minimum score to be admitted to most universities, NCPHS will facilitate additional test administrations as appropriate and consistent with individual students' needs.

1.8 School Calendar and Assessments

Section 1.8 School Calendar and Assessments

In this section:

- (a) Provide the annual academic calendar for the proposed school as Attachment (A)
- (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.
- (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.
- (d) Describe any proposed extra-curricular or co-curricular activities or any other student-focused the proposed school will offer, including when they will begin, how often they will occur, and how they will be funded.
- (e) If Saturday school, summer school, or after school activities will be offered describe the program(s). Explain the schedule and length of the program(s), including the number of hours and weeks. Address the number of students and the methodology for identifying them. For identified students, is the program mandatory? What are the anticipated resources and staffing needs for this program?

(a) Provide the annual academic calendar for the proposed school as Attachment A. See Attachment A for the NCPHS academic 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.

Structure of School Day and Week Including Instructional Hours and Minutes for Core Subjects

An example of the daily schedule for students at NCPHS:

NCPHS Daily Schedule			
Class	Start Time	End Time	Length
Arrival/Breakfast	7:00 a.m.	7:45 a.m.	45 minutes
Morning Meeting	7:50 a.m.	8:00 a.m.	10 minutes
1 st Period	8:00 a.m.	8:50 a.m.	50 minutes
2 nd Period	8:55 a.m.	9:45 a.m.	50 minutes
Success Block	9:50 a.m.	10:20 a.m.	30 minutes
3 rd Period	10:25 a.m.	11:10 a.m.	45 minutes
4 th Period	11:15 a.m.	12:45 p.m.	90 minutes
Lunch A	11:15 a.m.	11:45 a.m.	30 minutes
Lunch B	12:15 p.m.	12:45 p.m.	30 minutes
5 th Period	12:50 p.m.	1:40 p.m.	50 minutes
6 th Period	1:45 p.m.	2:35 p.m.	50 minutes
7 th Period	2:40 p.m.	3:30 p.m.	50 minutes

There are 180 instructional days in the NCPHS calendar (see **Attachment A**). The schedule above represents 530 instructional minutes per day. For the year, this translates to 95,400 instructional minutes for the school year.

(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.

Instructional Days

Our academic calendar is based as much as possible on the MNPS academic calendar in order to accommodate families who may have students in multiple schools.. However, in order to maximize instructional minutes, NCPHS plans to be in session during MNPS's Fall Break, and NCPHS's school year will extend beyond the MNPS school year by one week to meet/exceed the 180 day requirement. It is the intention of NCPHS to offer student experiences during the fall break time as well as extra classroom time. Some examples of this might include, but are not limited to: College tours for our 9th graders, a National Science trip to the Great Smokey Mountains for our 10th graders, trips to Washington, D.C., New York, or Philadelphia for students to see historical places.

This alignment allows parent(s)/guardian(s) with students in multiple schools to effectively manage days students are attending. In the event that students transfer within the school year, having matching start days allows students to minimize the loss of instructional days. We intend to maximize instructional minutes to accommodate interventions and enrichment opportunities by exceeding the 180 days of instruction, or instructional hour equivalent, with designated days for teacher professional development. This will help NCPHS meet the needs of all students and accelerate learning in innovative ways to support the school's mission.

Our use of a structured Instructional Focus Calendar (IFC) designed around Tennessee Academic Standards (TAS), ensures that instructional time is maximized and students receive the necessary lessons to understand the concepts currently tested through TCAP and EOC's. The IFC lays out the standards that are to be taught to students within each core subject area over the school year and ensures the students are given opportunities to master the standards prior to being tested on them through the state assessments and end of course assessments (EOC's).

Parent and Teacher Conferences

In order to build the relationship between the school and parent(s)/guardian(s), two parent teacher conference days are built into the school calendar.

Designated Professional Development Days

Since strong teachers are our most valuable resource, ongoing professional learning is a central tenet of NCPHS. The academic calendar has four, full professional development days built into the school year. These are in addition to weekly professional development time designated every Wednesday afternoon. Teachers will receive one hour of professional development each week. This professional development will be based on the analyses of multiple sources of data. Special focus and attention will be placed on student-level data specific to what students need to know, are able to demonstrate, and is explicitly linked to the effect on student learning. Additionally, every teacher will have a minimum of one walkthrough per week. This data will be used to determine professional development. We value professional development and feel that this is an area we can have great impact on closing the achievement gap for our students. The scheduled professional development time will be used to support teacher growth and development. These professional development days will be differentiated based on teacher need.

Professional development days are for the purpose of increasing opportunities for teachers to develop their craft and enhance their skills in the field. Professional development opportunities will be focused on topics that align with our mission of building a rigorous student-centered, data-driven learning environment, such as data- driven instruction, setting goals and tracking progress, critical thinking skills, and using technology to support learning within the classroom.

"Our weekly PD has allowed me to understand how to better check in with my students during the class so that I know when they need more support." S.S., teacher

We have also included 15 days of teacher training before the school year opens in year one and ten days in subsequent years. This training will be done in a 10-unit training format. Because our school will be integrating SEL standards in all classes, our Back-to-School Training will model full integration of the CASEL model. Research done by The Aspen Institute showed that when schools fully implement SEL into the Kindergarten - Grade 12 curriculum, academic achievement and performance is improved. Furthermore, this same research showed that students were more engaged in school and, as a result, were more likely to graduate from high school and pursue some postsecondary endeavor. Because we believe that SEL needs to be a part of how we work with families and the community, it will play a role in the fabric of every part of the school. This fabric includes explicit and intentional instruction and rethinking school design and culture.

According to CASEL, there are five core competencies in the SEL framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. These will serve as the core units for our fifteen days of pre-planning training.

Research informs us that there is an instructional difference between annual growth for students who are on grade-level, and catch-up growth for students that are far below or significantly below grade-level. Addressing literacy and reading for those who are multiple years behind grade level is not a single year process. With this in mind, we developed this schedule that optimizes instructional minutes.

There are multiple remediation opportunities built into the schedule, including a 30-minute Success Block which focuses on remediating or enriching standards that were taught in the previous unit. These students will be regrouped every three to four weeks based on IFC Assessments. We also have built in additional time for tutoring as needed.

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

NCPHS will incorporate numerous sports, clubs, and co-curriculars to support and enhance academic, social, and emotional growth throughout the school year. These will be decided upon collaboratively by student leaders and what they want, school leadership, and the ReThink governing board.

(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?

Research Citations

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1.9 Special Populations

Section 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)?

(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?

(c) Describe the following in relation to students with disabilities:

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

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

Plans for monitoring and evaluating the progress and success for students with disabilities, including coordination with the authorizer's monitoring and evaluation.

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

(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.

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;

Plans for ensuring Individual Learning Plans (ILP's) are maintained and addressed.

Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

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

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

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

(f) Describe the following related to gifted students:

Methods for identifying and meeting the needs of intellectually gifted students, including specific research based programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities.

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

Overview

At NCPHS, we maintain a steadfast belief that every child, regardless of socioeconomic, language, or academic background, can achieve at the highest level through effective instruction and robust supports within and outside of the classroom. This mindset is mission critical. As a result, we carefully screen for this mindset when we hire faculty and staff, ensuring our entire school community operates with asset-based thinking and the resolve to ensure every child reaches success.

Everything NCPHS will do is intentionally designed with the mission of meeting the academic, social, and emotional needs of every child we serve, including special populations and at-risk students. This includes: the design and implementation of curriculum, assessment, and instruction, innovative use of team teaching and adult expertise, use of Personalized Mobile Learning Plans (PMLPs) for ALL students, the structures and school improvement procedures used every day, the physical design of the school, and its proximity to Trevecca Nazarene University (TNU).

Nashville Collegiate Prep High School (NCPHS) will provide Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations as provided in the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. NCPHS will implement identification, evaluation, placement, and due process procedures as guided by the Special Education Framework from the TDOE and MNPS.

NCPHS's comprehensive plan for how we will serve students with special needs, including but not limited to those students with federally recognized disabilities, students with Section 504 Plans, English Learners, students identified as intellectually gifted, and students at risk of dropping out, will be presented in the following order:

- Founding Team Member's Experience with Special Populations
- Staffing Plan
- Support Strategies for Staff
- How the Daily Schedule Supports Special Populations
- Special Education
 - Identification Methods
 - Handling Overidentification and Misidentification
 - Instructional Programs and Practices; Access to General Education Curriculum
 - Monitoring and Evaluating Special Education
 - Students with Section 504 Plans
- English Learners, in accordance with State Board Policy 3.207
 - Identification Methods (Avoiding misidentification)
 - Instructional Programs and Practices; Access to General Education Curriculum
 - Plans for Individual Learning Plans (ILPs)
 - Monitoring and Evaluating EL Services (Including exiting plan)
- At-Risk Students
 - Identification Methods (Academic and behavioral processes)
 - Students Performing Below Grade-Level: Programs and Strategies for Meeting Learning Needs
- Gifted Students
 - Identification Methods
 - Instructional Programs, Practices, and Strategies
- Response to Instruction and Intervention (RTI²)

Founding Team Members' Experience with Special Populations

Rebecca Dinda currently serves as the ReThink's Treasurer. Ms. Dinda holds a Bachelor of Science from the University of Miami and a Master of Science in Counselor Education from Florida International University. She also has a 6th Year Certificate in Educational Leadership from Central Connecticut State University. Ms. Dinda has been a public educator in Connecticut and Florida for the last 21 years. Throughout her illustrious career as a leader in education, she advocated for high expectations for educators to ensure equality in our education systems. Ms. Dinda's experiences as Guidance Teacher, School Counselor, Teacher, Assistant Principal, Principal, and Director of Education serving school populations of SPED, EL, and high numbers of students at-risk for academic failure, makes her an invaluable asset to both ReThink and NCPHS.

In addition to Ms. Dinda, NCPHS will recruit an instructional leader (i.e. Principal), who is knowledgeable of the placement and service delivery of students with special needs, to lead all teaching and learning at NCPHS. In addition, the leader will intentionally recruit and hire other school leaders, teachers, and support staff who share this expertise to be founding school team members. She is currently a doctoral candidate at the University of Southern California.

STAFFING PLAN

Principal in Year 1; Other School Leadership in Subsequent Years

The School Leader will oversee our special education program and will be directly responsible

for ensuring that NCPHS is in compliance with all applicable special education laws and requirements. He or she also will be responsible for the creation, services, monitoring, and evaluation of students' Section 504 Plans as well as the implementation of the RTI² Framework as outlined by the state of Tennessee.

The School Leader will be responsible for the evaluation, services, and monitoring of EL. This includes the development, monitoring, and evaluation of English Learners' Individual Learning Plans (ILPs).

EL Endorsed Teachers

Teachers of English Learners will also be endorsed to support students whose first language is not English, implementing additional research-based strategies to support English Language proficiency while receiving ongoing professional development and support. EL students identified as Levels 1-2 may be scheduled in courses coded ELD, otherwise all EL students will be scheduled for the recommended non-ESL English courses as much as possible. NCPHS EL Endorsed Teachers will provide services utilizing the model best suited to the student's needs, including, but not limited to, Push-In English instruction, or Sheltered English Instruction. EL students, similar to students with disabilities, should be with grade-level peers as much as is appropriate, and where linguistic needs are met.

Special Education Teachers

We will employ licensed teachers (i.e. practitioner and professional) who will serve students meeting the eligibility criteria for special education, as specified in students' IEPs. Based on the enrollment of students with disabilities, NCPHS will recruit, hire, and train the appropriate number of teachers and paraprofessionals to adhere to the federal and state guidelines for class size and caseload, ensuring all necessary IEP services are being implemented.

Other Staff Supporting Special Populations

We will employ licensed or endorsed gifted teachers who will participate in staff development opportunities with the state and with district schools so that guidelines and procedures established by the district are implemented and followed. Additional services such as speech, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor.

Teachers of English Learners will be endorsed to support English Learners, implementing additional research-based strategies to support English language proficiency while receiving ongoing professional development and support.

Roles

Special education teachers will coordinate the direct instruction and inclusion students who receive special education services. Classroom teachers will be informed of their responsibilities for their student, trained and guided by the Director of Student Services, SPED teachers, and/or the Principal on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans (IEP's).

Support Strategies for Staff

We will provide a comprehensive professional development program for teachers on data systems, compliance, reporting, and implementation of necessary special education services. We will participate in any available local and state content meetings for SPED services to foster clear communication and implementation of necessary services. Moreover, to ensure the effective implementation of the RTI² process and continuous improvement of interventions provided, ongoing professional development for all staff will be conducted by internal staff or

external consultants.

How the Daily Schedule Supports Special Populations

NCPHS's daily schedule is designed to meet the needs of special populations. The following elements of NCPHSH's schedule provide students with the structures needed to serve their needs:

- Extended school day
- Limited transition time
- Access to high growth teachers; and
- Success Block

Extended School Day – operating with an extended school day, we provide our students additional instructional minutes. This is especially important for students who are significantly performing below grade level. Research states that students who are performing far below average need additional time to catch up to their peers who are on grade level. This is called “catch up” growth. Annual growth is the growth made by students each year they are in school and on grade level. We understand the difference. The only way to catch up a student who is multiple years behind is to maximize instructional minutes (Fielding, Kerr & Rosier 2007).

Limited Transition Time – The physical design of the building affords our schedule to limit the number of class transitions that occur throughout the day. For instance, the Freshman Academy will be located in one specific area of the building, so that students do not have to travel far to their next class.

Access to High Growth Teachers – Through the implementation of Freshman Academy and the Community Model, all students, including those with special needs, will have access to the most effective teachers in the high school on a daily basis.

Success Block – for 30 minutes each day, students will receive either targeted intervention or enrichment based on their mastery of grade-level standards as evidenced on the IFC Assessment.

Special Education

Identification Methods

As part of our plan to identify students with special needs, we will work in conjunction with local and statewide resources to identify, locate, and evaluate children who need services. We will follow the SPED Guidelines and Standards that require using RTI² to determine the eligibility of students to receive SPED services for the category of Specific Learning Disability. All other referrals for SPED will go through the Child Find process. NCPHS's RTI² Framework is a multi-tiered approach to providing services and interventions to our students at increasing levels of intensity based on progress monitoring and data analysis, which is aligned with Federal and State of Tennessee laws.

We will fully implement TDOE's RTI² Framework. This will ensure all students achieve learning gains. We will use a process based on the student's response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures. Pursuant to the TDOE's RTI² Framework, “A student who does not show growth in response to an appropriate intervention that is delivered with fidelity in Tier III may be eligible for the most intensive services available, special education services.”

When general education interventions have been implemented through the RTI² Framework, with indications that a student should be considered for SPED eligibility, a group of qualified personnel, the student support team, will consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student.

The determination whether a student demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parent(s)/guardian(s) and a group of qualified professionals which must include, but are not limited to, all of the following:

- The student's general education teacher: if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age
- At least one person qualified to conduct and interpret the individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech-language pathologist, or reading specialist (i.e. with state reading license or endorsement)
- The NCPHS administrator of exceptional student education or designee
- The NCPHS administrator of SPED or designee

We will document the student's data in order to demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings.

If a parent(s)/guardian(s) requests that the school conduct an initial evaluation prior to the completion of the general education interventions, we will obtain consent to conduct the evaluation and complete the general education interventions concurrently with the evaluation. Prior to the determination of the student's eligibility, we will provide the parent(s)/guardian(s) with written notice of its refusal to conduct the evaluation. We will ensure that the initial evaluations of students suspected of having a disability are completed within 60 days (cumulative) of which the student is in attendance after the school's receipt of the parental consent for evaluation.

We are aware that the 60-day timeline for evaluation does not apply if:

- The parent(s)/guardian(s) repeatedly fails or refuses to produce the student for the evaluation, and/or
- A student enrolls in another school after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability.

NCPHS is responsible for ensuring that knowledgeable evaluation specialists conduct evaluations for students suspected of having a disability. Examiners will be qualified in the professional's field and will have received adequate training and knowledge on how to administer the particular assessment instrument as required by TDOE.

o Documentation of the interventions used within the RTI² Framework are then reviewed to evaluate if the strategies were successful. If the strategies were effective, our personnel will monitor the student on a monthly basis to ensure mastery is occurring. If the interventions are unsuccessful, an additional set of interventions will be deployed for another three weeks. Review of these interventions will then be conducted. If these interventions are also deemed unsuccessful, a psychologist will be added to the team to determine the appropriateness of a

SPD packet and to administer formal psychological evaluations when given parental consent.

IEP Team - After a psychologist concludes a formal evaluation of the student, results are given to an IEP team for evaluation. An IEP team will be comprised of the minimum:

- The parent(s)/guardian(s) of the child
- A general education teacher
- The special education teacher
- An individual who can interpret the instructional implications of the evaluation results (i.e., school psychologist)
- A school counselor or student services coordinator, when appropriate
- The student, when appropriate

The IEP team will determine a student's eligibility for SPED services based on the results of the psychologist's testing. Placement of the student in special education services will be designed in the student's least restrictive environment. The IEP team will:

- Make placement decisions and ensure that the individual instructional needs of the SPED student are reflected in the student's IEP;
- Review placement decisions annually at the IEP review meeting;
- Ensure accurate placement occurs for the student based on that student's IEP and FAPE guidelines, and
- Review and evaluate student records of all students coming from another state to determine their eligibility status for SPED services. Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate license in that exceptionality.

Procedural safeguards are in place to ensure that the rights of children with disabilities and their parents(s)/legal guardian(s) are protected. Although the goal should always be to resolve disputes at the local level, sometimes situations require the assistance of persons not directly involved with the issues at hand. Parent(s)/legal guardian(s) who file an administrative complaint, request mediation, or request a due process hearing, must submit their requests to TDOE's division of special populations.

IDEA requires schools to provide parent(s)/legal guardian(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education and Tennessee laws and regulations.

A copy of the safeguards notice must be given to parent(s)/legal guardian(s) annually or when one of the following takes place:

1. Upon initial referral or parent(s)/legal guardian(s) request for evaluation;
2. Upon receipt of the first state complaint and upon receipt of the first due process complaint in a school year;
 - a. When a decision is made to take a disciplinary action that constitutes a change of placement
 - b. Upon parent request

This procedural safeguard's notice includes a full explanation of all of the procedural safeguards available under IDEA, including, but not limited to:

- Unilaterally placed children at private school at public expense
- State complaint procedures
- Consent for evaluation
- Procedural safeguards in Subpart E of the Part B regulations

- Confidentiality of information provisions in Subpart F

Mode of Communication - Per 34 C.F.R. §300.29 (2012), native language –when used with an individual who has Limited English proficiency (LEP)—means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child’s parent(s)/legal guardian(s)
2. In all direct contact with a child (including the evaluation of the child), the language normally used by the child in the home or learning environment

For a reason of deafness and blindness, or for a person with no written language, the mode of communication is what the person normally uses (i.e., sign language, Braille, or oral communication).

Handling Overidentification and Misidentification – Through the continuous improvement of the RTI² Framework with fidelity, overidentification and misidentification will be minimized. Our Early Warning System (EWS) will include the following:

- NWEA Benchmark Data: Students scoring below the 30th percentile (Grades 9-12)
- Past RTI² interventions (Grades 9-12)
- TVAAS student score projections (Grades 9-12)
- MS TCAP Scores in ELA and Math: Students scoring “below expectations” (grade 9)
- End-of Course Exams in English and Math: Students scoring “below expectations” (grades 10-12)

These data sources will be used to identify students who need additional learning opportunities and academic interventions in order to achieve required benchmarks. Students who are identified as low-performing or possess skill gaps will receive intervention in accordance with their skill level. The problem-solving method designed to inform the development of interventions, and integrated data collection/assessment system to inform decisions at each tier of service delivery will mitigate the over-emphasis of need and focus on the success of the student.

Monitoring and Evaluating Special Education

To monitor and evaluate the effectiveness our SPED services (i.e., students with disabilities are making progress with their IEP goals AND demonstrating growth and achievement of the TAS) and to determine the need for potential changes in our program, we will evaluate the progressive growth of students with disabilities on standardized and non-standardized assessments in comparison to that of non-disabled students. We also will track students with disabilities longitudinally throughout their time at NCPHS to determine if specific services, or even particular staff members, produce larger learning gains with certain subgroups of students.

Students with Section 504 Plans

We will adhere to all obligations under IDEA (Individuals with Disabilities Education Act), and Section 504 that requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet their individual needs to the same extent as the needs of nondisabled students. Section 504 prohibits discrimination on the basis of disability. We will immediately evaluate and identify any students protected under Section 504. This includes any students determined to:

- Have a physical or mental impairment that substantially limits one or more major life activities
- Have a record of such impairment
- Be regarded as having such impairment

The Director of Student Services will serve as the Section 504 coordinator to ensure that the legal rights of students with 504 Plans are met and that their special needs are effectively served. The process for identifying and developing plans for students with 504 Plans is the

same as described above for IEP students. Monitoring of 504 Plans will be overseen by the Director of Student Services.

Special Education Secondary Transition Planning

NCPHS will strive to prepare all students for College and Career Readiness. In accordance with the Workforce Innovation and Opportunity Act (WIOA), and Tennessee disability law, NCPHS will develop transition plans for each student with an IEP in order to build a transition plan with activities such as post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services independent living, or community participation.

The goal for all NCPHS students is a regular diploma within a four (4) year period. However, we will offer a Special Education Diploma, Occupational Diploma, or an Alternate Academic Diploma as alternatives for students for whom these types of diplomas are specified in their IEP's. Full descriptions and implications of these diplomas are given in Section 1.6 High School Graduation and Postsecondary Readiness of this application.

ENGLISH LEARNERS (ELs), IN ACCORDANCE WITH STATE BOARD POLICY 3.207

Our EL program's mission is to successfully prepare and equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. NCPHS's program for EL students prepares and successfully equips EL students to fully participate, engage, and lead in their global community without a language barrier. To support our mission of providing a student-centered, data-driven learning environment, we will equip them with targeted instructional supports necessary to achieve mastery of the Tennessee Academic Standards as measured by the W-APT and Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELs 2.0. A structured English immersion methodology will be used at NCPHS to fulfill this goal. This strategy has been shown to demonstrate the best results with EL students. In order to promote both literacy and proficiency, the EL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing ELs with English language development instruction that is both age and grade appropriate. ELs will be in a climate that promotes listening, speaking, reading, and writing skills.

Students in the EL program will receive comprehensible instruction from EL certified/endorsed instructional staff, in accordance with the policies and procedures of the state, including compliance with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. We will actively recruit teachers with an EL endorsement throughout Tennessee and also with states that share reciprocity with Tennessee. We will work with the MNPS Office of English Learners to ensure we are following the correct and most current methods of calculating the appropriate ratio of EL students to EL-certified teachers. We will also ensure that we consistently follow the guidance of the Tennessee Office of English Learners. NCPHS's budget will be updated annually and will reflect any necessary changes to staffing needed in order to comply with those ratio requirements.

Identification Methods (Avoiding Misidentification)

EL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home. NCPHS will follow the district's EL plan to ensure students are assessed in a timely manner. The EL designee at the school will be responsible for administering EL program reading/writing assessments: The WIDA Screener, Grades 1 – 12. The EL Coordinator will contact parents, test the students, grade the assessments, and record the data. If a student is tested and determined to be limited English

proficient, the student will be tested annually. Once the assessment results are collected, an instructional plan for students who qualify will be created, including the integration of scaffolding methods to address the EL student, and setting goals for achieving mastery of the ~~NG~~ English Language Proficiency Standards.

As prescribed by law, intervention that facilitates growth in English mastery while promoting content knowledge will be administered. To support literacy and proficiency, the EL program provides English language development instruction that is age and grade appropriate, and tailored to the student's English proficiency level. The EL program will be conducted in a climate that not only stimulates listening, speaking, and reading, but also writing. EL students are offered instructional services through an English Immersion program mainstream/inclusion instructional delivery model. Instruction is supported through the use of EL instructional strategies. In addition, the curriculum, textbooks, and other instructional materials used by EL students will be comparable to those used by their non-EL counterparts. Supplemental text and materials are also provided.

Mainstream/Inclusion instruction is provided to EL students equal in amount, sequence, and scope to the instruction provided to non-EL students at the same grade-levels, while also including specific accommodations and modifications to the curriculum. The PMLP is used to show the areas of success and growth that the student maintains. The EL strategies are documented in the teacher's lesson plan, as well as in the student's PMLP and EL folder. EL students have the added benefit of the school's use of differentiated individualized instruction.

The ACCESS 2.0 is administered yearly to assess EL student's language proficiency. Once a student reaches proficiency in all four language domains of the assessment, as determined by the TDOE, he or she exits the program. The student's academic progress is regularly monitored after exiting from the EL program. Documentation, including the monitoring form and tool, is placed in the student's EL file. The language arts teacher will indicate if the student is making appropriate progress or if an EL committee meeting needs to be held. During the EL committee meeting, recommendations regarding the student's progress, including placing the student back into the EL program, can be made.

Tennessee law requires students who test at certain levels be instructed at least one hour daily by a teacher who is an endorsed EL teacher. NCPHS intends to hire one teacher per grade-level who is EL endorsed. Through potential partnerships with local universities, we will work with any of the teaching staff who are not EL endorsed to become endorsed EL teachers. Students who test at the pre-functional, beginner, or intermediate levels will receive direct EL service from an endorsed EL teacher for at least one hour daily at NCPHS. The staff members who go through the EL program will do this through required staff development delivered in a blended learning model, with content delivered through a learning management system and with practical application in the school.

Instructional Programs and Practices; Access to General Education Curriculum

All ELs will receive the same academic content as those students who are native English speakers. ELs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers. NCPHS will offer instructional services via a Mainstream/Inclusion instructional delivery model including, but not limited to, Push-In English instruction, Content-Based English Instruction, and Sheltered English Instruction. Mainstream/Inclusion instruction provided to ELs is equal in amount, sequence and scope to the instruction provided to the non-ELs at the same grade-levels, while also including specific accommodations and modifications to the curriculum. General education teachers of ELs will include Sheltered Instruction Observation Protocol (SIOP) language strategies in planning for lessons, assignments, and instructional groups to reduce barriers and to assist in

full participation. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Please see the table below for a summary of SIOP strategies used in planning by general education teachers.

Component	Features
Lesson Preparation	<ol style="list-style-type: none"> 1. Clearly defined content objectives for students 2. Clear defined language objectives for students 3. Content concepts appropriate for age and educational background 4. Supplementary materials used to a high degree making the lessons clear and meaningful, for example, graphs, models, and visuals. 5. Adaptation off content to all levels of student proficiency 6. Meaningful activities that integrate lesson concepts, for example, surveys and letter writing.
Building Background	<ol style="list-style-type: none"> 7. Concepts explicitly link to student's background experiences 8. Links explicitly made between past learning and new concepts 9. Key vocabulary emphasized, for example, written, repeated, and highlighted
Comprehensible Input	<ol style="list-style-type: none"> 10. Speech appropriate for student's proficiency level, for example, slower rate and enunciation, and simple sentences for beginners 11. Explanation of academic tasks clear 12. Uses a variety of techniques to make content concepts clear, for example, modeling, visuals, hands-on activities, demonstrations, gestures, body language
Strategies	<ol style="list-style-type: none"> 13. Provides ample opportunities for students for use strategies (cognitive, metacognitive, social/affective) 14. Consistent use of scaffolding techniques throughout lessons, assisting and supporting student understanding such as think-aloud 15. Teacher uses a variety of question types, including those that provide higher order thinking skills throughout the lesson.
Interaction	<ol style="list-style-type: none"> 16. Frequent opportunities for interaction and discussion among students and between teacher and students 17. Grouping configurations support language and content objectives for the lesson 18. Consistently provide sufficient wait time for student response 19. Ample opportunities for students to clarify key concepts in their first language

Practice and Application	<p>20. Provides hands-on materials and or manipulative for students to practice using new content knowledge</p> <p>21. Provides hands-on activities for students to apply content and language knowledge in the classroom</p> <p>22. Uses activities that integrate all language skills (Reading writing listening speaking)</p>
Lesson Delivery	<p>23. Content objectives clearly supported by lesson delivery</p> <p>24. Language objectives clearly supported by lesson delivery</p> <p>25. Students engaged approximately 90% to 100% of the period</p> <p>26. Pacing of the lesson appropriate to the student's ability level</p>
Review and Assessment	<p>27. Comprehensive review of key vocabulary</p> <p>28. Comprehensive review of key content concepts</p> <p>29. Regularly provides feedback to students on their output, for example, language, content, work</p> <p>30. Conducts assessments of student comprehension and learning of all lesson objectives, for example, spot checking, group response throughout the lesson</p>

Pull-out instruction for English Learners will concentrate on increasing basic English skills including vocabulary development, reading, writing, and comprehension. Along with this, NCPHS will actively recruit teachers who are bilingual so they can communicate with our EL students more effectively.

Instruction will be supported through the use of EL instructional strategies, such as those identified through SIOP, rooted in the concepts of the TAS and WIDA Guiding Principles.

WIDA-guiding principles, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ELs guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for ELs
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Include language objectives with daily lessons
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instruction.

The table below outlines a sampling of the **strategies** that will be used to support ELs across our classrooms:

Strategy	Putting the Strategy in Action
Use cognates to develop comprehension in English	<p>Read aloud: When you read aloud to your students, ask the ELs to raise their hand when they think they hear a cognate. Stop reading and discuss that cognate. Point out the subtle differences you hear between the two languages.</p> <p>Student reading: As ELs read their texts, ask them to find three or four cognates and write them on sticky pads. Collect those notes and put them on sticky pads.</p>

Strategy	Putting the Strategy in Action
Cognates are words in two languages that share a similar meaning, spelling, and pronunciation.	OUR COGNATES laminated chart. Before the class ends, read or have students read them to the class. Discuss spellings or sounds that are the same and different between the cognates.
<p>Help students understand written math problems</p> <p>While <i>key</i> words are very important, they are only one part of the process.</p>	<p>Upper Grades</p> <ul style="list-style-type: none"> • If possible, break up the problem into smaller segments. • Allow students to act out the word problems to better comprehend what they are being asked to solve. • Provide manipulatives to help students visualize the problem. • Take field or walking trips to figure out distances, speed, area covered, etc. • Ask students to do surveys, interviews, and hands-on research in real- world situations to figure out percentages, differences, and higher-order math skills.
Implement an effective correction/feedback policy	<p>Focus on one or two concepts at a time when listening to or reading student work. Let students know what you will be focusing on so that they in turn can focus on those particular concepts in the assignment.</p> <p>Circle errors in writing assignments, and have students try to figure out what the mistakes were; scaffold additional support if they struggle.</p>

Plans for Individual Learning Plans (ILPs)

Once assessment results are collected, ELs will work with their teachers on creating and maintaining an ILP to track the students’ progress in English language acquisition. The ILP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. When data supports it, ELs will be referred to Tier II of RTI², where the team will meet to discuss interventions and strategies to support the EL’s continued academic success. The EL strategies will be documented in the teachers’ lesson plan and in the student’s ILP. The effectiveness of these EL strategies will be

determined by the teachers' observations, administrative classroom walk-throughs, teacher data chats, and collaborative monitoring visits.

Monitoring and Evaluating EL Services (Including exit plans)

To monitor and evaluate the effectiveness our EL services (i.e. ELs are making progress in the acquisition of the English language AND demonstrating growth and achievement of the TAS) and to determine the need for potential changes in our program, we will evaluate the progressive growth of ELs on standardized and non-standardized assessments in comparison to that of non-ELs. We will track students longitudinally throughout their time at NCPHS to determine if there is significant difference in the academic achievement of students who were once classified EL and non-ELs as measured by standardized and non-standardized assessments. We will track how many students are declassified as EL as well as the number of years students require EL services.

EL students will be exited according to state policy. As an EL student reaches a high level of proficiency, determining when they are ready to exit ESL services becomes an important discussion and decision. It is imperative to ensure that EL students have attained a degree of English proficiency that will allow them to achieve academic success – without direct ESL support – at levels comparable to their native English speaking peers. Classroom accommodations may still be needed during the four transitional years. Exit from ESL service is based on a student's proficiency in all areas of language – listening, speaking, reading, and writing. This proficiency should be measured using a variety of criteria and documented to support the decision to exit the student from ESL services. WIDA scores must also support the decision to exit a student. English proficiency is based on attaining fluent English proficient scores on the summative, spring WIDA ACCESS for EL's 2.0 assessment. **EL's must obtain both a composite score of 4.2 and a literacy score of 4.0 on the ACCESS to exit ESL services.**

Students who exit direct ESL services shall move to transition status for four (4) school years. Students in the first and second years of transition are referred to as T1 and T2 respectively. During this transition period, students will be monitored and served as needed by NCPHS, as is required. Students in the third and fourth years of transition are referred to as T3 and T4 respectively. During this transition period, EL service is not required; however, T3 and T4 students will be included in the EL subgroup with T1 and T2 students for accountability purposes.

Transitional ELs are considered proficient and may be mainstreamed in the general education setting with careful monitoring for two (2) years. Should a transitional student begin to have difficulty in classes, he or she shall receive meaningful ESL support immediately. Accommodations and modifications should be utilized to support the EL student. If a student was exited from ESL by another state, the exit shall stand as valid.

AT-RISK STUDENTS

Identification Methods (Academic and Behavioral Processes)

We believe that all students described above can be considered at-risk students. The systems, strategies, and supports described in this section will be used to give these students equitable access to our curriculum, and to ensure they feel engaged in their education and positive about their futures.

A few additional school-wide systems will be utilized to identify students who are not within the special populations described above but are still considered at-risk. This includes economically disadvantaged students as well as students with excessive absences for any number of reasons. The following systems will be used:

Monitoring of Personalized Mobile Learning Plans, Portfolios, and Growth Goals

Teachers will regularly monitor the growth of their students through their PMLPs, their Portfolios, and their Growth Goals to make sure that students are not only making gains in their learning, but that students' personal reflections about their work and how they see themselves are both positive. Certified teachers and instructional aides in the learning community will each be responsible for the monitoring of a group of PMLPs. The lead teacher, however, will take responsibility for monitoring the group of students most at-risk. At a minimum, all PMLPs will be reviewed at the end of each quarter before sending home report cards. For at-risk students, the lead teacher will review PMLPs at least twice a quarter, prior to progress reports and report cards. Teachers in the learning community will intervene with students *immediately* if evidence shows that either growth gains or how students feel about learning are stagnant or moving in the wrong direction.

Daily Attendance Tracking

Students who are chronically absent will be closely tracked and individual meetings will be held with student, parent/guardian, teacher, and school leadership. Plans to improve attendance will include both positive and negative consequences (i.e. attending all Saturday school dates and/or getting public recognition for perfect monthly attendance).

Students Performing Below Grade-Level: Programs and Strategies for Meeting Learning Needs

Our culture will be one of community where all students have a sense of belonging as part of their class, part of a school group, and part of the greater school community. Early in the year, we will identify any student who is not involved in an activity and help them find an activity that aligns with their interests and/or aspirations. Explicit instruction of social-emotional skills also will equip students with the skills they may be lacking that are hindering them from engaging with their peers inside and outside of the classroom setting in productive and appropriate ways. Additionally, our students identified as at-risk of dropping out will be assigned mentor teachers who will connect with them during the school day, during advisory block. The mentor teacher will be a teacher that the student does not have for an academic class, so that the mentor can be seen as a consistent student advocate and not just an academic teacher. Mentor teachers will be encouraged to attend professional development tied to creating strong relationships with students and empowering them with life skills.

GIFTED STUDENTS

Identification Methods

TDOE's definition for Intellectually Gifted:

"Intellectually Gifted" means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice- exceptional, etc.) can be found to possess these abilities. Children identified as intellectually gifted are exempted from the discipline procedures at 34 C.F.R. §300.530-537. Children with a dual diagnosis that includes intellectually gifted must be considered as children with a disability and may not be exempted from the discipline procedures at 34 C.F.R. §300.530-537.

We will follow the identification procedures outlined by TDOE after the characteristics identified in the Intellectually Gifted definition above are present.

Evaluation Procedures

A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:

1. Review of multiple criteria and multiple assessment measures in the procedures followed for:
 - a. Systematic Child Find and Individual Screening:
 - i. Systematic child-find for students who are potentially gifted (e.g., a review of school wide and/or grade-level screening data, teacher checklists, state assessment data, etc.)
 - ii. Individual screening for students whose needs exceed differentiated general education programming in the areas of educational performance and creativity/characteristics of giftedness
 - iii. A team review of individual screening results to determine the need for referral for comprehensive assessment
2. Assessment through a multi-modal identification, to include multiple sources of information that provide a collection of evidence measuring the following:
 - b. Individual evaluation of cognition or intellectual ability with scores at the 94th percentile or above with consideration of the standard error of measure within the 90th percent confidence level. When assessing traditionally underrepresented youth, NCPHS staff will consider alternate cognitive measures that reduce potential cultural and linguistic bias (i.e., nonverbal assessments, general ability index, portfolios, and performance assessments).
 - c. Educational performance.
 - d. Creativity and/or Characteristics of giftedness (e.g., leadership, motivation, social-emotional functioning).
3. Documentation, including observation and/or assessment, of how Intellectual Giftedness adversely affects the student's educational performance in his/her learning environment. Some examples are the gifted student is far ahead of the curriculum; his/her reading level requires much different approach to literature and their classroom behavior. These behaviors support the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).

Evaluation Participants

Information shall be gathered from the following persons in the evaluation of Intellectual Giftedness:

1. The parent
2. The child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the EL teacher, when the child is an English Learner
3. A licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education;
4. A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist
5. Other professional personnel, as indicated
6. At least one of the evaluation participants above must be trained in the characteristics of gifted children
7. The student, where appropriate

Instructional Programs, Practices, and Strategies

Educational Plans (EPs).

Students who have been identified and qualify for a Gifted Education Program each have an EP written yearly which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, criteria, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved.

Development of the EP will build parent/school relationships, provide a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes, and determining appropriate service options. The EP is reviewed during the year to determine if a goal has been met and/or should be rewritten. An effective Gifted Education Program will focus on writing goals that are high, but achievable, continuously reviewed, created with student and parent input, evaluated for successful completion, and built on each student's strengths and weaknesses.

Gifted Services Within the General Education Classroom

To meet the needs of our gifted students in general education courses, teachers will analyze unit pre-assessment data, daily formative assessment data, IFC Assessment results and NWEA MAP results of our gifted population. We will ask:

- Where are gifted students "entering the learning" with each unit? Can they demonstrate the intermediate criteria or even some of the mastery criteria of the standards prior to instruction? If so, what adjustments are being made at the outset of instruction?
- Are gifted students achieving the general curriculum at a faster pace than their peers?
- Are our gifted learners consistently achieving full mastery of all standards?

Moreover, when pre-assessing (i.e., pre-testing), we will have our gifted students answer the most challenging or difficult items/tasks first. This way if students are successful, the teacher can *compact*, *accelerate*, and/or *enrich* the curriculum, allowing them to spend their time learning and practicing new content.

We recognize that gifted students often need less grade-level work, faster-paced lessons, deeper and more advanced content, and opportunities to work with other gifted students, other advanced learners, and or other students who share their interests.

Pre-testing	Allows student's content knowledge for specific units of study or for a specific course to be assessed to provide an accurate measure of a student's knowledge of upcoming content and skills. These pretests establish the baseline for growth and the instructional level needed.
Compacting	A differentiation strategy which involves pre-testing students on curriculum content and determining what the student has already mastered. The student is then provided with new content and/or enrichment activities.
Acceleration	A student moves through grade-level curriculum at a faster rate than grade level peers. This takes advantage of the student's ability to learn at a rapid rate and advances the student in order to present materials and activities beyond the grade level.
Enrichment	Instruction in which classroom work is broader in scope, explores topics in greater depth and at higher cognitive levels, and involves many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum.
Grouping	An arrangement whereby students are placed in groups which bring them in

contact with others of similar abilities and interests.

Programming &/or Coursework Opportunities for Gifted Students

Gifted Students also will have opportunities for acceleration and enrichment through specific coursework, including Honors' classes, Advanced Placement (AP) classes, and Dual Enrollment (DE).

Advanced Placement (AP): Advanced Placement are rigorous high school courses taught by our high school faculty that prepare students to sit for an exam. A passing score on the exam (as deemed by each college or university) will reward college credit but does not count towards the college GPA. NCPHS will cover the exam costs (\$93) for students who earn a passing score on the practice test. Students meeting a course's prerequisites may begin taking AP as early as their freshmen year.

Dual Enrollment (DE): Dual enrollment is when a student is completing a course for both high school and college credit. If a student passes the class, they earn the credit hours on a college transcript. NCPHS's dual enrollment will be taught by college instructors or professors either on our college partner's campus, at the high school, and/or online. Students may begin taking DE in their junior year. Through state grants and school funds, dual enrollment is completely free to students.

Supporting Classroom Teachers in Meeting the Needs of Gifted Students

Meeting the needs of gifted students within the general education classroom requires classroom teachers to provide instruction using practices such as pre-testing, compacting, acceleration, enrichment, and grouping. They also must be able to recognize and best nurture and/or respond to a common character traits of gifted learners (i.e., cognitive traits, creative traits, affective traits, and behavioral traits). NCPHS staff will acknowledge that characteristics of giftedness may look different based on cultural filters.

At NCPHS, we will adhere to best practice by providing general education teachers with opportunities for consultation with a teacher who meets gifted employment standards.

1.10 School Culture and Discipline

Section 1.10 School Culture and Discipline

In this section:

- (a) Provide as Attachment B the student handbook and/or forms that will be provided to or required from students and families.
- (b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive environment and reinforce the school's mission, goals, and objectives.
- (c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- (d) Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.
- (e) Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook).
- (f) If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:
 1. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.
 2. 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 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.
 3. An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings.
 4. The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and
 5. How students and parents will be informed of the school's discipline policy.

(a) Provide as Attachment B the student handbook and/or forms that will be provided to or required from students and families.

Attachment B contains the student handbook and forms that will be provided to students and families. Included in this handbook is the **Student Discipline Policy**.

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

The development of a healthy and nurturing school culture that reflects our belief that all students, inclusive of all races and income levels, can succeed and contribute positively to their community is a key driver.

Our vision is to inspire and equip a generation of self-directed thinkers to influence the world around them. We are committed to a culture of restoration, responsiveness, and leadership. Students, parents/guardians, teachers, school leaders, and the community will work together, so that all students can develop improved academic achievement, character, and career readiness. Our integration of SEL into every aspect of the school is key to creating a challenging educational environment that is secure, engaging, and supportive. SEL will provide the foundation for our students to have academic success.

(c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

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

Students and teachers will work cooperatively to enhance student capacity by integrating social emotional skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The establishment and growth of this positive school culture is inclusive for all stakeholders, including all learners, special populations (disabilities, special needs, ELs, and at-risk of academic failure), staff, parent(s)/guardian(s), and community stakeholders.

We will engage in positive, restorative practices. School administrative staff will include a trained Restorative Justice Peacekeeper, who will lead restorative meetings and work to develop peer-mediation groups. Under appropriate circumstances (non-violent and non-threatening behavior), the Restorative Justice model can be used to address conflict holistically and solve problems needed to repair harm done and assign responsibility by talking through the problem. Restorative, peaceful practices empower students to resolve conflicts on their own and in a one-on-one setting or small-group. All staff members will be trained to hold restorative chats. These chats are quick, private conversations with a student to identify the root problem behaviors that can quickly be solved so that learning can begin again.

We will bring students together in peer-mediated small-groups to talk, ask questions, and air their grievances. The goal is to bring affected parties together, making amends, and reintegrating students back into the learning community. These peer-mediated small-groups will be scheduled as-needed during the advisory period, at the end of the day. Parent(s)/guardian(s) will be notified in advance of student participation in peer-mediation.

We will always maintain a secure learning environment. Our discipline plan (**Attachment B**) is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment, thus enhancing the opportunity for exemplary academic achievement and personal development.

Our Code of Conduct serves as the guide for discipline, suspension, dismissal, and recommendation for expulsion. Copies of the Student Code of Conduct will be distributed to each student and parent/guardian at the beginning of the school year and will be available electronically. Additional school specific procedures will be published in the student handbook (**Attachment B**).

Teachers will attend summer PD sessions prior to the start of the school year. Parts of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, the Student Code of Conduct, classroom management, and the components of the school culture.

In order to ensure integration of SEL throughout the school culture, teachers will be supported and given adequate SEL training including the following units in our back-to-school PD

Unit of Professional Development	Integration in School Culture and Climate
Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.	Developing self-awareness practices that are embedded with school culture and community, including how to facilitate restorative chats.
Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself.	Teaching and learning self-management strategies that can be shared with school community members.
Social-Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.	Developing opportunities for students and staff members to learn about the diverse communities where students come from.
Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	Teaching and learning relationship skills strategies necessary for a strong community – including meeting students at the door, and learning students' names within the first few days of school, learning information about students.
Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.	Learn how to embed responsible decision-making into daily lessons.

New teachers participate in an annual New Teacher Induction session as well as in various sessions offered throughout the school year. These supplemental sessions are primarily designed to assist with classroom management. Throughout the year, new teachers have a network of support through our PLC’s. Mentor teachers provide support and training including opportunities to share best practices. Mid-year teacher hires will engage in professional development embedded within their orientate to ensure that all teachers are fully trained and knowledgeable of the school culture and the SEL framework.

Students will be engaged in the following ways:

- Student Orientation Days – Parent(s)/guardian(s) and students will be introduced to the culture and expectations of the school through grade-level specific immersive experiences prior to the first days of school. Parent(s)/guardian(s) and students will imitate a student’s day by experiencing their schedule, meeting the faculty and staff in their environments, developing goals, and establishing their learning environments.
- Open House – We will host an Open House to celebrate the school year beginning, provide essential components of the student/parent experience (i.e. materials, after school enrichment sign up, uniform purchase, agenda book purchases, after care, etc.).

The first month of school each year engages students in the culture and procedures of sustainable, positive, and restorative school community. These include:

- Routines and Procedures
- Personal Mission Statement
- Class Mission Statement
- Student Roles and Responsibilities
- Safety and Security

- School-Wide Lessons In Character and Values Shared Language

Culture: Special Populations

The establishment and growth of this positive school culture is inclusive for all stakeholders, including all learners, special populations (disabilities, special needs, ELs, and at-risk of academic failure), staff, parent(s)/guardian(s), and community stakeholders. While restorative practices create inclusive environments where all students can feel connected and engaged, the Dean, or Principal designee year one, will coordinate with SPED and EL team members to ensure that the needs of students are met. This allows for the Dean, or other Peace Keeper, to plan for and be aware of any specific needs of peer-mediation or peace circle participants. By following the school culture methodology outlined below, we are committed to meeting the needs of all students.

Social-Emotional Learning (SEL)

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Restorative Practices

Restorative, peaceful practices (shown in photo below) empower students to resolve conflicts on their own and in a one-on-one setting or small-groups. It is a growing practice at schools around the country. Essentially, the ideal is to bring students together in peer-mediated small-groups to talk, ask questions, and air their grievances. The goal is to bring affected parties together, making amends, and reintegrating students back into the classroom or community. After year one, the Student Services Coordinator will serve as a trained Restorative Justice Peacekeeper, and as such will be responsible for disseminating the discipline policy to stakeholders. During year 1, the assistant principal or school designee will serve as the Peacekeeper.

(e) Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook). The student discipline policy is included in **Attachment B – Student Handbook**.

1.11 Recruitment and Enrollment

Section 1.11 Recruitment and Enrollment

In this section:

(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 Tenn. Code Ann. §49-13-107;
- Any proposed articulation agreements, pursuant to Tenn. Code Ann. §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.

(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.

(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. If your school has a specific area of focus, describe the plan to market that focus.

(e) Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment? Note: for sponsors of existing schools, please identify how this will differ from current enrollment strategies.

(a) Provide as Attachment D the 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).
- Non-discriminatory admissions policies, pursuant to TCA §49-13-107.
- Any proposed articulation agreements, pursuant to TCA §49-13-113.
- Identification of any preadmission activities for students or parents
- Policies and procedures for student waitlists, withdrawals, reenrollments, and transfer

Please see Attachment D.

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

We have surveyed existing NCP parent(s)/guardian(s) as well as potential parents in the southeast Nashville area via email and on- ground canvassing volunteers. The survey was available in three languages: English, Spanish, and Arabic, and 90% of the parent(s)/guardian(s) surveyed were interested in having the opportunity to have an option for their child's high school option. More specifically, parent(s)/guardian(s) expressed interest in a school that features a robust bilingual staff, an emphasis on high quality teachers, thorough processes and procedures for school safety and security, a focus on student discipline that is innovative and goes beyond simple disciplinary action such as suspensions and expulsions, and expanded extracurricular activities for students that take place both during and after school. NCPHS, as an extension of the already successful NCP, will continue to listen to our parents, students, and community to ensure our K-12 system is always attuned to their needs.

We also continue to distribute an online petition to gather additional support for a new, high-quality school option in southeast Nashville. The responses from the petition will help drive the lead generation process as part of the targeted marketing campaign (described below).

NEI has on staff a Nashville based community engagement director to target partnerships more effectively with local businesses and community groups and increase awareness efforts that reach households with high-school aged students. Community engagement strategies include:

1. **Neighborhood Canvassing** - One of the most effective methods for meeting potential families is engaging them in face-to-face discussions in their community. As such, we are employing a grassroots style, door-to-door marketing strategy in targeted areas. We have and will continue to distribute flyers and other information to businesses, places of worship, and households. These efforts will direct community members to school information events, our website, and social media page. We have identified specific areas that will help ensure our application pool reflects the diversity of the community that we intend to serve.

2. **Community Awareness Meetings** - We plan to schedule a minimum of one large event per month prior to open enrollment. Meetings will be open to the public and held in public locations such as libraries, churches, local universities, and community centers. Parent(s)/guardian(s), families, and community members will be invited to learn more about NCPHS and our mission in order to build a strong, diverse group of supporters.

3. **Business Partnership Meetings** – We will also host community business partner meetings to meet and introduce NCPHS to the local businesses surrounding the identified school area.

4. **Community/Family Events** – We will identify community festivals and parenting and family events in which to sponsor and participate. Community and family event sponsorship is an excellent vehicle through which NCPHS can disseminate information about the school and increase awareness.

5. **Online Marketing** – Email, social media campaigns, and sponsored ads will be used to inform parent(s)/guardian(s) and community members about our school and to drive traffic to our community events and the school website. ReThink, in partnership with NEI, has built a database of interested families and supporters of NCPHS and NCPHS through the dissemination of survey and community engagement/canvassing efforts. Responses will be used to influence the enrollment/recruitment marketing strategy for the initial enrollment period.

6. Targeted Marketing

- Direct Mail: We will send direct mail to all households in the identified area with students entering high school. This communication will include information regarding the Education Model, as well as details for future community events being held throughout the community.
- Media: We will use various local media outlets to disseminate information to families and

supporters regarding upcoming community events including, but not limited to, radio advertisements.

- **Social Media:** We will launch a targeted social media campaign that will be designed to highlight the aspects that differentiate NCPHS and make the school a unique and attractive option for prospective students. We will leverage online lead generation in order to reach different “groups” of parents, and use the information garnered from those leads (such as age, location, number of children, school interests, non-negotiables, etc.) to create different ad “personas.” These personas will be designed to pique the interests of particular ad groups in order to create inbound marketing for NCPHS. For example, one ad persona may be designed to target parents that send their children to private schools. Through lead generation, we will determine the reasons why those parents send their children to private schools and design ads that highlight those aspects in NCPHS, thereby drawing them back into the public sector.

As highlighted in the tables in Section 1.2, the average 2020-21 Success Rate as reported on the Tennessee State Report Card for all schools serving grades 9-12 within NCPHS’s anticipated recruitment area was concerning, with two high schools scoring below 5%, and the remaining two averaging Success Rate of 8.35 . This data shows the need in southeast Davidson County for a high quality high school such as NCPHS will be. As such, we expect that NCPHS will bring a new and attractive option to parents by offering a newly constructed building, unique academic programs, and the potential to perform better academically than the schools their children are currently attending,.

(c) Describe the 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.

ReThink recognizes the importance of marketing and recruiting to parent(s)/guardian(s) and students of Davidson County, specifically southeastern Nashville, in order to recruit a student population reflective of the community in which NCPHS will be located.

Recruitment marketing efforts will begin two months before the first Open Enrollment period and continue until NCPHS is fully enrolled. Our marketing message will focus on enrollment and application guidance as well as highlighting our socially and emotionally supportive learning space. NCPHS will conduct a three-phase marketing campaign: Identification, Awareness, and Recruitment.

Phase I: Identification

First, NCPHS will identify the anticipated population as outlined in the Charter Contract. Second, NCPHS will identify the anticipated area in which to conduct recruitment based on a thorough analysis and compliance with the Charter Contract.

Some of the indicators that are used to identify a recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Performing scientific surveys for interest areas (e.g. programs, transportation, etc.)

Phase II: Awareness

ReThink and NCPHS will conduct a broad marketing campaign throughout the identified areas that continues to educate and publicize information to the community about the opportunities

and benefits available at NCPHS. Publications and media clips are produced as needed to match the demographics of the community.

These efforts may include, but are not limited to:

- Local print media
- A school website accessible via the Internet with email options
- Distribution of brochures and flyers about NCPHS and the programs offered
- Participation in “town hall” type meetings with local organizations
- Direct mailings and targeted online advertisements to the community
- Local television/radio public service announcements
- Announcements in human resources newsletters for area businesses

Phase III: Recruitment

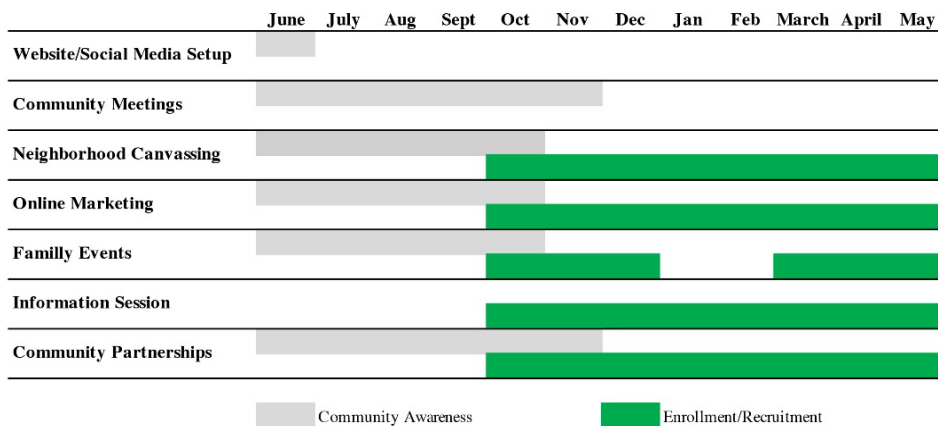
Recruitment will continue until NCPHS’s enrollment goals are met. At this point of the marketing campaign and continuing with the above efforts, a more extensive, hands-on marketing strategy is implemented.

These efforts may include, but are not limited to:

- Continued distribution of brochures and flyers about the school and the programs offered, including neighborhood canvassing
- Continued presentations/information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Continued partnerships with parent(s)/guardian(s)
- Display signs and flyers throughout the immediate and surrounding communities
- Open houses and information sessions at the school location
- Advertisements through local businesses
- Participation in targeted community events
- Appropriate sponsorships of community activities

Please see the table below for a sample timeline of proposed community engagement and student recruitment activities.

Community Awareness and Enrollment Recruitment Marketing



NCPHS is committed to inclusive enrollment and will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Tenn. Code Ann. § 49-13-113, we shall enroll an eligible student who submits a timely application unless the

number of applications exceed the capacity of a program, class, grade-level, or building. In such cases, all applicants shall have an equal chance of being admitted through a random lottery selection process.

The Open Enrollment period is planned to coincide with the district’s timeline of January through February. Applications accepted during this period will be given preference. However, applications will be accepted throughout the school year. Enrollment applications will be available online through the student information system (accessible via NCPHS’s website) and in paper form at the school and other local distribution sites. Our enrollment team will make every effort to allow those with limited technology or internet access to submit applications by offering the ability to utilize the resources available at the school. If an applicant cannot travel to NCPHS, they will have the option to call the school and allow a staff member to complete an application on their behalf.

If after the application period, NCPHS is over capacity, preferences will be in accordance with Tenn. Code Ann.

§ 49-13-113 for the following populations:

1. Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided, that the articulation agreement has been approved by the chartering authority
2. Siblings of students already enrolled in the public charter school
3. Students residing within the Local Education Agency (LEA) in which the public charter school is located who were enrolled in another public school during the previous school year
4. Students residing outside the LEA in which the public charter school is located
5. A public charter school may give an enrollment preference to children of a teacher, sponsor, or member of the governing body of the charter school, not to exceed 10% of total enrollment or 25 students, whichever is less.

In addition, students with disabilities and students served in English Learner (EL) programs shall have an equal opportunity for enrollment in NCPHS. Our enrollment application will not request information regarding disability status or academic performance. Furthermore, NCPHS’s marketing materials will reflect that it is a “tuition-free” public charter school and that it serves all students, including special populations.

Applicants will be tracked and ordered appropriately utilizing NCPHS’s student information system. This method provides an opportunity for all students applying to be admitted while ensuring an orderly management system for achieving enrollment projections across all grade-levels.

If at the end of the Open Enrollment period, there is an over subscription of student applicants for any grade-level, a lottery will be conducted. The number of seats available is determined by the capacity minus the number of students who recommit (after the initial year). This is in compliance with Tenn. Code Ann. § 49-13-113. The lottery is random, and computer-system generated. The lottery will be conducted for all grades in which the number of applicants exceed the number of available seats.

Parent(s)/guardian(s) of students who are selected in the lottery will be notified in writing of their child’s acceptance no later than 21 days after the acceptance period deadline and are given a specific timeline to respond with their decision. Once all open seats have been randomly filled, the remaining applicants are placed on a waitlist in order of the lottery results and in accordance with assigned preferences

The table below shows a sample timeline of proposed enrollment activities.

Enrollment Schedule	
Open Enrollment	January – February

Application Verification	February/March
Notification of Lottery	February/March
Lottery	February/March
Student enrollment/ Waitlist Notice Sent	February/March
Registration	March – ongoing

(d) Describe how students will be given 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. If your school has a specific focus, describe the plan to market that focus.

NCPHS will be an open enrollment school of choice and will welcome all students that apply. We are committed to enrolling a diverse student population and shall abide by the provisions in Tenn. Code Ann. § 49-13-111 (b) that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. The lottery process, if necessary, is completely random and nondiscriminatory. Our enrollment process will also follow Tenn. Code Ann. § 49-13-113, which includes enrolling students according to racial/ethnic balance provisions.

We will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. In order to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the district, we will focus our efforts on recruiting students within a 10-minute radius of the school. However, marketing will extend up to a 15-minute drive-time away from the school in order to reach a larger potential student population. This effort includes marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff, as well as the methods described below for marketing to “hard-to-reach” populations.

We anticipate enrolling a student population that is comprised of a majority of economically disadvantaged students, minorities, and an above average EL population.

Strategies to market NCPHS to populations such as economically disadvantaged students, students performing below grade-level, special student populations, and those at risk of academic failure may include, but are not limited to:

- Production of marketing materials and school applications in languages other than English, such as Spanish, Kurdish, and Arabic, as needed to accommodate the needs of the community
- Availability of bilingual staff to answer questions
- Enrollment applications in multiple languages on NCPHS’s website
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages for the community) in local public areas (i.e., libraries, grocery stores, YMCA, community centers, etc.)
- Advertising in magazines and newspapers, including free community publications
- Distribution of information to local businesses’ Human Resources departments
- Advertising Open House and Information Sessions in a variety of locations and languages throughout the community

(e) Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment? Note: for sponsors of existing schools, please identify how it will differ from current enrollment strategies.

Marketing efforts after school opening will be conducted using the same strategies utilized during start-up. The only difference will be that we will have a recommit period for currently attending students and an enrollment preference for rising 8th graders at our NCP charter school. As such, we will work to maintain relationships with existing families to drive recommitment and the volume of marketing will be smaller in scale than that of the start-up phase, determined based on the student capacity for each grade- level minus the number of recommits. In addition, community engagement events will be an ongoing process throughout the life of the school in order to continue building community partnerships and establishing our local presence.

1.12 Parent and Community Engagement and Support

Section 1.12 Parent and Community Engagement and Support

- (a) What feedback regarding the start-up of the proposed school has been provided by the community, and how has this feedback been incorporated into this application.
- (b) Describe how you will engage parents and community members from the time the school is approved by the authorizer through the school's opening.
- (c) Provide as Attachment E any of the following: letters of support, including those within the local community, memoranda of understanding or contracts that indicate that 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 or 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).
- (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.
- (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.

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

See section 1.11 that describes our marketing and recruiting plan. To date, there has been much enthusiasm expressed from parents whose students already attend NCP.

In addition, we conducted an external survey and asked three focused questions:

- Would you be interested in sending your child to a school that offers a full K-12 educational option?
- Do you think a high-quality high school option is needed in our community?
- What academic focus areas would you like to see offered in a high school?

The responses resulted in 100% of participants would send their child if there was a full K-12 option; 90% of the respondents agreed that a high-quality high school option is needed in the community; and parents were most interested in seeing college prep, STEM, Fine Arts, and Leadership/Entrepreneurship focus areas.

Nashville Collegiate Prep (NCP) has developed a comprehensive K-12 enrollment and grade expansion outreach and marketing plan, focusing on communicating our strengths as a K-12 provider, and we are continuing to reach out to the community, our parents, and our existing partners, even as we develop new partners.

NCPHS is increasing its awareness campaigns throughout the next several months and beyond, ensuring the local community is acquainted with our school's new enrollment structure, program offerings and instructional offerings for all students. Our emphasis is on highlighting the many innovative differences of an expanded, state-of-the-art campus, our unique and innovative academic and career pathways, social emotional learning, outdoor amenities, and our student successes. Traditional marketing and advertising campaigns, as well as increased relationship building with community partners, parents, families, and stakeholders also continue to be a major focus.

NCPHS will also utilize one of our greatest strengths – a group of parent ambassadors who will support word-of-mouth marketing and influence other parents as a part of our brand awareness. These parents who support our school and our model will play an important role in encouraging other families and students to join our school family.

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

In line with our mission and purpose, which includes developing well-rounded and engaged students, active parental involvement will be encouraged throughout all development stages of NCPHS. Our philosophy is that active parental participation is essential to the delivery of our educational goals and is key to the success of our students.

Parents/guardian(s) will be encouraged to participate in volunteer opportunities at NCPHS as often as they can. Recent research backs up our belief that our families are important in supporting both the school and student success, as can be seen from this article published by the Educational Research Review, a second-order meta-analysis of fifty years of parental involvement and achievement research in K-12 education on June 1, 2022, and a summary of their findings are listed below: (Fifty Years of Parental Involvement and Achievement Research: A second-order meta-analysis. Educational Research Review, Volume 37, 2022;

<https://www.sciencedirect.com/science/article/pii/S1747938X220032X>.).

- Examined 23 meta-analyses examining the relation between involvement and achievement including 1,177 primary studies.
- There is a positive association between parental involvement and achievement.
- Strongest effects were found for parental expectations and achievement.
- The effective sizes of parental involvement intervention studies and naturally occurring studies were similar (0.16 and 0.18 respectively).

Previous studies (included in the meta-analysis cited above), also indicate that active parental involvement with their 8th – 12th grade students directly impact their enrollment in an academically rigorous high school program and their choices of more ambitious core academic subjects. The relationships between parental involvement and educational outcomes exist regardless of students' socioeconomic or race/ethnic background.

Parental involvement in the student's life and in the support of the school is a committed effort and requires active participation. Furthermore, engaged parents will further cultivate the sense of community within the school. All parents/guardians will receive a letter notifying them of volunteer opportunities to participate with their children and/or at the school each semester. Annual surveys will be distributed to parents in order to afford the opportunity to meet with school personnel and develop activities that meet their schedules and needs. We will also have special events such as Parent Orientation, student performances, athletics, etc. where parents will be welcomed and encouraged to attend.

(c) Provide as Attachment E any of the following: letters of support, including those within the local community, 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 or interests.

See Attachment E.

(d) Outline how the proposed school will engage parent and community members prior to the school's opening and throughout the life of the school (in addition to any proposed governance rules).

Included in answer below.

(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.

The student information system includes a gradebook portal and supports continuous and meaningful parental involvement in their child's education. This gradebook will become part of the student's portfolio. Parent(s)/guardian(s) have real-time access to their child's gradebook to monitor classroom progress. Daily communication with the teacher is encouraged through use of either an agenda book or

electronic app, which students can use to track homework and their daily assignments. Teachers will also send regular communications to parent(s)/guardian(s) regarding their student's progress.

We encourage a sense of community outside of the classroom as well. By implementing an online communication platform that will allow teachers, students, parent(s)/guardian(s) and the greater school community to share information, ideas, reminders, and opportunities, connections will be made to foster community engagement. This online platform will allow students and parent(s)/guardian(s) to interact with the classroom teacher and school in a seamless manner by blending social networking tools with traditional school communication tools. The student's portfolio can be used to engage students and parent(s)/guardian(s) in the student's early start to career exploration. Parent(s)/guardian(s) will be provided training at new student orientation sessions prior to school opening, at open houses, and as needed during curriculum nights.

Progress Reports and Report Cards are provided to parent(s)/guardian(s) and students quarterly via the student information system. Parent-teacher conference days are pre-scheduled in the school calendar and parent(s)/guardian(s) may schedule additional conferences as needed to discuss students' performance and progress toward mastery of grade-level standards and earned credits. We will also provide opportunities for students to share their work with their families through student portfolios during specially scheduled conferences. We will offer Curriculum/Subject Area Nights for parents to attend and learn about various educational topics, such as state assessment information, home reading strategies, credit and graduation information, and tutoring. We believe that parent involvement is vital to a student's success, and will make every effort to engage parents and keep them informed of their student's progress.

Parents will be notified via the student portal and reminders sent through text and email regarding the time and place of board meetings that are open to the public per Public Records Law T.C.A. §8-44-101(a). Parents will be invited to attend and participate in these meetings. The principal will be present at the governing board meetings to discuss all issues pertaining to NCPHS and school management. Issues commonly addressed at board meetings include financial matters, student achievement, formative assessments, institutional focus, personnel matters, facility issues, and/or ancillary services issues.

Operational and governance topics at our school foster parental participation through the topic areas listed below:

- Attendance and participation in governing board meetings.
- Parent/teacher conferences held to provide a forum for open discussion and to build parent/teacher rapport, understanding and support.
- Semi-annual surveys distributed to parents to provide valuable input for our school's further growth, development, and improvement.

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

Upon approval of this application, we plan to continue to develop community partnerships that benefit the interests of our school and community. These community partnerships will boost the integration of public entities that are charted with the welfare of our students and increase the quality of services provide at NCPHS. As a part of our commitment to providing an engaging and supportive environment, ReThink and NEI will schedule quarterly breakfast meetings with local business owners, faith leaders, and stakeholders. These quarterly meetings will provide a networking opportunity for and among community leaders, but will also allow NCPHS to develop community partnerships that will benefit our school and students.

Twitter accounts and Facebook pages for NCPHS have been established to connect with the public, and the school's website is in development. Monthly community information sessions will be held and are

intended to familiarize attendees with NCPHS. Flyers and direct mail postcards will be sent to the surrounding community to advertise the event as well as advertising through social media.

Section 2 Operations Plan and Capacity

2.1 Governance

2.1 Governance

In this section:

- (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.
- (b) Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.
- (c) How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.
- (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.
- (e) Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

(a) Describe the composition and size of the governing board and 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.

ReThink is comprised of three members holding officer titles plus two (2) additional members for a total of five (5). Two of our members possess decades of educational leadership experience in public schools, charter schools, and post-secondary education. These board members have managed all aspects of their schools, including financial, human resources, academics, operations, and governing board relations. Each ReThink board member is listed in the table at the end of this section.

Dr. Dan Boone currently serves as the ReThink's Chair. Dr. Boone earned a Bachelor of Arts in Religion from TNU in 1974, a Master of Divinity from Nazarene Theological Seminary in 1977, and a Doctor of Ministry from McCormick Theological Seminary in 1996. From 1968 until 1985, Dr. Boone served as a Senior Pastor and Staff Pastor for New Salem Church of the Nazarene, Old Hickory Church of the Nazarene, Overland Park Church of the Nazarene, and Raleigh North Church of the Nazarene. In 1985, he became the Senior Pastor at College Hill Church of the Nazarene, and knew his calling was to work with college students. Dr. Boone enjoyed 20 years of being a pastor to college administrators, faculty, and students. Currently, Dr. Boone continues to fulfill his purpose of working with college students, serving as the President of TNU, a position he has held since 2005.

In addition to his professional career, Dr. Boone also serves on various councils and boards, including Chair of President's Council for the Great Midwest Athletic Conference, Past Chair of the Tennessee Independent Colleges and Universities, and as a member of the Court of Appeals for the Church of the Nazarene. Dr. Boone is also an accomplished author, boasting over a dozen book publications and two curriculum publications.

As President of TNU, Dr. Boone is involved in all aspects of the university's operations, overseeing the successful development, implementation, and fidelity of school-wide policies and procedures, similar to the duties he will execute as Board Chair for ReThink.

Thomas Lee currently serves as ReThink's Secretary. Mr. Lee received his Bachelor of Science in Journalism from the University of Tennessee in 1991, and his Juris Doctor from Vanderbilt University Law School in 1995. He currently serves as an Attorney for Frost Brown Todd, LLC. As a member of Frost Brown Todd, Mr. Lee practices in the areas of government services and business litigation, concentrating on lobbying and government relations, and providing strategic counsel on managing public policy change on state and local levels. He is also the member-in-charge for the firm's Nashville office. Throughout his time with Frost Brown Todd, Mr. Lee has developed economic incentive packages to attract green jobs to economically struggling communities; authored and successfully lobbied passage of public financing measures supporting downtown high-rise development, each of Tennessee's major league professional sports franchises, and acquisitions of thousands of acres for public land conservation; successfully defended many of the state's largest businesses against costly regulatory and legislative initiatives; and represented the Tennessee Supreme Court and members of the state's judiciary against legislative efforts to force expensive, direct elections of appellate judges.

Mr. Lee also serves as the Managing Principal for Civic Point, where he acts as a lobbyist, political strategist, and fundraiser for candidates of both parties. During his time with Civic Point, he has counseled a multi-state consortium in the development and procurement of a single unemployment benefits system to serve more than 20 million citizens across three states; protected the nation's premium finance industry against predatory legislation; represented clients in billions of dollars of Tennessee procurement matters; created economic incentive packages to attract jobs to economically struggling communities; and authored and successfully lobbied passage of the nation's first state law protecting ticket-buyers and sellers against unlawful "bot" software.

In addition to his professional legal and political career, he is also an Adjunct Professor at Vanderbilt University, where he teaches courses on lobbying, legislation, and public advocacy. Mr. Lee also served as Chair for two Tennessee Bar Association committees (Government Affairs Committee from 2009 – 2011 and President's Commission on the Future of Law-Related Education in Tennessee from 1999 – 2001). He also served on the U.S. Magistrate Selection Committees for the U.S. District Court (Middle District of Tennessee) in 1999 and 2005. Mr. Lee was also senior advisor for policy and communications to the 2006 U.S. Senate campaign of Rep. Harold Ford Jr., and senior advisor to Nashville Mayor Karl Dean's 2007 campaign, who rose from 2% in early polls to victory in eight months.

Mr. Lee possesses three decades of experience as a lobbyist, attorney, litigator, winning campaign strategist, university educator, and Emmy-award-winning journalist. This diverse portfolio of experience will aid in his duties as ReThink's Secretary and ensure that the board maintains strong relationships with political leaders for both the state and local community.

Rebecca Dinda currently serves as ReThink's Treasurer. Ms. Dinda holds a Bachelor of Science from the University of Miami and a Master of Science in Counselor Education from Florida International University. She also has a 6th Year Certificate in Educational Leadership from Central Connecticut State University. Ms. Dinda has been a public educator in Connecticut and Florida for the last 21 years. Throughout her illustrious career as a leader in education, she advocated for high expectations for educators to ensure equality in our education systems. She began her career in education as a substitute teacher and intern in the Miami Dade Public Schools system. She then returned to her home state of Connecticut as a Guidance Teacher and a School Counselor & Teacher.

After eight years of teaching in Connecticut, Ms. Dinda returned to Miami as an Assistant Principal at Downtown Miami Charter School. Two years later, she became a Director of Education supporting

all schools in a charter school network to develop effective practices and ensure improved quality. After missing the direct contact with scholars and parent(s)/guardian(s), Ms. Dinda returned to Downtown Miami Charter School as the Principal. Under Ms. Dinda's leadership, Downtown Miami Charter School was designated as a high-performing charter school in the state of Florida despite serving an extremely high-risk student population, a designation the school maintained each year Ms. Dinda served as Principal. Ms. Dinda currently serves as an Advanced Ed team member for the Kindergarten – Grade 12 school-based accreditation process and was a past Commission Member of the Charter School Appeal Commission (CSAS).

Throughout her career, Ms. Dinda has managed all aspects of school operations, ranging from curriculum and education model implementation and development to financial management and budget projection oversight. She has an extremely successful track record as a school leader working in a high-needs community and overcoming the challenge of educating at-risk students. Ms. Dinda's extensive experience in educational leadership and rare talent for achieving equality in education is an invaluable asset to both ReThink and NCPHS.

Dr. Sharon D. Smith currently serves as a Director for the ReThink board. She has extensive experience in federal, state, and private grant programs and fiscal compliance, as well as policy development. She is currently employed as the Chief of Federal Programs for the Tennessee Department of Education in Nashville, TN. Dr. Smith has provided effective leadership and training in the facilitation of grant proposal review/submission, award negotiation/acceptance, budget development and management, and ensuring adherence to institutional policies, federal and state regulations, and sponsor guidelines. Additionally, her broad knowledge and experience in grants/contracts administration includes work in the area of pre-award administration, post-award administration, financial management, proposal/grants development training, and compliance.

Dr. Smith is a member of the Tennessee Government Leadership Council (TGL) Toastmasters Club, an Advisory Committee Member of Tennessee Association of Federal Programs Administrators (TAFPA), a Grant Reviewer for the Unfunded List. Ms. Smith also volunteers with the Board Leaders of Color Collaborative (BLOCC) and at the Women in STEM (WISTEM) Center.

Dr. Smith earned an Ed.D. in Educational Leadership and Policy Analysis from East Tennessee State University in 2019 and also holds an M.S.C.E. in Counselor Education from the University of West Alabama Livingston. She earned her B.S. in Business Administration from the University of Alabama, Tuscaloosa in 1992.

In addition to their official roles on the board, each member will also fill more informal, ancillary roles based on their areas of expertise and experience. In addition to acting as the board chair and overseeing the development and implementation of all board policies, Dr. Boone will act as the main point of oversight for NCPHS's day-to-day operations. Dr. Boone also has over a decade of financial experience in managing TNU's expansive school budget. As such, Dr. Boone will be key in overseeing NCPHS's financial management and budgeting processes. Dr. Boone currently resides in Nashville, and his extensive experience as President of TNU makes him a well-equipped to oversee all facets of day-to-day school operations.

Mr. Lee, given his extensive experience in forging relationships and his current residence in Nashville, will be uniquely positioned to forge NCPHS's community partnerships. His relationships with individuals in both state and local political circles will allow Mr. Lee to develop NCPHS's presence locally and statewide, ensuring that the best partnership opportunities are available to the school. In addition, as Member in Charge for Frost Brown Todd, Nashville, he assumes day-to-day financial management responsibilities, and that experience will allow him to assist in overseeing NCPHS's financial management and budgeting processes.

Ms. Dinda, as a former principal of a school that saw monumental success in educating a predominately underserved student population, will oversee the support provided by NEI to NCPHS's leadership regarding the development of classroom-level initiatives for closing the achievement gap. Her experience leading teachers at the school-level and working collaboratively to determine which instructional strategies would work best in their classroom will be instrumental in helping support school leadership's efforts to ensure each teacher at NCPHS is maximizing their resources to close the achievement gap in their classroom. In addition, Ms. Dinda has vast school-level experience managing the start-up, facilities, and human resources aspects of school operations. As such, Ms. Dinda will facilitate governing board oversight of NEI regarding these areas of NCPHS's operations.

Ms. Smith, given her experience in post- and pre-award grants management, financial management, and overall program compliance, will oversee NCPHS's grants efforts as well as the school's budgeting and financial oversight processes. In addition, Ms. Smith will broadly oversee both NCPHS and the governing board's compliance with local, state, and federal guidelines and regulations.

Collectively, ReThink will take on a role akin to a traditional public school board, assuming responsibility for developing and outlining the mission, vision, and values of NCPHS; developing the appropriate policies to ensure those fundamentals are maintained; and effectively and properly managing public funds. As the charter holder, ReThink will have ultimate authority over, and responsibility for, school operations and shall conduct itself in accordance with all applicable laws and regulations.

Although ReThink Forward is a strong board with members who have expertise in many fields, we recognize the importance of charter school governance and will put systems in place to ensure the charter school meets rigorous academic, financial, and organizational priorities. This will include a board training and governance process that aligns with Tennessee charter law and is approved by the Tennessee Charter School Center. We will ensure that this annual training borrows from national best practices and includes on-the-ground training so that the governing board can fulfill its duties. This training will also ensure that the board possesses sufficient expertise in areas necessary for the success of the school, including academics, facilities, special needs, financial management, legal compliance, community relations, and other related work.

ReThink Forward has entered into a good faith agreement with NEI to assume responsibility and authority for providing charter management services to NCPHS as the CMO. An executed management contract outlining responsibilities and performance metrics has been developed between ReThink and NEI, and is included as part of **Attachment K**.

ReThink Forward has chosen NEI as the CMO for NCPHS due to their current track record of improving the academic, financial, and operational aspects at other schools they have managed. Their efforts at these schools affirms that partnering with NEI as the CMO gives ReThink the benefit of having a large support team that possesses decades of experience in education, finance, and school operations. As opposed to appointing a high-level CEO, partnering with NEI provides ReThink with the reassurance that the departure of one individual will not cripple NCPHS's ability to operate. The partnership with NEI allows NCPHS to hold individuals more accountable and ensures that one person does not maintain sole control over every aspect of school operations, minimizing the possibility of one individual mishandling public funds, making poor academic decisions, or engaging in conflicts of interest.

NEI will maintain primary responsibility for reporting to ReThink and conducting follow-up action items. The principal will provide monthly status reports to ReThink and participate in all board meetings. These reports, which will be developed by NEI, will include, but not be limited to monthly and quarterly financial updates, parent/staff survey results, assessment data, marketing and enrollment

updates, and compliance updates. During board meetings, the principal will present NCPHS's status report and field any questions.

In order to include all key stakeholders in the life of the school, ReThink and NCPHS will welcome feedback through active, intentional parent and community engagement through the ASC. The ASC will be made up of the principal, a teacher representative appointed by the principal, one parent whose child is currently enrolled in NCPHS, and two local community members from Rutherford County-based organizations such as universities, businesses, and community organizations. The goal of the ASC will be to engage key stakeholders on behalf of ReThink, and then to advise ReThink of parent and community perspective on various operational and academic issues, coordinate fundraising, and ensure NCPHS's strategic and operational integration into the local community.

This public charter school governance structure, as seen above, is widely accepted throughout the nation.

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

ReThink will develop an Annual Report for NCPHS that will include relevant metrics on academic performance, financial information, compliance, and parent and community relations. The specific metrics and information included within the Annual Report will be determined during the start-up phase, and may include, but will not be limited to:

- Student assessment data, including performance on state assessments, formative assessments, diagnostic assessments, and classroom assessments
- Financial performance data, including all revenue and expense assumptions, year-end fund balance, cash flows, contingency budgeting, grants utilization, and vendor reviews
- State accountability data, including general academic/curriculum compliance, reporting compliance, compliance with serving special populations, financial compliance, operational compliance, and grants compliance.
- Staffing reports, including general turnover/retention data, teacher/administrator evaluation data, and summaries of past/upcoming professional development sessions
- Parent satisfaction, which includes parents survey data, summary of complaints, and summaries of past/upcoming community engagement events
- Facilities updates, including a summary of major maintenance issues and how they were resolved, past renovation projects, and details of any planned renovation projects.

The Annual Report will be posted on ReThink and NCPHS's websites.

In addition, ReThink will monitor and evaluate NEI's progress in achieving NCPHS's agreed upon goals using the school's financial, academic, and operational reports, which will be included in both NCPHS's monthly and annual reports. If there are any recurring shortfalls or perceived distresses in NCPHS's financial, academic, or operational aspects; then ReThink, NCPHS, and NEI will work collaboratively and proactively to correct the identified shortfalls and ensure that NCPHS is in a position to meet its goals in the future.

If ReThink collectively reaches a decision that NEI is not performing satisfactorily as the CMO, then they can choose to terminate the management agreement with NEI through a vote of the board. In this instance, ReThink would secure an agreement with a new CMO or similar entity prior to severing ties with NEI. Once a partnership with a new CMO or similar entity is entered into officially, ReThink would then begin transitioning the duties and responsibilities of NEI to the new entity. This process will ensure that NCPHS remains fully operational throughout the transition.

The table below illustrates ReThink’s internal organizational goals, which will provide metrics upon which they can self-critique. Furthermore, senior team members at NEI will complete a survey that rates ReThink’s performance on successful attainment of the goals outlined below in the table. It is imperative that ReThink, NCPHS achieves academic, operational, and financial success.

ReThink Goals	Measurable Objective
Properly Manage and Govern NCPHS	<ul style="list-style-type: none"> • Operational policies • Academic and financial accountability • Reporting NCPHS’s progress annually to MNPS • Policies consistent with NCPHS’s mission • Ensuring NCPHS’s programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements
Oversee Operational Policies	<ul style="list-style-type: none"> • Adhere to regularly scheduled board meetings in a manner compliant with Open Meeting Laws • Ensure NCPHS’s operations align with operational policies and procedures
Ensure Financial Accountability	<ul style="list-style-type: none"> • Annually adopt, maintain, and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that NCPHS has contracted with a certified public accountant for the annual financial audit • Review and approve the audit report, including audit findings and recommendations
Accountability for Performance	<ul style="list-style-type: none"> • Implement required reporting policies for NEI. Review the following performance reports from NEI on a periodic basis (monthly, quarterly, or annually as appropriate): <ul style="list-style-type: none"> ○ Financial Reports ○ School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities) ○ Satisfaction Surveys ○ Strategic Plan ○ Annual Accountability Report

NCPHS will use the TFET evaluation model as explained in an earlier section for administrator evaluation.

Administrator evaluation combines self-reflection, observation, input of school staff, and student data to create a complete picture of the administrator’s performance. The effectiveness rating is calculated using a formula that is 50% qualitative and 50% quantitative. The 50% qualitative portion includes a 35% growth measure (one- year school-wide TVAAS) and a 15% achievement measure.

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

Board development and recruitment will be an ongoing process. ReThink recognizes the need for increased membership on its board, and will actively search for qualified candidates to consider for board service. Members of ReThink will leverage relationships from their professional careers and charter school involvement in order to search for new board members. Skill gaps in areas of expertise that could enhance board function, such as financial and human

resources expertise, have been identified by the board and will be taken into consideration when recruiting new members to ensure that a well-rounded and experienced board is in place to provide the most effective governance for NCPHS.

New governing board members are nominated by existing members through a nominating committee. ReThink may appoint a nomination committee to consist of no fewer than two governing board members. The nomination committee compiles and submits a slate of candidates to ReThink for the directorships and offices to be filled at the upcoming meeting. These submissions are deemed to be nominations for each person named. Persons are offered a position on the governing board contingent upon a favorable vote of ReThink. NEI and established resources will assist ReThink's nominating committee in refining and executing a thorough board member recruitment process that includes a realistic time frame for recruiting additional members in time for school opening.

(d) Describe the training or orientation new board members will receive. What on-going training will existing board members receive? Please note that Tennessee Code Annotated 49-13-111 (o) requires 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.

Each of ReThink's board members will receive annual board governance training through the Tennessee Charter School Center (TCSC) in accordance with T.C.A. § 49-13-111.

NEI and ReThink recognize the importance of charter school governance and will put systems in place to ensure the charter school meets rigorous academic, financial, and organizational priorities. This will include a board training and governance process that borrows from national best practices and includes on-the-ground training so that the governing board can fulfill its duties under state law.

Many charter school governing boards have difficulty distinguishing between governance responsibilities and management responsibilities. The training mentioned above will allow the board and the management company to understand their respective roles and work together to ensure the health and success of the charter school.

The ultimate goal of any charter school should be ensuring the academic success of the students and families the school serves. To that end, the work of the board and the management company will be centered on the needs of the student population in the community in which the school is located. This will include ensuring that local residents serve on the board and that the board possesses sufficient expertise in areas necessary for the success of the school, including academics, facilities, special needs, financial management, legal compliance, community relations, and related work. This can only be accomplished through a rigorous training program designed by experts, and ReThink and NEI are committed to doing that.

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

Parent(s)/guardian(s) are encouraged to attend board meetings, which are open to the public and offer an excellent opportunity for parent(s)/guardian(s) to address any issues or concerns they have with NCPHS. In addition, all parent(s)/guardian(s) will have access to ReThink's website (which provides ReThink's email address) and may contact ReThink at any time to address any issues or concerns.

ReThink believes in the just, fair, and equitable treatment of ALL students and in providing a learning environment that is free from unfair or discriminatory practices. Procedures for

addressing grievances and complaints from students, parent(s)/guardian(s), and teachers and resolution of discriminatory practices have been established. Below is a summary of ReThink's complaint/grievance policy, which will be in effect for parents/students who attend NCPHS.

Any individual or group who believes a charter school has violated its charter, the Tennessee Charter Schools Act 2002, or any other law relating to the management or operation of NCPHS, can bring a complaint to the school's board of trustees (ReThink Forward, Inc.). If the individual making the complaint, after presenting the complaint to ReThink, is unsatisfied with the response, then he or she has the right to present the complaint to the entity which authorized the charter school, Metropolitan Nashville Public Schools (MNPS). As the Charter Authorizer, upon being presented with a complaint, MNPS has the right to issue remedial orders when appropriate and necessary. As such, MNPS will both receive and review complaints on behalf of its Board of Education, and make determinations and issue appropriate remedial orders.

General Requirements

Governance of NCPHS is the sole province of ReThink. MNPS cannot undertake the review of a complaint until the complainant has presented his or her complaint to ReThink, that ReThink has had the opportunity to respond to the complaint, and the complainant has determined that ReThink has not adequately addressed the complaint. All complaints must minimally include the following:

1. The specific nature of the complaint
2. Any employee, officer, representative, volunteer or other individual, or group of individuals involved in the nature of the complaint
3. The date and time in which the nature of the complaint occurred
4. Explicit reference to any applicable law or reference to the School's Charter of which the complainant alleges violation
5. The complainants requested resolution to the complaint

In general, a group or individual should not file with MNPS until after ReThink has acted on the complaint and provided a written response to the complainant, and if the complaint alleges a violation of applicable law or ReThink's Charter. ReThink has established a process under which complaints must be reviewed. All school stakeholders have the right to be provided with a copy of that policy upon request.

Complaint Process

NCPHS's policy holds that academic concerns are first discussed with the teacher. If the parent(s)/guardian(s) determines that the academic concern has not been adequately addressed, then the parent(s)/guardian(s) may request a conference with the principal. Non-academic concerns should be discussed first and foremost with the principal or assistant principal.

1. Students or parent(s)/guardian(s) may invoke the grievance process by requesting a conference with the principal to appeal any final decision of school personnel. Requests for conferences must be made in writing within 15 calendar days of the event giving rise to the grievance. The principal or assistant principal will hold the conference within 10 school days of receiving the request. The principal or assistant principal will provide the student or parent(s)/guardian(s) a written decision on the grievance within five days of holding the conference. Within 15 school days following receipt of the principal or assistant principal's decision, the student or parent(s)/guardian(s) may appeal the decision to the Charter Management Organization (NEI) hired by ReThink. NEI will review the decision, including any additional written documentation provided by the student, parent(s)/guardian(s), or administrator. NEI will provide the student, parent(s)/guardian(s) and administration a written response within 10 school days of receiving the appeal.

2. If the grievance is not resolved through school administration or NEI, the student or parent(s)/guardian(s) may appeal to ReThink within five school days following receipt of the response from NEI. ReThink will review the written documentation and decisions from the administration and the NEI, and the Board will then issue a final written decision within 30 school days of receiving the appeal. If the complainant is not satisfied with such a response and is not alleging a violation of applicable law or NCPHS's Charter, the complaint process ends due to the authority of ReThink to address such complaints.

3. If the complainant either 1) does not receive a written response from ReThink within the timeframe identified above, or 2) is not satisfied with the written response of ReThink and is alleging a violation of applicable law or NCPHS's Charter, shall file the complaint with NCPHS's authorizer, MNPS, at the address listed below:

Metropolitan Nashville Public Schools
 Attn: Charter School Office
 2601 Bransford Avenue
 Nashville, TN 37204

ReThink will require NEI to provide a complaint report at every board meeting. The report will include the number of complaints, the general category, and a description of the complaint, if needed.

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

Full name	Current job and employer	Area of focus/expertise
Chair: Dr. Dan Boone	President, Trevecca Nazarene University	Higher Education, University Leadership and Management, Adult Education, Community Partnerships
Secretary: Tom Lee	Attorney with Frost, Brown, and Todd - Member in Charge	Government Services, Business Litigation, Lobbying, Government Relations, Strategy
Treasurer: Rebecca Dinda	Retired School Administrator	Curriculum and Instruction Design and Implementation, Turnaround Schools, SEL, School Leadership, School Finance
Steve Cherico	Executive Director of First Priority of Greater Nashville, Owner/Operator of Nashville Baseball Academy	Business management, human resources, organizational management
Dr Sharon Smith	President/CEO of U3 and Director of Finance Operations for Public Allies	Finance, Grants, Federal Programs, Compliance with federal, state, and local guidelines

Please include the following governance documents as Attachment F:

- F1 Articles of Incorporation**
- F2 Proof of non-profit and tax exempt status**
- F3 By-laws**
- F4 Code of Conduct**
- F5 Conflict of Interest Policy**
- F6 Board member resumes or biographies**
- F7 Board policies (including frequency of meetings, open meetings, and open records)**

See Attachment F

2.2 Start-Up Plan

Section 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) in the Budget Workbook. The Year 0 budget should reflect the final year of the school's operation in the ASD and include any additional costs associated with transitioning the school to the proposed home district.
- (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 those challenges.

(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) in the Budget Workbook. The Year 0 budget should reflect the final year of the school's operation in the ASD and include an additional costs associated with transitioning the school to the proposed home district.

The tables below show a detailed start-up plan for NCPHS, including tasks, timelines, and responsible individuals. Anticipated challenges will be identifying qualified job candidates and on-the-ground community engagement. We will be addressing these issues by leveraging potential partnerships with local colleges and universities, local contacts, and NEI. In addition, NEI resources will assist ReThink in ensuring that all start-up activities are completed on time and correctly.

Start-Up Plan			
Phase I (Upon Approval of the Charter)			
Timeframe	Project	Notes	Responsible
July - October	<ul style="list-style-type: none"> Begin working with architect and contractor for new NCPHS building 	<ul style="list-style-type: none"> Finalize financing package Apply for Public and Private Grants Begin Construction 	Board and NEI
	<ul style="list-style-type: none"> Marketing, Recruiting, and Community Outreach 	<ul style="list-style-type: none"> Launch Website Launch Social Media Form Community Partnerships Attend Community Events 	NEI
	<ul style="list-style-type: none"> Staff Recruitment 	<ul style="list-style-type: none"> Source Principal and Assistant Principal Candidates Form University Partnerships 	Board and NEI
	<ul style="list-style-type: none"> Source Contractors for Services Not Provided by Authorizer (Procurement) 	<ul style="list-style-type: none"> Request proposals for Food Service, Transportation, Special Education Services (Speech, Occupational Therapy, etc.), Maintenance, payroll, Benefits, bank accounts, etc. 	NEI
	<ul style="list-style-type: none"> Submit for access to RCS systems 	<ul style="list-style-type: none"> Access to student information system, IEP system, etc. 	Board and NEI
	<ul style="list-style-type: none"> Staff training 	<ul style="list-style-type: none"> Customer service, RCS and/or other operational systems 	NEI and School Leadership
	<ul style="list-style-type: none"> Apply for NSLP Certification 	N/A	Board

Start-Up Plan
Phase II

Timeframe	Project	Notes	Responsible
November - December	<ul style="list-style-type: none"> Marketing, Recruiting, and Community Outreach 	<ul style="list-style-type: none"> Host Enrollment Information Events Attend Community Events Neighborhood Canvassing Targeted Marketing 	NEI
	<ul style="list-style-type: none"> Student Enrollment 	<ul style="list-style-type: none"> Open Application Window 	NEI and School Leadership
	<ul style="list-style-type: none"> Finalize School Policies 	<ul style="list-style-type: none"> Uniform, Technology, Bullying, Grievance, Discipline, etc. 	Board and NEI
	<ul style="list-style-type: none"> Finalize School Handbooks 	<ul style="list-style-type: none"> Parent/Student, Staff, etc. 	Board and NEI
	<ul style="list-style-type: none"> Finalize Standard Operating Procedures, Guides, and Manuals 	<ul style="list-style-type: none"> Enrollment, Finance, HR, Operations, etc. 	NEI
	<ul style="list-style-type: none"> Staff Recruitment 	<ul style="list-style-type: none"> Hire Principal and Assistant Principal, Registrar Source Teachers and Staff Members 	NEI
	<ul style="list-style-type: none"> Finalize Technology Plan 	<ul style="list-style-type: none"> Technology requirements determined, RFP process (where appropriate) 	NEI and School Leadership
	<ul style="list-style-type: none"> Finalize Safety Plan 	N/A	NEI and School Leadership
	<ul style="list-style-type: none"> Purchase School Systems (or finalize usage agreements) 	<ul style="list-style-type: none"> Student Information System, Discipline Tracking System, Communication/ Call-Out System, etc. 	NEI
	<ul style="list-style-type: none"> Curriculum Development 	<ul style="list-style-type: none"> Finalize Education Software Selection Finalize Curriculum Resources and Consumables Selection Build Unit Maps Build Instructional Focus Calendar 	NEI and School Leadership
<ul style="list-style-type: none"> Open School Office 	<ul style="list-style-type: none"> Secure office space in school facility or temporary office near school location 	NEI and School Leadership	
	<ul style="list-style-type: none"> Staff training 	<ul style="list-style-type: none"> Customer service, RCS and/or other operational systems 	NEI and School Leadership

Start-Up Plan			
Phase III			
Timeframe	Project	Notes	Responsible
January - March	<ul style="list-style-type: none"> Marketing, Recruiting, and Community Outreach 	<ul style="list-style-type: none"> Host Enrollment Information Events Attend Community Events Neighborhood Canvassing Targeted Marketing 	NEI and School Leadership
	<ul style="list-style-type: none"> Student Enrollment 	<ul style="list-style-type: none"> Monitor Enrollment Progress Verify Information Hold Lottery Begin Student Registration 	NEI and School Leadership
	<ul style="list-style-type: none"> Order Technology 		NEI and School Leadership
	<ul style="list-style-type: none"> Order Curriculum & Resources 	<ul style="list-style-type: none"> Education Software Contracts/Licenses Curriculum Resources & Consumables 	NEI and School Leadership
	<ul style="list-style-type: none"> Staff Recruitment 	<ul style="list-style-type: none"> Continuing Hiring and Sourcing 	NEI and School Leadership
	<ul style="list-style-type: none"> School Metrics 	<ul style="list-style-type: none"> Develop metrics on academic performance, financial information, compliance, and parent(s)/guardian(s) and community relations 	Board

Start-Up Plan

Phase IV			
Timeframe	Project	Notes	Responsible
April - May	• Purchase and schedule FF&E	Office furniture	NEI and School Leadership
	• Utilities	Water, electric	NEI
	• Food Service	Health Inspection Training	NEI

Start-Up Plan			
Phase V			
Timeframe	Project	Notes	Responsible
June - July	• Uniform Sales	N/A	NEI and School Leadership
	• Back-to-School Events	N/A	NEI and School Leadership
	• New Teacher Training	N/A	NEI and School Leadership
	• Set-up	Classrooms, front office, nurse's office, forms	School Leadership
	• CO for building	N/A	NEI
	• Build Pool of Substitutes	N/A	NEI and School Leadership
	• Student Scheduling	N/A	NEI and School Leadership
	• Staff Move-in	N/A	School Leadership

2.3 Facilities

Section 2.3 Facilities

In this section:

- (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 to be tied 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 Tenn. Code Ann. § 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.

(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 rooms, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, teacher work rooms, rest rooms, and other spaces.

Nashville Collegiate Prep High School (NCPHS) will occupy a facility that is designed and outfitted to house and serve the needs of a multi-dimensional student population. The site, which is located less than five (5) minutes from the current NCP school, has been secured and construction has already begun on Phase 1. The address is 14446 Old Hickory Blvd., Antioch, TN. 37013. The facility is planned as a one-story building that is approximately 93,400 square feet and will accommodate a logical separation of grade-levels. Grades 5-8 will occupy one side of the building and will have separate offices, reception and entrance; and grades 9-12 will occupy the other side of the building also having separate offices, reception and entrance. A gymnasium and multi-purpose room will be in between the two schools separating the middle school from the high school.

The classroom layout for NCPHS will be innovative in that it will feature self-contained learning communities by subject area. Each subject area (Math, Science, Social Studies, and English) will have its own separate space containing individual rooms with a large, collaborative instructional space in the center; innovation labs, restrooms; a teacher planning room; a teacher wellness room, and a storage room for classroom materials. The intent of this layout is to foster collaborative learning and teaching, and as such, rooms will be separated by flexible partition walls that can be adjusted to meet the needs of each grade-level learning community. It is the

intent of NCPHS that individual rooms will not simply serve as traditional classroom settings, but rather as individual breakout areas for small-group instruction that will be flexible and intuitive in separation. For example, student groups in each room may be broken out by proficiency level, subject, reading level, or RTI² tier depending on the instructional focus for that day or week.

NCPHS's planned facility and educational programming will also reflect its mission and vision as a natural extension of the successful NCP that is currently approved as a K-8 school. The facility design will reimagine the physical learning space and promote a collaborative environment among teachers and students. This flexible layout is intended to maximize the use of individualized/personalized learning strategies and tools and harness the power of instructional staff. A forward-thinking combination of facility design, connectivity, flexible learning spaces, and furnishings will allow NCPHS to better nurture each student's growth and emphasize its whole child approach.

The site plan also includes standard classrooms, a clinic, a teacher planning room/teacher lounge, general office space and conference rooms for administration and front-office staff, designated pick-up and drop-off zones, and parking for staff, students, and guests.

The layout will include flexible, future-focused learning spaces described above. In addition, the facility design will include:

- 4 science labs
- Computer labs modeled as collaborative learning spaces with retractable walls.
- An art lab with a kiln room.
- Common flex spaces outfitted with flexible furniture that can be used for studying, conferencing, cooperative group work, club meetings, or mental break spaces, among many other uses.
- A Black Box Theater for drama and performances that features moveable stadium seating bleachers.
- A chorus/band room
- A Student Union
- A College Prep room
- 4 Innovative labs
- A large, hardwood-floored gym equipped with collapsible bleachers.
- Separate boys and girls locker rooms and showers.
- A large multipurpose room that will function as a cafeteria and can also be utilized as an area for assemblies and other school gatherings. This space will include multiple forms of seating and will function as a large learning space and internet cafe when not being utilized as a cafeteria.

(b) Explain how the above described facility needs tie to the related items in the proposed school's budget.

The budget assumes 15% of revenue which supports the cost of our new school development. The school intends to enter into a long-term lease for the new campus with an effective date of August 1, 2024. The school will work with a development company that will enter into a fixed price contract to build the campus and is expected to utilize funds from Hamlin Capital Management to finance the construction of the new campus. ReThink will have a lease for the middle school portion of the new campus for NCP and a lease for the high school portion of the campus for NCPHS. The leases will ensure costs are shared between the schools based on their share of enrollment on the campus. While the charter application does not ask for facility plans as an attachment, however, we have included the facility plans as an additional attachment, labeled **Attachment U**.

(c) Describe the experience of the governing board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations as applicable.

It is ReThink’s intention to leverage NEI’s relationships with seasoned commercial real estate agents and development organizations. For NCPHS, we are leveraging the expertise of the Ryan Companies as the general contractor for construction of our new campus. Ryan companies successfully acquired and renovated our current campus that houses NCP and they have already broken ground on our new campus that will house both the NCP middle school and NCPHS.

(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.

NCPHS will be housed on a newly built campus that is shared with our NCP middle school at 14446 Old Hickory Blvd, Antioch TN 37013. We have already broken ground on this brand-new campus that will open in 2024 to serve its middle school. This new campus resides on 88 acres and is designed to add a high school campus as a second phase of development. Our plan is for NCPHS to open a 9th grade in 2024 on the first phase of the new campus along with the middle school, and then build the second phase to permanently house NCPHS in 2025.

NCPHS will be built using one or a combination of the following sources of financing; developer financing that has been bank approved based upon the developer’s financial capability; anticipated average daily membership (ADM) funding; third-party private real estate investor financing; or tax-exempt bond financing. Regardless of the source of funds, NCPHS will make rent payments for the facility equal to the cost of servicing the associated debt/lease costs. The facility costs line item provided in our budget projections is derived to accommodate the carrying cost for the estimated expenditures presented above. In addition, the financing is typically structured to allow repayment to ramp up along with enrollment growth.

(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.

The facility will meet all applicable Federal and local commercial and life safety codes, as well as Americans with Disabilities Act requirements for schools. Before NCPHS begins operation, the district will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, health, and accessibility for the disabled.

Site Development Project Timeline	
Phase I Upon Approval of Charter May - October	Approval of Charter Application / Contract Management Agreement Executed Site Review <ul style="list-style-type: none"> • Facilities - Use for Programs (e.g. Athletics, Sciences, etc.) • Site Plan - Ingress/Egress, Transportation, Fields, Parking, Signage • Zoning Site Plan Approval Land Development Permit (if applicable)
Phase II October - February	Construction Financing Apply for General Building Permit Finalize Architectural Design Land Development (if applicable)

Phase III February - June	RFP's for Vendors <ul style="list-style-type: none"> • Services • Furniture, Fixture, and Equipment listing (FF&E) • Technology Facility Lease Executed Construction (Ongoing)
Phase IV June - July	Complete Construction Facility Inspections Certificate of Occupancy Installation of FF&E Staff Move-In First Day of School in August

(f) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.

The table above outlines the site development project timeline for NCPHS. Please note that this timeline may be adjusted based on the timing of the application approval, up to and including deferral of school opening until the 2024-25 school year.

(g) Broadly describe a contingency plan should your facility fall through.

ReThink will closely monitor the site development project timeline through a robust and integrated project plan and status review process. Should an issue with the project timeline arise, forcing the need for a contingency plan, ReThink will explore all possible options for temporarily educating NCPHS students until the permanent site is ready for occupancy. It is ReThink's intent to open NCPHS on time without sacrificing the safety and learning needs of NCPHS's students and families. The project plan and status review process will inform ReThink of the need for a contingency plan well in advance of NCPHS's scheduled open date. If a suitable facility is unable to be secured in a reasonable time to open for the 2041 school year, ReThink will submit a request for an additional planning year and open in the 2025-2026 school year, pursuant to T.C.A. § 49-13-137.

(h) List any properties you may already have identified as suitable to meet the proposed school's facility needs.

A site for NCPHS has already been identified and secured, and as already stated, construction is well underway. Plans for the facility have been prepared and were submitted for approval. The facility is planned to house both the existing NCPHS middle school students as well as the proposed high school students in grades 9-12. NCPHS will be housed on a newly built campus that is shared with our NCP middle school at 14446 Old Hickory Blvd, Antioch TN 37013. We have already broken ground on this brand-new campus that will open in 2024 to serve its middle school. This new campus resides on 88 acres and is designed to add a high school campus as a second phase of development. Our plan is for NCPHS to open a 9th grade in 2024 on the first phase of the new campus along with the middle school, and then build the second phase to permanently house NCPHS in 2025. See **Attachment U** for a facility rendering and floor plans.

2.4. Personnel/Human Capital

Section 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 you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.

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

(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.

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

(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.

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

(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.

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

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

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.

Please see Attachment G

(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 you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.

ReThink's minimum selection criteria for the principal is listed below:

- Must have Educational Leadership Certification
- Degree in Education with appropriate school grade background; experience as an educational leader
- Knowledge of the needs of NCPHS's's population
- Ability to work with community agencies and resources
- Experience in working with school boards, board of directors, and advisory boards
- Experience in the start-up of a new school
- Skills in using technology as a tool for learning and monitoring student progress
- Knowledge of curriculum for appropriate grades of student body
- Motivated to establish innovative and creative learning programs

- Dedicated to providing supplementary programs to enhance student learning
- Committed to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Promoter of positive school climate
- Committed to enabling each student to reach his/her personal best

The search for a school leader will begin in November/December and ReThink intends to have the school leader hired by the end of December. Rebecca Dinda, who has over 21 years of experience as an educator, including being a principal at a Title 1 school, will support ReThink and NEI in identifying the right school leader for NCPHS's student population.

ReThink will leverage NEI's robust leadership recruiting process called the 3D Leadership Discovery Process. Before a candidate is invited to attend the 3D Leadership Discovery Process, they first go through a phone screening to identify their background and experience and determine if they will be a viable candidate for a school leadership position. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All viable candidates for principal, assistant principal, and dean participate in the one-day 3D Leadership Discovery Process event described below.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Manages the day-to-day operations of the school including, but not limited to, federal and state grants, school volunteers, school substitutes, school fundraising efforts, state testing, instructional coaching, instructional technology, before and after school care and the school tutoring program
- Develops and coordinates educational programs in accordance with school and state standards and guidelines
- Supervises the guidance program to enhance individual student education and development
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with school guidelines and procedures
- Requests and allocates supplies, equipment and instructional material as required in school guidelines and procedures
- Formulates student personnel policies within school guidelines
- Approves and provides supervision to school student activity programs
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities
- Oversees the career exploration programming and initiative

Serves as Chief Administrator of School

- Plans, organizes, and directs implementation of all school activities
- Works to achieve/sustain 100% of projected student enrollment capacity
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior
- Maintains a professional rapport with students and staff
- Operates school within approved budget and follows budgetary guidelines
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal
- Tours school frequently to monitor safety, security and effectiveness of school programs

- Plans and directs building maintenance
- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations
- Prepares and submits the school's budgetary requests and monitors expenditures
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment
- Directs preparation and maintenance of class schedules, cumulative records and attendance reports
- Ensures personnel and student records are complete and secure
- Ensures compliance with federal, state, and local regulations and policies
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas
- Completes in a timely fashion all records and reports as requested by NEI
- Manages and administers school workers compensation program
- Oversees all state compliance and reporting
- Oversees compliance with all ethical business office policies and practices including oversight of Federal grants

Supervises and Develops Staff

- Motivates staff to achieve school objectives
- Communicates with staff and is responsive to their workplace related needs
- Evaluates performance of staff and provides ongoing performance feedback
- Counsels staff regarding inappropriate behavior or violation of school policies and/or practices
- Adheres to Human Resources policies and practices. Notifies appropriate school personnel of serious employee inappropriate behavior violations
- Maintains a productive and positive employee climate
- Selects and hires school staff, including teachers and school-based support staff
- Ensures annual re-appointment process of staff is completed timely and within budget

Communicates with Stakeholders

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school
- Establishes and maintains relationships with colleges, community organizations and other NEI schools to promote the school
- Confers with teachers, students, and parents concerning educational and behavioral issues in school
- Maintains a positive, cooperative, and mutually supportive relationship with school parents, and community
- Confers with Board Members and responds appropriately to issues that arise
- Represents school and NEI at community functions
- Uses effective presentation skills when addressing students, staff, parents, board members, and the community
- Articulates the school's vision, values, and goals and models those values
- Oversees development of community engagement and partnerships including Parent University

- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events
- Promotes school in community

Data Analysis Performance Task

Candidates are provided a mock scenario in which they need to analyze school data as part of a charter contract renewal. Data regarding a school's historical academic performance, demographics, staff turnover, and staff survey questions are provided to the candidate. As part of the school's leadership team, the candidate must assist in summarizing the school's past three years of performance and identifying areas of improvement, then help design an action plan to address the identified challenges. During this activity, the candidate will be required to:

1. Identify two or more areas that require attention and validate their selections.
2. Identify possible causes of the shortfalls that are identified.
3. Develop an action plan/school improvement plan that will address the identified shortfalls.
4. Candidates are then required to present the information to the mock leadership team via an oral presentation and supplemental handouts during the Phase 2 Interview.

Phase 1 Interview

The Phase 1 Interview is conducted by members of the interview team. Examples of roles filled by the interview team may include principals, assistant principals, controller, curriculum specialist, special education director, career & technical education director, state leaders, facilities supervisor, community engagement director, grants & compliance director, athletic director, and teachers. The questions during this interview phase are focused on the candidate's background, vision, knowledge of data, and their potential fit with the school. While waiting to conduct the Phase 2 Interview, candidates are asked to develop career plans and goals, along with what they perceive as the potential advantages and disadvantages of working at NCPHS. Candidates also complete a Character Survey/Essay.

Based on their survey results or essay, candidates are then asked to answer a series of questions:

1. What are your top two strengths according to the survey?
 - a. Do you agree with the results?
 - b. If not, what character strengths do you believe to be your top two?
2. What are your bottom two strengths according to the survey?
 - a. Do you agree with the results?
 - b. If not, what do you believe to be your bottom two-character strengths?
3. How have your top character strengths influenced your leadership style?
4. What challenges have you faced as a leader as a result of your bottom two-character strengths?

Phase 2 Interview

The Phase 2 interview is conducted by 2 – 3 different interview team members. During this interview phase, questions are focused on the candidate's leadership style as well as past challenges and results. The candidate will also present the action plan they developed as part of the Data Analysis Performance Task during the Phase 2 Interview.

Final decisions regarding leadership hiring are made by ReThink. Candidates who participate in the event but do not get hired as NCPHS's principal may be invited into the pool of approved candidates or be considered for a different administrative role. The governing board is consulted about leadership candidates to support a positive working relationship between the principal and the governing board.

Administrator evaluation combines self-reflection, observation, input of school staff, and student data to create a complete picture of the administrator's performance. The effectiveness rating is calculated using a formula that is 50% qualitative and 50% quantitative. The 50% qualitative portion includes a 35% growth measure (one-year school-wide TVAAS) and a 15% achievement measure.

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

Staff at NCPHS will be employees of ReThink, and ReThink will leverage the expertise and support of NEI to conduct job advertising and personnel management. ReThink will also adopt the NEI employee manual and personnel policies included as **Attachment I**, making any necessary changes to comply with Tennessee state requirements.

ReThink will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- NCPHS's website
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover.
- Search resume databases and scan social networks
- Job Fairs: hold education job fairs to seek teaching professionals
- College Recruiting: identify colleges and universities, both locally and nationally, in order to attract and hire newly graduated teachers
- Online Job Posting Boards: utilize select educational and job recruitment websites to advertise teaching openings
- Conducting outreach in neighboring counties that are experiencing high population growth to minimize the impact of their relocation, such as Rutherford, Wilson, and Shelby counties
- Minority Organizations: work closely with minority referring organizations to help ensure that the workforce is reflective of the diverse community served

NEI will manage job advertising and conduct applicant screening and will refer qualified applicants to the principal and administration to ensure that NCPHS's leadership staffing needs are met. A consistent process of screening, interviewing, and selecting employees will be essential to NCPHS's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

As stated in the response to Question C above, all administrative roles (principal, assistant principal, and dean) will be selected using the 3D Leadership Discovery Process.

The comprehensive teacher and staff recruitment effort is focused on identifying certified teachers who come from diverse backgrounds. The process uses a system of intensive screening designed to hire the most qualified applicants. We will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruitment and selection plan.

A systematic approach to screen applicants will be utilized to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills, and experiences in an initial screening interview. After year one, this phase will be led by our teacher leaders. As the applicant pool is narrowed, successful applicants advance toward a more in-depth, behavior-based building-level interview process with the school principal and/or interview team.

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol

focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process for hiring instructional staff uses a panel or team interview approach assembled by the principal. Final candidates progress to an interview with the principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement:

- 1) Pre-requisites of effective teaching
- 2) The teacher as a person (i.e., personal attributes)
- 3) Classroom management and organization
- 4) Planning for instruction
- 5) Implementing instruction (i.e., instructional delivery)
- 6) Monitoring student progress and potential (i.e., student assessment and student expectations)

These quality indicators are explicitly linked to core qualities of effective teachers and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in the table below.

Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
Verbal ability	Caring	Classroom Management	Importance of instruction	Instructional strategies	Homework
Content knowledge	Fairness and respect	Organization	Time allocation	Content and expectations	Monitoring of student progress
Education coursework	Interaction with students	Student Discipline	Teacher expectation	Complexity	Response to student needs and abilities
Teacher certification	Enthusiasm		Instructional planning	Questioning	
Teacher experience	Motivation			Student engagement	
	Dedication to teaching				
	Reflective practice				

The minimum selection criteria for instructional staff is listed below.

- Bachelor's Degree or higher in Education and/or area of specialization in the grades he/she is teaching
- Presents positive teaching evaluation history
- Displays exemplary personal presentation and interpersonal skills
- Demonstrates strong written and oral communication skills
- Literate in computer skills
- Demonstrates in-depth knowledge of subject area
- Understands various teaching methods and learning styles
- Ability to make learning exciting and interactive for students
- Committed to the academic development and character development of each student
- Displays enthusiasm, flexibility, and innovative techniques toward education
- Ability to work effectively with parent(s)/guardian(s), students, resource personnel, and other school-wide groups of individuals

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.

Recruitment

All employees must be committed to the high academic standards that will be implemented at NCPHS. Faculty must be able to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. Quality teaching requires energetic, creative, and knowledgeable individuals who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to reach their maximum potential, having a quality teacher working with every student is paramount. ReThink Forward and NCPHS are committed to recruiting, selecting, inducting, and retaining highly effective teachers. Hiring diverse and talented people who continue to develop skills and increase their value to NCPHS, to students and community being served is critical, and high-performing educators will be NCPHS's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to NCPHS in a way that aligns with its student population, academic programming and conduct themselves in a professional manner that is consistent with its cultural values. NCPHS provides procedural guidelines and support that enhances the likelihood of recruiting highly effective and diverse staff that fit this criteria. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

NCPHS will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment occurs locally, state-wide, and nationally through various resources that include:

- NCPHS's website.
- Online job posting boards and resume database searches such as Indeed, Career Builder, LinkedIn, ZipRecruiter, Handshake, K-12 Jobspot, Career Arc, and ADP applicant tracking systems
- Social media recruitment platforms such as LinkedIn, Twitter, Facebook, Instagram, Handshake, and Instagram.
- Job fairs at the national, state, and local level, including the Great Florida Teach-in.
- College recruiting (colleges and universities, both locally and nationally, are identified to attract and hire newly graduated teachers).
- Minority organizations (work in conjunction with minority referring organizations to help ensure that the work force is reflective of the diverse community served).
- The Employee Referral Program (which produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover).

NCPHS manages job advertising, conducts applicant screening, and refers qualified applicants to the principal and administration to ensure that NCPHS's staffing needs are met. Implementing a consistent process of screening, interviewing, and selecting employees will be essential to NCPHS's ability to continuously recruit qualified staff. A consistent process also ensures that candidates have been provided an equal and fair opportunity to demonstrate and/or articulate their skills and abilities.

Selection

All employees must be committed to the high academic standards that will be implemented at NCPHS. Faculty must be able to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. In order to select final candidates that fit this criteria, research-based data on interviewing and the qualities of effective teachers guide the teacher

selection process, which is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts.

NCPHS will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills, and experiences in an initial screening interview. Then, as the applicant pool is narrowed, successful applicants advance toward a more in-depth, building-level interview with the principal (if identified) and/or interview team.

The utilization of research-based interview protocols support interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process for hiring instructional staff uses a panel or team interview approach assembled by the principal. If the principal has not yet been identified, then the area director will assemble the panel. During the first phase, candidates will be interviewed by NCPHS’s lead teachers. In Year 1, these interviews will be led by lead teachers from schools in the same area or in closest proximity to the school. Final candidates progress to an interview with the principal or area director if the principal has not yet been identified. Questions are consistent throughout each phase and align with the six Teacher Quality Indexes identified in Table 11.3. Interviewers ask a set of questions from a pre-constructed question bank and will vary their selections depending on candidates’ varying levels of experience. These questions typically guide interviewers to ask teacher applicants about their past performance and experience using an anchored rubric to evaluate responses.

According to research, six quality indexes of teacher effectiveness ultimately influence student achievement:

1. Pre-requisites of effective teaching
2. The teacher as a person (i.e., personal attributes)
3. Classroom management and organization
4. Planning for instruction
5. Implementing instruction (i.e., instructional delivery)
6. Monitoring student progress and potential (i.e., student assessment and student expectations)

These quality indexes in the table below are explicitly linked to core qualities of effective teachers and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants.

Teacher Selection Process					
Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> · Verbal ability · Content knowledge · Education coursework · Teacher certification · Teacher experience 	<ul style="list-style-type: none"> · Caring · Fairness and respect · Interaction with students · Enthusiasm · Motivation · Dedication to teaching · Reflective practice 	<ul style="list-style-type: none"> · Classroom Management · Organization · Student Discipline 	<ul style="list-style-type: none"> · Importance of instruction · Time allocation · Teacher expectation · Instructional planning 	<ul style="list-style-type: none"> · Instructional strategies · Content and expectations · Complexity · Questioning · Student engagement 	<ul style="list-style-type: none"> · Homework · Monitoring of student progress · Response to student needs and abilities

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

ReThink and NEI are vigilant in ensuring that all teachers are licensed and/or endorsed in their respective content areas. The Principal will be responsible for making sure teachers are aware of licensing requirements and following through to make sure teachers are compliant. The Principal will also be responsible for working with the TNDOE licensing office should any issues arise.

(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.

ReThink Forward and NEI were approved by the state of Tennessee to use the Teacher Feedback and Evaluation Tool (TFET) for all schools under the ReThink Forward board. TFET is based on the research of Robert J. Marzano, specifically:

- Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003, 2013.
- Marzano, Robert J. *The Art and Science of Teaching*. Arlington, Virginia: Association for Curriculum Development, 2007.
- Marzano, Robert J. et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, New Jersey: Prentice Hall, 2004.
- Marzano, Robert J. et.al. *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Upper Saddle River, New Jersey: Prentice Hall, 2008.
- Marzano, Robert J. *Classroom Assessment & Grading that Work*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006.

The TFET is first organized by strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to five strategic priorities:

- Student Success
- Maximized Resources
- Development and Innovation
- Customer Focused Operational Excellence
- World Class Team and Culture

Together, these strategic priorities reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard (1999)*. The five strategic priorities as presented represent our approach to addressing the unique challenges of charter schools and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and organization are focused on improving the quality of services required to increase student academic performance and foster student learning. The five strategic priorities align to the Marzano Evaluation Model as follows:

- **Student Success:** An unwavering focus on implementing our research-based Education Model based on Marzano's research.
 - Domain 1: Inside the Classroom
 - Well-Managed Learning Environment
 - Equitable Learning Environment
 - High Expectations Learning Environment
 - Supportive Learning Environment
 - Supportive Learning Environment
 - Active Learning Environment
 - Progress Monitoring and Feedback
 - Digital Learning Environment
 - Domain 2: Outside of the Classroom
 - Planning and Preparing
 - Data-driven Instruction Results
- **World Class Team and Culture:** The intangible quality that inspires team members to volunteer their best every day, commit to their professional growth, and maximize their effectiveness to

increase student learning. It is also the component that supports team members in finding satisfaction and meaning in their work.

- Domain 3: Inside the Classroom
 - Reflecting on Teaching
- Domain 4: Outside of the Classroom
 - Collegiality and Professionalism
- **Maximized Resources:** A commitment to sound business practices to ensure financial viability and the ability of the school to invest in programs and resources to increase student growth.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development
- **Development and Innovation:** The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school’s financial health.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development
- **Customer Focused Operational Excellence:** The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development

All educators, regardless of their license type and Level of Overall Effectiveness (LOE), will receive weekly, ten-minute walkthrough observations using the school’s Instructional Top 10, or the TFET domain in which they are being coached through NEI’s coaching cycle. The weekly walkthroughs will be, and can be, conducted by any licensed educator due to this not effecting their formal evaluations. Weekly walkthroughs are used to provide continuous feedback and support educators in order to grow their capacity within the areas they are working on.

The three kinds of evaluations in TFET are as follows:

Instructional Practice – this includes, but is not limited to such areas as high expectations learning environment, rigorous instruction, progress monitoring and feedback, special populations instruction/differentiation, assessment of student work, and use of digital tools to enhance the learning environment.

Planning and Preparing – this includes, but is not limited to such areas as strategies for adherence to Tennessee state standards and pacing appropriately, standards are logically planned to scaffold learning over a single school year, appropriate use of assessments and data analysis of those assessments, and creating a culture of excellence.

Active and Supportive Environment – this includes, but is not limited to such areas as students engaged in active learning, classroom management strategies ae focused and strategic, classroom routines are consistent and behavioral expectations are internalized by students, encourages students to take academic risks, students respond to teacher feedback to improve learning outcomes.

The pacing of TFET observations is outlined in the chart below:

Licensure Status	Previous Year Growth or Level of Overall Effectiveness	Minimum Required Observations	Minimum Required Observations per Domain	Minimum Number of Minutes Per School Year
Practitioner	Levels 1-4	All domains observed, with a minimum of three (3) domains	3 Instructional Practice 2 Planning and Preparing	90

		observed in each semester and a minimum of three (3) formal observations	2 Active and Supportive Learning Environment	
Practitioner	Level 5	One (1) formal observation covering all domains first semester; weekly walk-throughs second semester	1 Instructional Practice 1 Planning and Preparing 1 Active and Supportive Environment	60
Professional	Level 1	All domains observed, with a minimum of three (3) domains observed in each semester and a minimum of three (3) formal observations	3 Instructional Practice 2 Planning and Preparing 2 Active and Supportive Learning Environment	
Professional	Levels 2-4		2 Instructional Practice 1 Planning and Preparing 1 Active and Supportive Learning Environment	
Professional	Level 5		1 Instructional Practice 1 Planning and Preparing 1 Active and Supportive Environment	

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

In situations of unsatisfactory performance or violations of Employee Handbook policies, NCPHS will utilize an Improvement Action Form (IAF) to address concerns in a timely manner and provide the employee with an opportunity to improve on their actions. Execution of an IAF is determined by the Principal or Assistant Principal. Throughout the performance improvement process, the employee will receive coaching from the Principal or another member of administration regarding specific directives and goals for improvement. Principals receive coaching from the state leadership team. The goals and directives may include, but are not limited to mentoring assistance, additional professional development

training focused on improving identified shortfalls, and classroom/building observations with corresponding constructive feedback. The employee will have regular check-ins to monitor their progress on achieving the established directives and goals. If the employee does not make adequate progress in achieving the goals outlined in their IAF, NCPHS will have the option to take further corrective disciplinary action, up to and including termination. In addition, if the unsatisfactory performance results in a more serious issue such as safety concerns or misconduct, the sequential progressive discipline process may be bypassed and escalated to unpaid administrative leave pending investigation and/or separation of employment.

In instances of teacher turnover, we will hire daily or permanent substitute teachers to compensate for the loss of staff until permanent certified teachers are hired to fill the positions. In addition, we will keep a pool of approved teacher applicants to expedite the hiring process for cases of unexpected teacher turnover. In instances of leadership turnover, we will make all attempts to hire a replacement from NEI's existing network. If a suitable replacement cannot be found internally, we can draw from a pool of approved candidates that have completed the 3D Leadership Discovery Process, which is the process used to select school leaders.

(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.

NCPHS will comply fully with T.C.A. § 49-13-119 and provide staff with health care, other insurance, and fringe benefits "in the same manner as teacher and other full-time permanent employees of the LEA."

Base Salary Average is \$55,000, and additional compensation is based on years of experience. Starting salary does not reflect merit increases, extra allocations, and school/individual bonuses. This salary includes 2% for stipends and 5% for bonus pool and tutoring.

Performance-based compensation research supports the notion that employees are motivated through achievement and growth. Research has validated that school employees believe it is very important to be eligible for pay differentiation based on performance. Moreover, studies indicate that not only does this contribute to the retention of high-quality staff, but also positively impacts student achievement. Principal and teacher performance evaluations comply with State Board Policy 5.201.

Consequently, we will have a performance-based compensation plan that includes the following:

- Performance bonuses for administration based on pre-determined goals.
- School-wide performance incentive goal provided to faculty and staff that achieves predetermined school-wide goals such as student growth measures. We will operate as a private employer and use an employment practice that seeks to mirror the diversity of the community and student population. ReThink believes that it is in the best interest of both NCPHS and its employees to fairly compensate its workforce for the value of the work provided, and the compensation system is structured in a way that rewards high performers based on criteria linked to student achievement. Examples of these are student achievement and school enrollment criteria. ReThink establishes budget criteria, incentives, and other motivating factors that attract, reward, and retain the best employees.

When determining starting salary, several factors are considered, including but not limited to:

- Base pay
- Years of experience the candidate brings with him/her
- Higher education degree of a Masters or PhD.
- Critical shortage area: science, math, etc. (as needed)

A salary worksheet is used to calculate starting salaries in a fair and consistent manner. ReThink fully understands that differentiated pay is required according to the Student Success Act and each teacher's actual compensation will be based on merit pay. Once the starting salary is determined, the employee receives increases depending on how well he/she performs. Increases are assessed annually based on local market analysis, cost of living adjustments, budget, and other factors that might justify adjusting the increase amount. The above does not include additional bonus opportunities that teachers are eligible for through school and goal achievement. ReThink will work hard to provide performance incentives to supplement base pay and to reward high-performing staff. Each year, a percentage increase is built into the budget for merit increases as funding allows. The proposed budget includes a Performance Assessment Pool that will be utilized for merit increases. Incentive strategies include, but are not limited to:

- Merit increases: Merit increases are built into the budget and awarded based on performance on formal evaluations. Merit increases are awarded in conjunction with the annual performance evaluation period in August.
- Recognition Programs: NEI will provide network-wide recognitions such as Teacher of the Year, New Teacher of the Year, and Team Member of the Year. These are awarded at an individual level and to overall winners. The recognition is accompanied by a cash award.

Retention Strategies

Teacher retention begins with a sound workforce engagement plan. Gallup research tells us the following:

- 60% of employees say the ability to do what they do best in a role is "very important" to them.
- In 2016, only 33% of U.S. employees were engaged, involved in, enthusiastic about, and committed to their work and workplace.
- Gallup measures employee engagement by using four types of employee development needs in a 12-element survey (Gallup Q12): 1. Basic needs; 2. Individual needs; 3. Teamwork needs; and 4. Personal growth needs.
- Question 12 of the Gallup Q12 is: This last year, I have had opportunities at work to learn and grow.

Millennials are more likely than both Gen Xers and Baby Boomers to say a job that accelerates their professional or career development is "very important" to them (Gallup, 2017). Forty-five percent of Millennials said that professional growth is "very important" to them. According to Gallup (2017), only four in 10 employees strongly agree that in the last year they have had the opportunity to learn and grow. By moving that ratio to eight in 10 employees, organizations could realize 44% less absenteeism, 41% fewer safety incidents, 24% higher retention, and 16% higher productivity (Gallup, 2017).

A great school cannot be established without consistency. As such, below are the reasons why narrowing the retention gap will be a priority at NCPHS:

- Turnover dramatically affects the bottom line (it costs 20% of an employee's salary to replace them).
- The school loses talent and ideas.
- It is difficult to establish camaraderie with a transient school staff.
- Parent(s)/guardian(s) and families notice when names change.
- Jobseekers notice high turnover.
- Constantly training new employees is a waste of resources.
- Competitor schools benefit from our trained talent.

ReThink believes that school leaders strengthen the recruitment, development, and retention of teachers, as well as lift student outcomes. As such, the workforce engagement plan will begin with the school leader and focus primarily on individualized professional growth and development to foster employee

engagement. School-level factors that are influenced by school leaders were shown to include teacher satisfaction, school effectiveness, improvement, capacity, teacher leadership, distributive leadership, organizational learning, and development. School leaders help buffer against the excesses of the mounting and sometimes contradictory external pressures. A skilled and well-supported leadership team can help foster a sense of ownership and purpose in the way that teachers approach their job.

Through evaluation of school data, the TFET evaluations, and the Administrator Evaluation, we will support school leadership and staff growth on an individual basis in order to keep employees engaged and help further develop their professional expertise and advance in their careers. We will coach and support both teachers and administrators, and one of the main drivers of developing school staff will be 3D Leadership. NCPHS will also partner less experienced educators with experienced mentors and allow each teacher to participate in annual conferences that provide collaboration and intensive professional development pathways. By providing an array of high-quality leadership and professional development opportunities, trust and long-term employment relationships are created and nurtured.

3D Leadership is a year-long employee development and engagement program. There will be monthly trainings and professional development. In addition to the monthly meetings, NEI will provide support, as needed, to the principal based on regular walkthroughs and observations of the school. The fundamental belief of 3D Leadership is that great minds and great motives still matter. All leaders, new to our organization, will move through the 3D Leadership Program. The goal is to have a succession leadership pipeline in place using our 3D Leadership Program. Partnerships are currently being developed with colleges/universities for staff members to receive credits for the learning taking place.

Within the 3D Leadership Program, teachers with school leadership aspirations have the opportunity to become part of a cohort that will take part in monthly leadership training and be part of the school's supervised leadership projects (3D Leadership Project). There is an application and interview process for entry into the program. NEI delivers on its individualized value proposition to retain current employees by providing an environment to do what they do best, learn, and grow.

Retention strategies utilized by NCPHS may also include allocating teacher retention bonus funds in the school budget that are strategically disbursed twice within a school year to those teachers who have met established criteria. NCPHS may also establish a Sunshine or similar Committee, which is made up of educators, parent volunteers, and community partners that plan and provide year-round celebratory events

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

ReThink will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is designed to offer an equal employment opportunity to all qualified employees. Hiring policies will comport with all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker's Compensation and Unemployment Compensation, and any other applicable amendments to these laws.

The first 90 days of employment are considered an introductory period. Since all employees will be considered "at-will," employees may resign without reason and/or notice and ReThink may terminate employment without cause and without notice. NCPHS does not plan to use employment contracts for its employees.

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

Please see Attachment I

2.5 Professional Development

2.5 Professional Development

In this section:

- (a) Describe the expected number of days and hours for professional development throughout the school year and explain how the 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.
- (b) Identify the person or position responsible for professional development.
- (c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.
- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening.
- (e) Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.
- (f) Describe the plan to cultivate future leadership capacity.
- (g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.
- (h) Explain how the proposed school will provide orientation to teachers hired mid-year.

(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.

There will be 15 days of teacher training and development prior to the start of school in year one and 10 days in subsequent years. Four full days of professional development have been built into the school calendar. These days will maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process. Teachers will also be involved in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.

Teachers will also receive a minimum of one hour of professional development each week, through multiple platforms, including but not limited to in-person and online learning opportunities. The instructional coaches will be responsible for identifying weekly professional development for teachers and staff in conjunction with the principal based on weekly walkthrough, evaluative, and student-level data.

To ensure our teachers and administrators are using the most current research-based practices, NCPHS is supported through ongoing professional development (which is overseen by the principal) to improve student learning and academic achievement. Since strong teachers are our most valuable resource, ongoing professional learning is a central tenet of Nashville Collegiate Prep High School (NCPHS). PD activities for administrators and instructional staff align with the Academic Plan and the implementation of the NEI Education model of Continuous Improvement.

NCPHS's leadership team will map PD goals and ensure school initiatives are supported and instructional coaching cycles are purposeful and ongoing.

Best practice instruction begins with a robust Professional Learning Community (PLC). Every teacher will be a member of a PLC within the school. PLCs are structured to provide teachers with a community of those teaching common standards or students. Teachers will work together within their PLC to establish goals based upon current levels of student achievement, work together to achieve the goal, and review data to provide periodic evidence of progress. These PLCs will provide teachers time to work together to review student, class, and school data, to assist in collaboratively planning lessons, plan for technology integration, and problem solve situations specific to their field. Teachers will participate in one hour of PLC time each week.

Sample PLC Agenda

Action Item	Estimated Time
Review Standards-Based Goal (From Last Week) And Strategies That Worked <i>What worked? Each member shares evidence of a strategy that was effective in helping reach the goal of the last meeting.</i>	10 minutes
Challenges <i>What are the most urgent concerns, problems, or obstacles to progress or better results (based on data)?</i> <ul style="list-style-type: none"> • What is it we want students to learn? • What does the data tell us? 	10 minutes
Proposed Solutions <i>What are possible, concrete solutions to these items?</i> <ul style="list-style-type: none"> • How will we respond if some students do not learn it? • How will we extend and enrich for students who have demonstrated mastery? 	10 – 15 minutes
Action Steps <ul style="list-style-type: none"> • What are the next steps? • Who do these belong to? 	15 – 20 minutes
Unfinished Instructional Business	20 minutes
New Instructional Business, including lesson planning and common formative assessment creation <i>What planning will take place for upcoming lessons?</i> <ul style="list-style-type: none"> • What are upcoming standards? • What learning is required to meet these standards? • How do I know students are learning (common assessments)? 	40 minutes

Training, Planning, and PD	Sample Offerings within Trainings
Emergency Preparedness and School Safety Drill Procedures NCPHS leaders will prepare staff how to respond in emergency situations. NCPHS will conduct emergency preparedness drills and to adopt school safety procedures /emergency response plan to ensure the safety of students and staff. NCPHS will conduct all state-required drills.	Armed intruder (Active shooter)

<p>Principals and Assistant Principal Meetings The NEI Professional Development Team along with the state team members facilitate seven principal and assistant principal meetings throughout the school year to disaggregate data, share best practices, calibrate use of the Teacher Walk-through Tool and PLDs, plan student scheduling, and develop leadership skills.</p>	<ul style="list-style-type: none"> • Unit Mapping/Planning Guides • Using Data to Drive Instruction – interim benchmark assessments, NWEA MAP, and other assessments • Differentiated Instruction • Common Expectations • Cross-Curricular Instruction • Explicit Vocabulary Instruction • Data Analysis for Data Chats • Targeted/Differentiated Instruction • Minute-by-Minute Plans • Writing Strategies Across Subjects • Action Steps and Monitoring Effectiveness • Student Engagement • School-wide Behavior Plan • Establishing Expectations and Procedures • Social-Emotional Learning • PBIS • Incorporating Test Specifications • Student-to-Student Interaction • Six Stages of Feedback • Reading: A Core Skill • Standards-Based Centers • Critical Thinking Strategies • Investigating Thinking in Math • Maximizing Instructional Minutes • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures • Research-Based Innovative Learning Methods • Content-based Professional Development • <u>Content</u> Specific Training Selected for
<p>Curriculum Cadres The NEI Professional Development Team facilitates meetings with Instructional Coaches to calibrate understanding of standards, instruction, accountability measures, and curriculum resources, as well as develop coaching and modeling skills.</p>	
<p>New Teacher Academy New teachers have 3 weeks of training prior to the opening of school. Week 1 includes training on the NEI Education Model for Continuous Improvement as well as instructional methods for data-driven instruction, research-based classroom management, and student motivation, among other topics. Instructional Coaches, with the support of administration and NEI (as needed), deliver content. This is combined in year one with orientation described below.</p>	
<p>Returning Teacher Academy After the first year, all staff members will participate in 10 days of training prior to school beginning. This training will consist of new school initiatives, safety and procedural protocols, curriculum, and other pertinent information for the school year.</p>	
<p>New Educator Prep Program (NEPP) NEPP supports teachers throughout the year by focusing on research-based teaching methods through a blended-learning model. An experienced teacher selected based on a demonstrated understanding of the NEI Education Model for the Continuous Improvement and ability to facilitate coaching support is</p>	

<p>selected to mentor beginning teachers at NCPHS. The beginning teacher has access to online instructional content</p>	<p>Implementation (ex. CHAMPs, <u>Kagan Strategies</u>, PBL, etc.).</p> <ul style="list-style-type: none"> • Book Study: <i>Learning by doing: A handbook for professional learning communities at work</i> (DuFour, Eaker, Many & Mattos, 2006).
<p>Instructional Coach Bootcamp Instructional Coaches are trained by the NEI Professional Development Team in delivery of New Teacher Academy and implementation of the instructional coaching cycle prior to the start of the school year.</p>	
<p>Curriculum Mapping Although the process of monitoring and editing curriculum maps occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area by identifying additional resources.</p>	
<p>Data Chats Data Chats are a key component of responsive teaching and will take place at the school and classroom level. Staff development is provided to teachers by the leadership team and/or CSs to ensure that they are analyzing their students' data for maximum student achievement. Data chats take place regularly, and as teachers develop the capacity to assume the role of facilitator, the responsibility of presenting data and accompanying action plans shifts to them.</p>	
<p>Blended Learning Staff development is provided to support teachers in effectively planning blended learning opportunities, aligning models of blended learning to student learning styles, and effectively utilizing instructional software and technology available within the learning communities.</p>	
<p>PD Days The principal plans full-day PD based on school need which may include rotations through small-group differentiated PD to meet teacher/grade-level instructional needs.</p>	
<p>Professional Learning Communities (PLCs) PLCs constitute a key supportive element of the NEI Education Model for Continuous Improvement. Teachers meet regularly by grade-level teams to analyze student data, design units, and create accompanying lessons. Based on administrative walk-throughs and student performance, teachers are provided with specific, differentiated professional development from mentor teachers, administration, and instructional coaches.</p>	

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

Professional development will take a multi-person approach. First, the individual teacher and staff member will be responsible for the development of a personal growth plan which will be reviewed and approved by the principal and their direct supervisor. We believe that the individual teacher and staff member must have a stake in their own personal growth and development from planning to execution.

A team consisting of instructional coaches, the principal, and the assistant principal will conduct a weekly walkthrough on every instructional staff member. This team will then provide feedback to each teacher outlining the teacher's specific needs for development. These walkthrough observations will drive identification of the overall development needs of the staff.

(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 IEP's, discipline of students with disabilities, and communication with EL families.

The components of the professional development plan shown below will be provided to school leadership to assist in maintaining a focus on continual school improvement efforts. Professional development will be intentionally focused on the needs and direction of the school. The process will be led by data and the goals of the school.

The four components of the professional development plan are described below:

1. Professional Learning Goals – To identify the annual goals of the school, it will be important to review and analyze student achievement data for all subgroups, including students receiving services for special education and English learners, as well as teacher evaluation results. Goals will be written as SMART goals.

2. Professional Learning Activities – Some professional learning activities may address more than one goal. As activities are determined, consideration will be given to creating follow-up activities for the purpose of further deepening the learning and how it will meet the needs of all students, including those receiving SPED and EL services. A natural part of this is to ensure teacher reflection as well as reflection/evaluation of the activities planned. A continuous review of data will also reveal effectiveness of the activities.

3. Essential Resources – Essential resources include materials and resources necessary to implement the school-level plan.

4. Progress Summary – Clearly defined evidence demonstrating effective professional development, educator growth, and improvement in student achievement.

The four components of the professional development plan will support effective implementation. This will allow all professional development to continually improve the implementation of the academic plan and consequently, student success.

Our academic plan follows the NEI Education Model for Continuous Improvement and includes a focus on data-driven, standards-based instruction, social-emotional learning (SEL), and career exploration. Below, each core component of PD is tied to this academic plan.

Professional Learning Goals

In order to assess professional learning goals, data will be analyzed based on student academic performance (including individual students, student cohorts, and student subgroups). In addition, student SEL goals will be examined using students' portfolios, and they will be cross-referenced with discipline infractions housed in the student database. Finally, students' career exploration

opportunities will be assessed relative to careers explored.

Professional Learning Activities

Professional learning activities will be developed from the data mentioned in the above section. These learning activities will be devoted to success of all student sub-groups by working to improve weak data points identified in analysis of student academic performance, SEL, and career exploration. Planning for these learning activities will include identifying specific accommodations to ensure to meet any IEP’s, 504 Plans, ILP’s, and EP’s.

Essential Resources

Once professional learning goals and activities are established, the school will determine resources that are essential to implement the activities. Each resource that is identified will be tied to a professional learning goal. All learning goals are aligned to student success via the academic plan.

Teachers will receive training centering around meeting the needs of special populations, including communication with families of EL students, and discipline procedures for students with special needs. This is identified in the back-to-school training outlined below.

Progress Summary

This component is focused on identification, analysis, and evaluation of evidence to illustrate educator growth and student achievement growth. This evidence will come from a second analysis of the data noted above under the heading “Professional Learning Goals”. When weak data points improve, this will reveal a correlation to the four components of the professional development plan.

Each of the above components will not only support the implementation of the academic plan, but they will also foster the success of student groups including SPED, EL, gifted learners , and students at risk for academic failure. To plan for professional development, the school will depend on analysis of data. This data will be mined from several areas. Included in these areas is data related to the above student groups. Using data-based decision-making relative to individual student groups will ensure that the professional development plan addresses these areas.

Sample Professional Development Plan

School Name	Principal Name	Plan Begin/End Dates
<i>School Name</i>	<i>Principal Name</i>	<i>00-00-24/00-00-25</i>

Professional Learning Goals (Example)

No.	Goal	Identified Group	Rationale/Sources of Evidence
<i>EX</i>	<i>Increase student engagement</i>	<i>Grade 9 teachers</i>	<i>Data shows a high behavior referral rate in this group, teacher observations show a lack of engagement strategies being utilized during instruction.</i>
1			
2			
3			

Professional Learning Activities (Example)

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
EX	<p><i>Grade 9 teachers will:</i></p> <ul style="list-style-type: none"> • <i>Peer observe an identified colleague for student engagement practices at least once per month.</i> • <i>Participate in and reflect on a student engagement book-study collaboratively.</i> 	<p><i>Grade 9 teachers will:</i></p> <ul style="list-style-type: none"> • <i>Discuss classroom observed strategies with colleagues.</i> • <i>Implement new strategies and reflect on impact with colleague and administrator.</i> • <i>Video-tape lesson and reflect on their own implementation of strategies.</i>
1		
2		
3		
4		

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

NCPHS will have an intensive 15-day training for all teachers and staff prior to the first student day of school in Year 1, and 10-day training in subsequent years. This training will be done in a 10-unit training format. Because our school will be integrating SEL for our students, our back-to-school training will model full integration of the SEL framework. Research done by the Aspen Institute showed that when schools fully implement SEL into the Kindergarten through Grade 12 curriculum, academic achievement and performance is improved. Furthermore, the same research showed that students were more engaged in school and, as a result, were more likely to graduate from high school and pursue some postsecondary endeavor. Because we believe that SEL needs to be a part of how we work with families and the community, it must also play a role in the fabric of every part of the school. This fabric includes explicit and intentional instruction and rethinking school design and culture.

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), there are five core competencies that should be taught across all areas. These core competencies are:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

These five core competencies then need to transcend and be embedded within three important parts of the school:

1. Homes and communities through family and community partnerships
2. School community as a whole through school-wide practices and policies
3. Learning communities through SEL curriculum and instruction

Teachers will be supported and given complete training integrating SEL competencies in conjunction with instructional strategies by following schedule for our back-to-school professional development.

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

Unit	SEL Module(s)	Instructional Strategy(s) Modules
1	<p>Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <ul style="list-style-type: none"> • Identifying Emotions • Accurate Self-Perception • Recognizing Strengths • Self-Confidence • Self-Efficacy 	<p>NEI’s Education Model for Continuous Improvement: A specific focus on the elements that are necessary to see continuous improvement, no matter where the student begins. This model includes the following:</p> <ul style="list-style-type: none"> • Data disaggregation • Developing and understanding an instructional timeline and calendar • Remediation and enrichment • Maintaining student learning and growth
2	<p>Self-Awareness Implementation: Relating how to embed self-awareness into the home and community, school, and classrooms.</p>	<p>Maintaining a Well-Managed Learning Environment: Understanding and developing best practices for maintaining a well-managed learning environment.</p> <ul style="list-style-type: none"> • Developing expectations • Developing procedures • Modeling expectations and procedures in the classroom • Learning community configurations including utilizing an agenda, word wall, concept wall, etc.
3	<p>Self-Management: Successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <ul style="list-style-type: none"> • Impulse Control • Stress Management • Self-Discipline • Self-Motivation • Goal-Setting • Organizational Skills 	<p>School and Learning Community Climate: Developing a positive and supportive classroom climate.</p> <ul style="list-style-type: none"> • Understanding Developmental Design, and Restorative Justice • Discipline policies, including policies for special populations • Utilizing appropriate teacher language • Understanding logical consequences • Developing transitions and routines for instructional software and learning community flow
4	<p>Self-Management Implementation: Relating how to embed self-management into the home and community, school, and classrooms.</p>	<p>Academic Expectations: Understanding of TAS</p> <ul style="list-style-type: none"> • Unpacking standards • IFC and Unit Maps • Instructional software training

5	<p>Social Awareness: Take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"> • Perspective-Taking • Empathy • Appreciating Diversity • Respect for Others 	<p>Assessments: Understanding the purpose and use for various assessments</p> <ul style="list-style-type: none"> • Diagnostic assessments • Universal screeners • IFC Assessments • Formative assessment techniques • NWEA MMAP overview
6	<p>Social Awareness Implementation: Relating how to embed social awareness into the home and community, school, and classrooms.</p>	<p>Disaggregating Data: Utilizing student data to drive instruction</p> <ul style="list-style-type: none"> • Diagnostic data • State assessment data • Differentiation • Rotations <p>Success Block</p>
7	<p>Relationship Skills: establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <ul style="list-style-type: none"> • Communication • Social engagement • Relationship-Building <p>Teamwork</p>	<p>Lesson Planning: Developing a well-designed lesson</p> <ul style="list-style-type: none"> • Lesson plan overview • Components of a lesson plan <p>Writing learning targets</p>
8	<p>Relationship Skills Implementation: Relating how to embed relationship skills into the home and community, school, and classrooms.</p>	<p>Lesson Planning continued: Addressing the needs of all students in a lesson plan</p> <ul style="list-style-type: none"> • Planning while addressing student IEPs, 504 plans, ILPs, and EPs • Revising lesson plans based upon feedback <p>Co-planning with a SPED or EL teacher</p>
9	<p>Responsible Decision-Making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <ul style="list-style-type: none"> • Identifying Problems • Analyzing Situations • Solving Problems • Evaluating • Reflecting <p>Ethical Responsibility</p>	<p>RTI² Training: Understanding RTI²</p> <ul style="list-style-type: none"> • Meeting the needs of all students <p>RTI² tiers</p>

10	<p>Responsible Decision-Making Implementation: Relating how to embed responsible decision- making into the home and community, school, and classrooms.</p>	<p>Active Learning: Promoting active learning</p> <ul style="list-style-type: none"> • Incorporating active learning in lesson planning • Planning for collaborative learning structures <p>Understanding benefits of active learning</p>
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All staff development related to curriculum, instruction, data mining, and operations will be facilitated using SEL as the model. This will ensure that SEL is fully integrated into all fabrics of the school, including the families, community, entire staff, classroom instruction, and with the students themselves.

In addition to the above described professional development, NCPHS will also ensure that all staff will undergo appropriate, essential safety and emergency response trainings. We will ensure teachers are fully trained in these safety procedures both initially and throughout the year as new safety information becomes available.

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

NCPHS takes a systematic approach to identifying the right talent, helping them discover their strengths, developing those strengths, and then distributing that learning throughout the organization. We believe everyone is a leader and can learn leadership skills. We will facilitate aspiring leaders to discover strengths, develop those strengths, and then distribute the enhanced leadership attributes throughout the entire school organization. We deliver on our individualized value proposition to retain current employees by providing an environment to do what they do best – learn and grow.

Through recruitment, hiring, and training strategies, we make it clear to potential employees that we value individual strengths; moreover, we hire and develop people based on what they do well.

As Matthew Paese, Audrey Smith, and William Byham stated in their latest book, *Leaders Ready Now: Accelerating Growth in a Faster World*, “Everything you need to accelerate the growth of leadership is already inside your organization.” We believe in this concept. To do this, less-experienced leaders must be pushed into broader, more formidable assignments. These assignments become what Paese et al. call Acceleration Pools©. These experiences will enable us to prepare leaders with real time development and coaching. These assignments also give us the ability to deploy future leaders to key assignments.

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

Differentiated professional development takes place throughout the year to ensure that all teachers are receiving the appropriate opportunities for growth. The one hour weekly professional development requirement will be differentiated based upon weekly walkthrough, evaluative, and student-level data. Teachers will attend professional development based upon their individual needs such as factors including experience, expertise, student achievement, grade-level, or subject area. For example: a first-year teacher may be requested to attend a session on modeling procedures while a third-year teacher may attend a session on increasing academic discussion within small-group collaboration time.

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

Teachers hired after the start of the school year will participate in an onboarding process. This training will take place in a combined online and in person training, orienting the new teacher to our operational and academic expectations. This training will be done through a series of modules developed to orient the new teacher to those trainings provided to staff members during back-to-school professional development. Mid-year hires will also conduct peer observations alongside an instructional coach and have checkpoints during the first 30-days with an administrator and a mentor teacher.

2.6 Insurance

Section 2.6 Insurance

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

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

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

Please see Attachment J

2.7 Transportation

Section 2.7 Transportation

In this section:

- (a) How will you transport the students to and from your proposed school daily, if applicable?
- (b) How will you transport students to any extra-curricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.
- (c) If applicable, outline your proposed transportation plan as follows:
- Describe the plan for oversight of transportation operations (e.g., whether the 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.
 - Describe how the school will transport students with special transportation needs and how that will impact your budget.
 - Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
 - Explain how you will ensure compliance with Tenn Code Ann. § 49-6-2116.
- (d) If you are not providing transportation, describe how students will get to and from your school.

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

NCPHS plans to provide daily transportation to students who live outside of a reasonable distance from the school, which is generally considered to be a 2 – 4-mile radius of the school's location. One (1) bus has been included in the budget and will be equipped to provide daily transportation to 60 students, which would account for approximately 40% of NCPHS's projected Year 1 enrollment. This will ensure that all students who require transportation have access to the school. Transportation needs will also be met for school-based events and to address the regulatory requirements regarding special needs students and the McKinney-Vento Homeless Act. ReThink understands that transportation may be a barrier to providing families with school choice, especially for those families living in poverty. Therefore, ReThink will continue to assess the demand for transportation in order to meet the needs of the student population as enrollment capacity increases.

(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.

Transportation needs will be met for school-based events and to address regulatory requirements for special needs students and the McKinney-Vento Homeless Act.

One (1) bus has been included in the budget for transportation at a rate of \$389.00 per bus per day for Year 1. A 2% increase has been budgeted each year thereafter. NCPHS anticipates receiving its portion of categorical funding relating specifically to students. The transportation expense assumption was established using actual budgetary costs of student transportation at other schools managed by NEI and MNPS. The cost for one (1) bus has been included in the budget for Year 1 at an average of \$70,000 per bus, as those buses would be equipped to transport 60 students, approximately 40% of NCPHS's Year 1 student population. The transportation cost increases in years 2 through 5 to accommodate additional students as enrollment increases as well as to capture 2% cost inflation each year. Historically, other schools managed by NEI within the MNPS school district show this expense assumption to be very accurate. However, the budget included as **Attachment O** does anticipate a

positive fund balance each year which would allow NCPHS to add additional buses if necessary to meet the needs of our student population.

(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.

- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
- Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116

In order to meet the transportation needs of students at NCPHS, NEI will partner with a third-party provider currently utilized at other schools that NEI manages. The requirements of the proposed transportation provider include meeting all applicable state and local requirements for employment, insurance, safety, and obligations to students as well as a defined Service Level Agreement (SLA). NCPHS will employ a Business Manager who will serve as the transportation supervisor in compliance with TCA § 49-6-2116, and will be responsible for the oversight of any contracted transportation. The Business Manager will complete a student transportation management training program developed by the departments of safety and education upon being appointed and thereafter will complete a minimum of four hours of additional training approved by those departments. By August 15 of each school year, NCPHS will submit the name of the transportation supervisor and verification that the transportation supervisor has completed the required training.

In addition, NCPHS will adopt a transportation policy relative to the safe transport of students. This policy will include:

1. A procedure for students, parents, teachers and staff, and the community to report school bus safety complaints.
2. A procedure for the transportation supervisor to investigate any complaint of a safety violation or concern (the procedure will include all requirements listed in T.C.A § 49-6-2116).
3. A requirement that each school be equipped with the phone number for reporting complaints on the rear bumper.
4. A process to provide annual notice to students and parents regarding the process for reporting complaints.
5. A policy or procedure for the collection and maintenance of the following records:
 - Bus maintenance and inspections.
 - Bus driver credentials, including required background checks, health records, and performance reviews.
 - Driver training records.
 - Complaints received and any records related to the investigation of those complaints.

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

Since NCPHS will be providing transportation, this question is not applicable.

2.8 Food Service

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

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.**

According to the Food Research and Action Center (FRAC), school lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn. Research shows that receiving free or reduced-price school lunches reduces food insecurity, obesity rates, and poor health.

ReThink will apply for the National School Lunch Program (NSLP) and School Breakfast Program (SBP) in advance of the first school year on behalf of NCPHS. Upon acceptance into the national meal programs, we will offer two meals a day to students that will meet nutritional standards established by the U.S. Department of Agriculture (USDA). Our school kitchen will be fully equipped to meet industry standards for serving and maintaining food within health and safety regulations. If ReThink's application for participation in NSLP and SBP is declined, our operating budget will be adjusted to accommodate the addition of the food service expenses.

ReThink will issue a Request for Proposal (RFP) for a food service provider. The chosen vendor will be required to provide a quality unitized meal program that includes all the "components" of a full-service operation. The "component meal system" consists of individually packaged entrees, side dishes, fresh fruits, vegetables, fresh bread, condiments, plastic wear, trays, and liners. In addition to providing these items, the chosen vendor shall also provide the following services to NCPHS: delivery of all items to the school; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment maintenance; commodity utilization; food service training; and marketing and promotions. Prior to the beginning of each school year, training personnel will be sent to NCPHS to work with the food service staff on how to properly run the food service program, including ordering, inventory, food preparation, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all the required meal components following the directions provided by the vendor.

We plan to reduce nutritional challenges facing students by providing food service that includes adequate meal options. Free and reduced pricing will be available to those students who meet the guidelines, as determined by the NSLP, SBP, and ReThink.

(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).

NCPHS will provide school meal applications (available in electronic and hard copy formats) to families at the beginning of each school year and collected with school registration documents. Paper applications will also be sent home with students during the first week of school. Applications will be accepted and available any time during the school year. Informational flyers and posters about NSLP and SBP will be posted in the front office and in the school's high-traffic areas for parent(s)/guardian(s) and students.

All applications will be reviewed by our food service supervisor before granting free- or reduced-pricing benefits. We will comply with all state and federal guidelines regarding free school meals to the eligible recipients of federal assistance programs, Supplemental Nutrition Assistance Program (SNAP) benefits, and Temporary Assistance for Needy Families (TANF).

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

Re-Think Forward, Inc. will request proposals from qualified companies to select a food service vendor for the school via an RFP process in accordance with the guidelines of the National School Lunch Program and the Tennessee Department of Education, Office of School Nutrition.

We will require vendors to provide a quality meal program that includes all the "components" of a full-service operation. The "component meal system" consists of individually packaged entrees, side dishes, fresh fruits, vegetables, fresh bread, condiments, plastic ware, trays, and liners. In addition to providing these items, the chosen vendor shall also provide food service staffing, all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.) and equipment maintenance, commodity utilization, food service training, marketing and promotions, delivery of all items to the school, menu planning, and nutritional analysis.

2.9 Additional Operations

Section 2.9 Additional Operations

Describe the school's plan for supporting 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, including infrastructure requirements and costs in the budget section.

(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

(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.

(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 safety operations.
- What will the process and timeline for creating a school crisis plan?

(e) School Maintenance:

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

(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 are no additional

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.

ReThink and NCPHS recognize the importance of technology in today's society. However both ReThink and NCPHS believe that confident, self-directed students should not rely on technology for self-worth. To that end, technology at school is a tool, not a toy, and intended to aid in discovering and harnessing every child's potential.

NCPHS plans to file for eRate individually, to ensure that our technology plan is properly funded and implemented. All students in grades 9-12 will be equipped with an individually assigned laptops that meet the requirements for TNReady and EOC assessments.

Each learning community will have one mobile SMART interactive flat panel (or equivalent) for additional interactivity and/or to display student or teacher works. Students will have access to keyboards for use with devices during testing, and tests will be appropriately "locked down" to

prevent inappropriate access during those times

Student devices will be monitored by teachers and through the school's CIPA compliant content filter. Additional restrictions will be implemented based on latest best practice, including site-wide Google Safe Search to prevent bypass or removal of safety configurations. Students may take their devices home, subject to parental approval. All devices will be protected both on and off site through cloud-based content filtering and Mobile Device Management (MDM) to both facilitate and protect.

Given the expected enrollment ramp, we will have over 600 user devices and 30 – 50 networked devices (infrastructure, printers, copiers, etc.). To support these devices, a robust wireless infrastructure will be provided (Aerohive or equivalent) that will adequately support the volume and density of devices with the benefit of cloud-based management. It is estimated that one access point will be needed for every 50 – 60 concurrent connections, based on manufacturer recommendations, and must be located to ensure sufficient signal strength, which can be affected by the building layout and materials. Wireless units and other network devices will utilize standard switching configured for best practices in performance and security. Although the infrastructure model is designed to minimize support needs, we may utilize third-party managed services to maintain this infrastructure to maximize performance and security without undue cost of technicians on staff. External bandwidth needs will be determined based on the providers available, cost, and ability to provide sufficient failover and redundancy. We will file for e-rate discounts for eligible networking and internet service.

Procurement processes for technology tools and systems follow standard procurement practices for systematic evaluation of potential solutions, RFP submissions for larger purchases, and clear understanding of expectations. Systems and solutions are regularly evaluated for fit and value, ensuring that resources are directed where we can most effectively achieve our mission.

(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.

Choosing appropriate student information systems is a key decision that will be made during NCPHS's start-up phase. We intend to utilize many of the systems available through MNPS, such as their student information system and IEP system, but will evaluate other systems and alternatives that can facilitate and support academic performance and school operations. These systems include, but are not limited to: student information systems, enrollment management systems, discipline tracking, lunch systems, communication/call-out systems, online gradebooks, learning management systems, ePortfolio systems, etc.

**(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.**

We will contract with a licensed Registered Nurse (RN) as required by T.C.A. § 49-5-415, which requires certain health care procedures, including the administration of medications during the school day or at related events, to be performed by appropriately licensed health care professionals. NCPHS's RN shall meet or exceed the minimum qualifications and standards established pursuant to T.C.A. § 68-1-1204(a) and shall perform the duties and responsibilities enumerated within T.C.A. § 68-1-1202. Our RN shall maintain current certification through a certifying cardiopulmonary resuscitation course consistent with the scientific guidelines of the American Heart Association in collaboration with the International Liaison Committee on Resuscitation.

ReThink will contract with local, private medical center to provide these nursing services and will also contract with a medical supervisor to oversee and monitor the school nurse. In addition to required health care procedures, our RN will implement coordinated school health components, including comprehensive health education, nutrition services, physical education, health services, healthy school environment, family/community involvement, counseling/psychological/social services, and general health promotion among students and staff. T.C.A. 49-1-1002 establishes guidelines and standards for Coordinated School Health Programs in Tennessee that are available through the State Departments of Education and Health.

(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?

NCPHS will meet state and federal requirements regarding school safety and have a comprehensive safety plan that will be distributed and explained to staff prior to the start of the school year. Safety and security of the school is overseen by the principal. Colored emergency codes will indicate the level of severity of the emergency and the protocol that must be followed in the event of the emergency. Types of emergencies that will be covered in the plan include bomb threats, weather-related emergencies, fires, intruders, active shooters, use of firearms/weapons, and others. Emergency drills are practiced with students throughout the year to ensure they understand the seriousness of these emergencies and the actions they must take if one were to happen. We will use all available personnel to aid in safety and security, including the hiring of additional security staff if necessary and financially feasible. Every person will have a duty during fire drills and other emergencies. Most teachers will stay with whichever class they are instructing during the time of an emergency, but other staff members will have posts that will involve directing students to appropriate locations and making sure all students exit the building (if appropriate in that particular situation).

Day-to-day operations will also involve all staff members having the responsibility to ensure students go to and transition from their classes safely throughout the day. Everyone will have a post at arrival and dismissal, and explicit procedures will be developed to ensure those times of the day run smoothly. During the day, staff will be available to monitor the hallways, the gymnasium, outside of the bathroom, or any other necessary area. In addition, administrators and instructional coaches will be consistently conducting walkthroughs each day to continue to monitor safety within the classroom. A camera system will be installed to further monitor security within our school.

To provide for the safety and security of employees and the facilities, only authorized visitors are allowed inside the school building. Restricting unauthorized visitors helps maintain safety standards; ensures the security of our students, confidential information, and equipment; protects against theft; safeguards employee welfare; and avoids potential distractions and disturbances. NCPHS will be designed with a trap front entry where both sets of front doors remain locked at all times from the outside. There will be a video intercom box outside the front entry for visitors to gain access to the front reception area. A glass window with paper pass-through and speaker will be provided.

Per the Jessica Lunsford Act, all visitors must have photo identification and will be scanned using the Raptor system. All visitors must enter the office through the reception area and must check in with the receptionist or front office. Authorized visitors will gain access to school through a second set of secured doors and receive directions or be escorted to their destination.

Employees are responsible for the conduct and safety of their visitors. If an unauthorized

individual is observed on school premises, employees should immediately direct the individual to the reception area, or if necessary, notify their administrator. Cooperation gives us the ability to provide a safe and orderly learning environment for all students.

NCPHS's crisis plan will be developed as soon as the building and location of the school is identified. We plan to consult with MNPS and a third-party security expert to review the safety plan before school opening.

(e) School maintenance: Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

School maintenance is a key component of a safe and orderly environment conducive to learning. We intend to contract with local service providers for day-to-day custodial services. Proper ongoing and preventative maintenance minimizes long-term costs, some of which could significantly impact the budget. We will establish an effective maintenance plan and checklist and a life cycle replacement schedule for building systems with an annual budget to support. The specifics of those checklist items, schedules, and costs are dependent upon the ultimate facility decision.

(f) Describe any additional operations, as applicable.

Additional operational needs will be assessed and determined during NCPHS's start-up phase.

(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.

NCPHS is not an existing school in the ASD, therefore this section is not applicable.

2.10 Charter Management Organization (if applicable)

Section 2.10 Charter Management Organization (if applicable)

(a) If you intend to contract with a charter management organization (CMO), please detail:

- The name of the CMO, if known, and evidence of its educational and management success
- Selection process and criteria
- Scope of services and resources to be provided by the CMO
- Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be checked
- How performance of the CMO will be measured, including any deliverables
- Conditions for renewal and termination of the CMO agreement
- Any monetary obligations of the CMO agreement; and
- Include a copy of the CMO agreement as Attachment K, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

(b) For a sponsor of an existing school in the ASD contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as Attachment K.

(a) If you intend to contract with a charter management organization (CMO), please detail:

- **The name of the CMO, if known, and evidence of its educational and management success.**
- **Selection process and criteria**
- **Scope of services and resources to be provided by the CMO**
- **Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be resolved**
- **How performance of the CMO will be measured, including any deliverables**
- **Conditions for renewal and termination of the CMO agreement**
- **Any monetary obligations of the CMO agreement, and**
- **Include a copy of the CMO agreement as Attachment K, if available, that sets forth proposed key terms, including roles and responsibilities of the governing board, the school staff and the service provider; the services and resources to be provided; performance evaluation measures and mechanisms, detailed explanation of compensation to be paid to the provider; financial controls and oversight, investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination**

ReThink will contract with Noble Education Initiative (NEI) to manage the day-to-day operations of NCPHS as the CMO.

The ReThink governing board selected NEI as the CMO due to the alignment of their mission with the vision for NCPHS. NEI is a non-profit CMO with the mission of creating a collaborative group of exceptional professionals who will boldly rethink education and make success attainable for all students, preparing the next generation to solve the complex challenges of tomorrow. NEI brings decades of experience in school management, turnaround operations, innovative program design, and data-driven instruction, and they have proven that they can leverage that expertise in order to effectively educate students in Nashville.

ReThink has chosen NEI as the CMO for NCPHS due to their current track record of improving the academic, financial, and operational aspects at other schools they manage. This expertise will not only prepare students for the future, but also develop and train the next generation of school leaders.

The table below shows the division of roles between the ReThink governing board and NEI.

Function	NEI's Roles and Responsibilities	ReThink's Roles and Responsibilities
Selecting Curriculum	Provides a customized curriculum designed to meet national, state, and local standards, including continuous program evaluation, curriculum material selection, student data analysis, and student individual education plans, assessments, records, etc.	Implements required academic reporting policies for NEI and review performance reports from NEI on a periodic basis.
Selecting Professional Development Programs	Provides professional/school development and implements teacher instructional support, coaching, and mentoring. Ensures government compliance and reporting with regard to teacher certifications.	Reviews periodic staff reports and ensures all required staffing certifications are current and in compliance with regulatory standards.
Data Management & Selecting Interim Assessments	Provides accountability standards and sustainable performance measures designed to meet national, state, and local standards.	Implements required academic reporting policies for NEI and reviews performance reports from NEI on a periodic basis. Sets policies to ensure NCPHS's programs are faithful to the terms of the charter, including compliance with statutory and regulatory requirements.
Determining Promotion Criteria	Provides compensation planning and performance evaluations.	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Reviews school provided reports, which include detailed information regarding staffing.
Setting a School Culture	Implements NCPHS's mission and vision via the curriculum and disciplinary policies and standards. Provides assistance in coordinating parent(s)/ guardian(s), teacher, and student organizations.	Ensures that NCPHS's mission and vision is being implemented with fidelity. Sets policies to ensure NCPHS's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements.

Function	NEI's Roles and Responsibilities	ReThink's Roles and Responsibilities
Student Recruitment	Assesses demographic and market needs and develops the enrollment marketing plan.	Reviews school provided reports, which include detailed information regarding student enrollment.
School Staff Recruitment & Hiring	Provides personnel administration and conducts recruitment efforts to hire the principal, teachers, and other staff, and implements personnel procedures and ongoing staffing assistance.	Will employ all school staff and will annually adopt NEI's employee manual and personnel policies. Sets policies to ensure NCPHS's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. Reviews school, which includes detailed information regarding staffing.
Providing Human Resources (HR) services (payroll, benefits, etc.)	Provides employee benefits, worker's compensation, and 401(k) management services, and directly manages NCPHS's payroll.	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Implements required financial reporting policies for NEI and reviews performance reports from NEI on a periodic basis.
Managing Community Relations	Provides assistance in coordinating parent(s)/guardian(s), teacher, and student organizations and manages NCPHS's community partnerships.	Adheres to regularly scheduled board meetings in a manner compliant with open meeting laws. Communicates with parent(s)/guardian(s) and the community to resolve grievances not rectified at the school level.

Selecting and Providing Information Technology	Designs and develops technology labs and student stations. Provides local and wide area network installation, remote access and software integration, email hosting, and technology support. Maintains the student information system and NCPHS's websites.	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Implements required financial reporting policies for NEI and reviews performance reports from NEI on a periodic basis.
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Function	NEI's Roles and Responsibilities	ReThink's Roles and Responsibilities
Managing Facilities	Provides strategic financing and construction partnerships. Assists in site acquisition and/or lease negotiations, and liaisons with building and/or renovation team to ensure quality and design standards are met. Provides operational design of classrooms and school space and programmatic input for functionality purposes. Procures furniture, fixtures, equipment, supplies, and secures basic utility services (phone, water, electric, and disposal service).	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Sets operational policies to ensure NCPHS's operations are faithful to the terms of its charter, including compliance with statutory and regulatory requirements. Reviews school provided reports, which include detailed information regarding NCPHS's facility issues.
Procuring Vendors	Negotiate contracted services with vendors (food, transportation, security, custodial, etc.).	Annually adopts, maintains, and amends (if necessary) the annual operating budget. Sets operational policies to ensure NCPHS's operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements.

ReThink will oversee NEI via a performance-based management agreement. Please see **Attachment K** for an executed copy of the management agreement. Please see Article VIII of the proposed management agreement for indemnification provisions, and Exhibit A of the management agreement for a breakdown of the fees for services.

(b) For the sponsor of an existing school in the ASD contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as Attachment K.

ReThink Forward does not have an existing school in the ASD, so this question is not applicable.

2.11 Waivers

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.

Per T.C.A. § 49-13-105, Nashville Collegiate Prep High School (NCPHS) shall operate in accordance with all MNPS policies and regulations, as well as all applicable local laws, rules, and regulations for all policies that do not allow waivers. In order for NCPHS to ensure its students meet or exceed local, state, and national academic standards, it must have flexibility to give its students a greater amount of time on task. Our governance and leadership require flexibility in its initial structure to overcome potential barriers in fulfilling its mission and goals. We formally request a waiver from the laws, rules and regulations listed below. This request includes all laws, rules, and regulations covering the same subject matter as those listed below and a waiver of all rules and regulations that come into force following the date of submission of this charter proposal.

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
T.C.A. 49-5-101(a)	Staffing Requirements – Licensed Principals	Will recruit and interview all highly qualified candidates around the country.	NCPHS will recruit the most qualified candidates around the country to fulfill its mission.
T.C.A. 49-5-401	Hours and Benefits – Teacher Assignment	NCPHS utilizes an extended schedule, including increased instructional and professional development hours. Teachers receive compensation commensurate with the increased work hours.	Students will receive additional instruction throughout the year due to the extended school day.

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
T.C.A. 49-6-304A(2) – D	Hours and Benefits – School- Term Vacations and Other Non-Instructional Days	NCPHS operates with an extended school year of 187 days and an extended school day. A detailed schedule is outlined in Section 1.8.	Students will benefit from increased instructional time through the extended school day.
T.C.A. 49-6-3004	School Management/Operational Waivers – School Year Commencement	NCPHS utilizes an expanded school year calendar. For this reason, the school will start before Labor Day.	Students will benefit from increased instructional time through the extended school year.
T.C.A. 49-6-2206	Curriculum – Use of Unapproved Textbooks	NCPHS will use both state-approved textbooks and other unapproved instructional materials.	To meet the needs of our NCPHS, it is essential that we tie our curriculum and instructional approaches to our individual school's mission and goals.
T.C.A. 0520- 1-3-05	Curriculum – Fine Arts	Fine arts classes may be taught by volunteers. The Principal will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.	Students will be involved in fine arts activities during Intersession
T.C.A. 49-3-306(a)	Compensation – Licensed Personnel Salaries	While we ensure that public monies will be used properly and all personnel will be paid adequately and timely, it is critical to our program that the payroll system reflects our individual school's purpose and philosophy. NCPHS understands that adequate compensation is a critical component to attracting and retaining the best possible teachers, and as such, has included a plan for determining compensation in Section 2.4: Personnel/Human Capital.	NCPHS will attempt to attract and retain the best possible teachers in order to ensure that high quality instruction is provided to students in every classroom.

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
T.C.A. 8-23-206(a)	Compensation – Longevity Pay	While we ensure that public monies will be used properly and all personnel will be paid adequately, it is critical to our program that the payroll system reflects our individual school’s purpose and philosophy. Upon approval by the Board of Directors, NCPHS will offer incentive pay that compensates them for years of consistent student performance and professional development growth, not just years of service.	NCPHS will ensure that teachers are striving to improve student performance and grow their knowledge as instructors in order to be maximize their instructional effectiveness.
T.C.A. 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506	Promotion and Evaluation – Career Ladder	No need or funding for career ladder initiatives.	Our professional development plan and 3D Leadership promotes teacher growth and development and is aligned to raising student achievement.
T.C.A. 49-5-5205	Promotion and Evaluation – Third-Year Apprentice Educators	It is essential that we are able to design hiring, pay, benefits, and promotion policies that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in yearly contracts that are developed for NCPHS personnel.	A major element of student success will be NCPHS’s ability to attract and retain a staff that is committed to our vision and to provide them with the supports to positively impact student growth and achievement.
T.C.A. 49-5-408-409	Tenure – Evaluation Contracts and Employment Termination	Every teacher will be assessed based on their performance. Teachers who attain the required levels of performance, as outlined in their contracts, will be offered a contract for the following school year.	Retaining high-performing teachers allows NCPHS to maximize impact on student growth and achievement.

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
T.C.A. 49-5- 501-513	Tenure – Tenure	As a charter school, NCPHS will be results-driven. Accordingly, NCPHS employees will be “at-will.”	A major element of student success will be NCPHS’s ability to attract and retain a staff that is committed to our vision.
T.C.A. 49-3- 316	School Management/Operational Waivers – Local Fiscal Accounting	While we will ensure that public monies will be used properly, that all regulations will be met, and that our operations will stand up to a financial audit; it is critical to our program that our management systems reflect our individual school’s purpose and philosophy.	All school operations are aligned for the single purpose of developing students to positively impact the future while maintaining fiscal responsibility.
T.C.A. 49-6- 4012(b)	School Management/Operational Waivers – Formulation and Administration of Behavior and Discipline Codes	A comprehensive discipline plan has been outlined in Section 1.10 and will ensure due process in instances of student discipline.	While parent(s)/guardian(s) and students will undergo due process, it is important that the discipline practices of NCPHS provide a safe and effective learning environment for all students.
T.C.A. 49-3- 311	Capital Outlay	Because we finance our own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that we gain freedom from non-health and safety standards for the school site and have control of the facility vested in our board, rather than the city board of education.	Having this freedom will allow us to use our school site resources most effectively and efficiently and align our building choices with our mission and goals.

State Board of Education Rule or Policy	Description of Rule or Policy	Proposed replacement Rule, Policy or practice	How this waiver will increase student achievement
SBR 0520-1-3-07(2)	Staffing Requirements – Library Information Center Personnel	A substantial library is available to students at the nearest public library, Nashville Public Library Southeast Branch, which is currently located at 2325 Hickory Highlands Drive.	NCPHS students will have continuous access to a substantial classroom library and the local branch of the public library.
SBR 0520-1-3-05	Curriculum – Health, Physical, and Wellness Education	The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non- certified instructional personnel.	Students will be involved in physical education activities as part of Focused Fitness each day.

In addition to the specific waiver requests listed above, we request waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by MNPS. We reserve the right to supplement this request or make additional waiver requests in the future. To request waivers of MNPS District Standard Operating Procedures (DSOP), NCPHS understands the process outlined in the Standard Operating Procedure Outline (Policy Reference No. SBO 1.106) required when requesting a waiver of a policy within MNPS, and will do the following:

1. Submit all waiver requests in writing to the chartering authority no later than 60 days prior to the school’s intention to implement the waiver, if granted.
2. Provide a waiver request that explicitly lists the specific DSOP requested to be waived.
3. Provide a waiver request that includes detailed documentation of the grounds for requesting the waiver and specific evidence showing how the DSOP currently inhibits or hinders the proposed charter school’s ability to reach its goal or comply with its mission statement.
4. Ensure that all waiver requests filed with the Chartering Authority contain information on other waiver requests filed with the Tennessee Commission of Education and including the status of those waiver requests.

2.12 Network Vision, Growth Plan, and Capacity

Section 2.12 Network Vision, Growth Plan, and Capacity

In this section:

- (a) Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.
- (b) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
- (c) If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.
- (d) Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.
- (e) Discuss the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.
- (f) Provide, as Attachment L, the network’s most recent annual report.

(a) Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.

Our vision is to create a K-12 system with our current NCPHS K-8 charter in the SE area of Davidson county. This charter application is the only new-start application ReThink Forward is submitting in 2023 and we have no plans to submit additional applications at this time anywhere else in Tennessee, or any other state, at this time.

In 2021 we were approved to open Rutherford Collegiate Prep, a K-8 charter school in Rutherford County. We are currently engaged in the process of opening of this school for the 2023-24 school year. The proposed enrollment ramp from the approved application is below:

Grade-level	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2025	Year 5 2026	At Capacity 2027
Kindergarten	80	100	100	100	100	100
1	80	80	100	100	100	100
2	80	80	80	100	100	100
3	80	80	80	80	100	100
4	75	75	75	75	75	100
5	75	75	75	75	75	75
6	0	75	75	75	75	75
7	0	0	60	60	60	60
8	0	0	0	60	60	60
Totals	470	565	645	725	745	770

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
White: 43% Black: 23% Hispanic: 25%	3%	9%	12%

(b) Provide evidence of the organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

Attachment M provides the current organizational chart for NEI. We have been building our organizational capacity in preparation for our NCPHS campus to grow into a K-12 school and the opening of NCPHS. While we already have a strong, diverse team with the expertise to support these schools we are also planning to add several additional roles to the NEI Team in 2023 to further strengthen our capacity to support our schools. These roles include:

- TN State Director
- Director of School Support – TN
- VP of Academics and Operations
- Senior Accountant
- Business Operations Coordinator

(c) If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.

Rethink Forward has not had any approved schools that failed to open or open on time. This is not applicable.

(d) Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.

ReThink has not filed an application requesting a replication; therefore this section is not applicable.

(e) Discuss the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Tennessee over the next five years, and how the organization will meet these challenges and mitigate risks.

We believe our greatest risk and challenge over the next five years is attracting, retaining, and developing high quality talent to deliver our educational model and achieve uncommon results for the parents and students we serve.

We are keenly focused on each of these levers to ensure we stay ahead of the competition for talent and build a world-class team of professionals. Our strategies include:

Attracting Talent

- Highest starting pay of any K-12 school in Tennessee
- Competitive benefits packages
- Performance based bonuses

- Recruiting and outreach to college campuses and related educator job fairs
- Marketing to out of state educators considering relocation to TN

Retaining Talent

- Culture of professionalism in our buildings
- Committees and focus groups to identify priorities in culture/compensation and make specific recommendations to leadership
- Retention bonuses
- Merit-based annual increases in compensation
- Professional development plans to support career pathways and opportunities for growth

Developing Talent

NEI has its own professional development function that provides teacher and leadership development internally and externally to school districts/systems throughout the country. The schools we operate receive priority for professional development and the most comprehensive services. These include:

- NTO/RTO
- PLA's
- Principal's Academy
- AP Academy

(f) Provide, as Attachment L, the network's most recent annual report.

ReThink Forward does not produce an annual report.

2.13 Network Management

Section 2.13 Network Management

In this section:

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

- (a) Identify the network's leadership team and their specific roles and responsibilities.**
- (b) Provide, as attachment M, the organizational charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and reporting structure of the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the proposed school intends to contract with a CMO, clearly show the CMO's role in the organizational structure of the proposed school.**

See Attachment M for the organizational charts.

- (c) Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. How will the proposed school measure successful delivery of these services?**

As our CMO, NEI provides a comprehensive suite of services to each of our schools. We execute a management agreement for each charter that delineates roles, responsibilities, and costs. The current management agreement for the NCPHS K-8 charter is attached to the application as **Attachment K**. Upon approval of this charter application, we will execute a management agreement for this high school charter that will be in a similar format as the one in effect for the current school.

In summary, NEI provides the school both "back office" administrative services as well as professional development, curriculum selection, benchmark data reporting, compliance, and strategy.

Using the table below identify school and network level decision-making responsibilities as they relate to school functions.

Function	Network Decision Making	School Decision Making
Performance Goals		X
Curriculum	X	
Professional Development	X	
Data Management and Interim Assessments	X	
Promotion Criteria		X
Culture		X
Budgeting, Finance, and Accounting	X	
Student Recruitment	X	X
School Staff Recruitment	X	X
HR Services (payroll, benefits, etc.)	X	
Development/Fundraising		X
Community Relations	X	
I/T	X	
Facilities Management	X	
Vendor Management	X	X
Other Operational Services, if applicable	X	

2.14. Network Governance

2.14. Network Governance

In this section:

(a) As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.

(b) Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.

(c) Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

(d) Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.

(e) Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of the proposed school and leader.

(f) Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

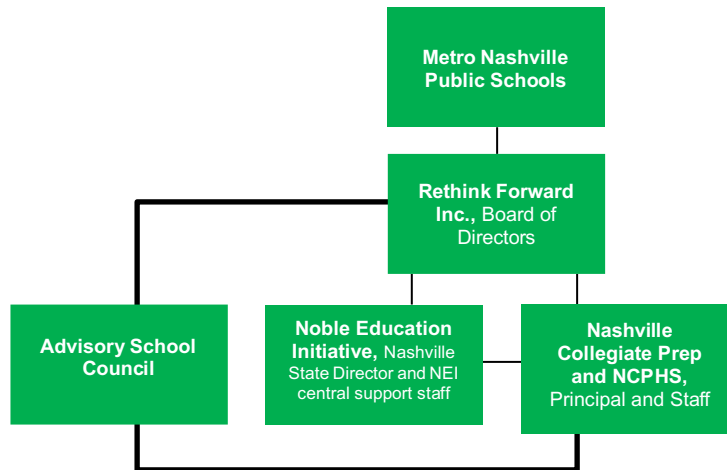
(g) Will the charter be held by the same existing non-profit board or will a new board be formed?

- If the existing board will also govern the proposed school: o Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).
- Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the proposed school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.

(a) As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.

The ReThink Forward governing board will provide oversight for all their schools. ReThink Forward, Inc., is a 501(c)(3) non-profit organization organized exclusively for educational purposes. ReThink has existed since 2008, formerly known as the Clarion Council for Educational Greatness, Inc., and was recently renamed to reflect a more purposeful and proactive role in the education arena. ReThink believes that children of all races and income levels can succeed.

The draft organizational chart below outlines not only NCPHS’s proposed governance structure, but the network as well:



This public charter school governance structure, as seen above, is widely accepted throughout the nation.

ReThink Forward Board

ReThink will act in the same capacity as a public school board, developing policies and overseeing their implementation to ensure the academic, financial, and operational success of NCPHS. The ReThink Board is governed by the general philosophy that it is an organized group of diverse and exceptional volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of its school. As the charter holder, the ReThink Board is responsible for continuing oversight over the operations of NCPHS, just as the Metro Nashville Public Schools Board oversees the schools in the MNPS district, and shall conduct itself in accordance with all applicable laws and regulations. This includes, but is not limited to:

- Annual adoption of the budget;
- Ensuring NCPHS retains the services of a certified public accountant or auditor for the annual financial audit;
- Reviewing the annual audit;
- Reporting progress annually to the authorizer; and,
- Designating at least one administrative individual to be responsible for duties associated with performance evaluations of instructional personnel and administrators.

Noble Education Initiative, Charter Management Organization (CMO)

ReThink has contracted with Noble Education Initiative (NEI) to manage the day-to-day operations of NCPHS and will oversee NEI via a performance-based management agreement. As CMO, NEI will serve ReThink employing a local State Director whose role will be akin to that of a district Superintendent, and Central Support staff to serve in a capacity similar to that of a public school district support staff.

(b) Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network’s Tennessee schools serve on the governing body, or having advisory councils at each school.

Within six (6) months of the opening of NCPHS, a willing parent will be elected to serve on the

ReThink Forward board, as required by Tennessee charter law.

Also, Pursuant to T.C.A. § 49-13-109, an Advisory School Council (ASC) will be formed at NCPHS within the first year of operation. The ASC will be comprised of at least five members, one of whom will be a parent, and one of whom will be the school principal. The ASC will help advise the ReThink Board, as shown in the graphic above. The ASC will act as ReThink's local community representatives, directly engaging school stakeholders such as parents, partners, political representatives, and the community as a whole on behalf of ReThink. The ASC will also act as the school community's liaison with ReThink by continuously gathering stakeholder feedback and input through active, intentional parent and community engagement, and then relaying that input back to ReThink. ReThink has established processes and procedures to ensure that the ASC's input is put into action at the school level via regular engagement with school leadership.

(c) Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

ReThink is comprised of two members holding officer titles and an additional three members for five (5) total. Two of the board members possess decades of educational leadership experience in public schools, charter schools, and post-secondary education. These board members have managed all aspects of their schools, including financial, human resources, academics, operations, and governing board relations.

Dr. Dan Boone currently serves as the ReThink's Chair. Dr. Boone earned a Bachelor of Arts in Religion from TNU in 1974, a Master of Divinity from Nazarene Theological Seminary in 1977, and a Doctor of Ministry from McCormick Theological Seminary in 1996. From 1968 until 1985, Dr. Boone served as a Senior Pastor and Staff Pastor for New Salem Church of the Nazarene, Old Hickory Church of the Nazarene, Overland Park Church of the Nazarene, and Raleigh North Church of the Nazarene. In 1985, he became the Senior Pastor at College Hill Church of the Nazarene, and knew his calling was to work with college students. Dr. Boone enjoyed 20 years of being a pastor to college administrators, faculty, and students. Currently, Dr. Boone continues to fulfill his purpose of working with college students, serving as the President of TNU, a position he has held since 2005.

In addition to his professional career, Dr. Boone also serves on various councils and boards, including Chair of President's Council for the Great Midwest Athletic Conference, Past Chair of the Tennessee Independent Colleges and Universities, and as a member of the Court of Appeals for the Church of the Nazarene. Dr. Boone is also an accomplished author, boasting over a dozen book publications and two curriculum publications.

As President of TNU, Dr. Boone is involved in all aspects of the university's operations, overseeing the successful development, implementation, and fidelity of school-wide policies and procedures, similar to the duties he will execute as Board Chair for ReThink.

Thomas Lee currently serves as ReThink's Secretary. Mr. Lee received his Bachelor of Science in Journalism from the University of Tennessee in 1991, and his Juris Doctor from Vanderbilt University Law School in 1995. He currently serves as an Attorney for Frost Brown Todd, LLC. As a member of Frost Brown Todd, Mr. Lee practices in the areas of government services and business litigation, concentrating on lobbying and government relations, and providing strategic counsel on managing public policy change on state and local levels. He is also the member-in-charge for the firm's Nashville office. Throughout his time with Frost Brown Todd, Mr. Lee has developed economic incentive packages to attract green jobs to economically struggling communities; authored and successfully lobbied passage of

public financing measures supporting downtown high-rise development, each of Tennessee's major league professional sports franchises, and acquisitions of thousands of acres for public land conservation; successfully defended many of the state's largest businesses against costly regulatory and legislative initiatives; and represented the Tennessee Supreme Court and members of the state's judiciary against legislative efforts to force expensive, direct elections of appellate judges.

Mr. Lee also serves as the Managing Principal for Civic Point, where he acts as a lobbyist, political strategist, and fundraiser for candidates of both parties. During his time with Civic Point, he has counseled a multi-state consortium in the development and procurement of a single unemployment benefits system to serve more than 20 million citizens across three states; protected the nation's premium finance industry against predatory legislation; represented clients in billions of dollars of Tennessee procurement matters; created economic incentive packages to attract jobs to economically struggling communities; and authored and successfully lobbied passage of the nation's first state law protecting ticket-buyers and sellers against unlawful "bot" software.

In addition to his professional legal and political career, he is also an Adjunct Professor at Vanderbilt University, where he teaches courses on lobbying, legislation, and public advocacy. Mr. Lee also served as Chair for two Tennessee Bar Association committees (Government Affairs Committee from 2009 – 2011 and President's Commission on the Future of Law-Related Education in Tennessee from 1999 – 2001). He also served on the U.S. Magistrate Selection Committees for the U.S. District Court (Middle District of Tennessee) in 1999 and 2005. Mr. Lee was also senior advisor for policy and communications to the 2006 U.S. Senate campaign of Rep. Harold Ford Jr., and senior advisor to Nashville Mayor Karl Dean's 2007 campaign, who rose from 2% in early polls to victory in eight months.

Mr. Lee possesses three decades of experience as a lobbyist, attorney, litigator, winning campaign strategist, university educator, and Emmy-award-winning journalist. This diverse portfolio of experience will aid in his duties as ReThink's Secretary and ensure that the board maintains strong relationships with political leaders for both the state and local community.

Rebecca Dinda currently serves as ReThink's Treasurer. Ms. Dinda holds a Bachelor of Science from the University of Miami and a Master of Science in Counselor Education from Florida International University. She also has a 6th Year Certificate in Educational Leadership from Central Connecticut State University. Ms. Dinda has been a public educator in Connecticut and Florida for the last 21 years. Throughout her illustrious career as a leader in education, she advocated for high expectations for educators to ensure equality in our education systems. She began her career in education as a substitute teacher and intern in the Miami Dade Public Schools system. She then returned to her home state of Connecticut as a Guidance Teacher and a School Counselor & Teacher.

After eight years of teaching in Connecticut, Ms. Dinda returned to Miami as an Assistant Principal at Downtown Miami Charter School. Two years later, she became a Director of Education supporting all schools in a charter school network to develop effective practices and ensure improved quality. After missing the direct contact with scholars and parent(s)/guardian(s), Ms. Dinda returned to Downtown Miami Charter School as the Principal. Under Ms. Dinda's leadership, Downtown Miami Charter School was designated as a high-performing charter school in the state of Florida despite serving an extremely high-risk student population, a designation the school maintained each year Ms. Dinda served as Principal. Ms. Dinda currently serves as an Advanced Ed team member for the Kindergarten – Grade 12 school-based accreditation process and was a past Commission Member of the Charter School Appeal Commission (CSAS).

Throughout her career, Ms. Dinda has managed all aspects of school operations, ranging from curriculum and education model implementation and development to financial management and budget projection oversight. She has an extremely successful track record as a school leader working in a high-

needs community and overcoming the challenge of educating at-risk students. Ms. Dinda's extensive experience in educational leadership and rare talent for achieving equality in education is an invaluable asset to both ReThink and NCPHS.

Dr. Sharon D. Smith currently serves as a Director for the ReThink board. She has extensive experience in federal, state, and private grant programs and fiscal compliance, as well as policy development. She is currently employed as the Chief of Federal Programs for the Tennessee Department of Education in Nashville, TN. Dr. Smith has provided effective leadership and training in the facilitation of grant proposal review/submission, award negotiation/acceptance, budget development and management, and ensuring adherence to institutional policies, federal and state regulations, and sponsor guidelines. Additionally, her broad knowledge and experience in grants/contracts administration includes work in the area of pre-award administration, post-award administration, financial management, proposal/grants development training, and compliance.

Dr. Smith is a member of the Tennessee Government Leadership Council (TGL) Toastmasters Club, an Advisory Committee Member of Tennessee Association of Federal Programs Administrators (TAFPA), a Grant Reviewer for the Unfunded List. Ms. Smith also volunteers with the Board Leaders of Color Collaborative (BLOCC) and at the Women in STEM (WISTEM) Center.

Dr. Smith earned an Ed.D. in Educational Leadership and Policy Analysis from East Tennessee State University in 2019 and also holds an M.S.C.E. in Counselor Education from the University of West Alabama Livingston. She earned her B.S. in Business Administration from the University of Alabama, Tuscaloosa in 1992.

In addition to their official roles on the board, each member will also fill more informal, ancillary roles based on their areas of expertise and experience. In addition to acting as the board chair and overseeing the development and implementation of all board policies, Dr. Boone will act as the main point of oversight for NCPHS's day-to-day operations. Dr. Boone also has over a decade of financial experience in managing TNU's expansive school budget. As such, Dr. Boone will be key in overseeing NCPHS's financial management and budgeting processes. Dr. Boone currently resides in Nashville, and his extensive experience as President of TNU makes him a well-equipped to oversee all facets of day-to-day school operations.

Mr. Lee, given his extensive experience in forging relationships and his current residence in Nashville, will be uniquely positioned to forge NCPHS's community partnerships. His relationships with individuals in both state and local political circles will allow Mr. Lee to develop NCPHS's presence locally and statewide, ensuring that the best partnership opportunities are available to the school. In addition, as Member in Charge for Frost Brown Todd, Nashville, he assumes day-to-day financial management responsibilities, and that experience will allow him to assist in overseeing NCPHS's financial management and budgeting processes.

Ms. Dinda, as a former principal of a school that saw monumental success in educating a predominately underserved student population, will oversee the support provided by NEI to NCPHS's leadership regarding the development of classroom-level initiatives for closing the achievement gap. Her experience leading teachers at the school-level and working collaboratively to determine which instructional strategies would work best in their classroom will be instrumental in helping support school leadership's efforts to ensure each teacher at NCPHS is maximizing their resources to close the achievement gap in their classroom. In addition, Ms. Dinda has vast school-level experience managing the start-up, facilities, and human resources aspects of school operations. As such, Ms. Dinda will facilitate governing board oversight of NEI regarding these areas of NCPHS's operations.

Dr. Smith, given her experience in post- and pre-award grants management, financial management, and overall program compliance, will oversee NCPHS's grants efforts as well as the school's budgeting and financial oversight processes. In addition, Ms. Smith will broadly oversee both NCPHS and the governing board's compliance with local, state, and federal guidelines and regulations.

Collectively, ReThink will take on a role akin to a traditional public school board, assuming responsibility for developing and outlining the mission, vision, and values of NCPHS; developing the appropriate policies to ensure those fundamentals are maintained; and effectively and properly managing public funds. As the charter holder, ReThink will have ultimate authority over, and responsibility for, school operations and shall conduct itself in accordance with all applicable laws and regulations.

Although ReThink Forward is a strong board with members who have expertise in many fields, we recognize the importance of charter school governance and will put systems in place to ensure the charter school meets rigorous academic, financial, and organizational priorities. This will include a board training and governance process that aligns with Tennessee charter law and is approved by the Tennessee Charter School Center. We will ensure that this annual training borrows from national best practices and includes on-the-ground training so that the governing board can fulfill its duties. This training will also ensure that the board possesses sufficient expertise in areas necessary for the success of the school, including academics, facilities, special needs, financial management, legal compliance, community relations, and other related work.

ReThink has entered into a good faith agreement with NEI to assume responsibility and authority for providing charter management services to NCPHS as the CMO. An executed management contract outlining responsibilities and performance metrics has been developed between ReThink and NEI, and is included as part of **Attachment K**.

NEI will maintain primary responsibility for reporting to ReThink and conducting follow-up action items. The principal will provide monthly status reports to ReThink and participate in all board meetings. These reports, which will be developed by NEI, will include, but not be limited to monthly and quarterly financial updates, parent/staff survey results, assessment data, marketing and enrollment updates, and compliance updates. During board meetings, the principal will present NCPHS's status report and field any questions.

(d) Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.

The governing board is responsible for all aspects of the academic, operational, and financial health of each school under its authority. The board will monitor and evaluate both the academic and financial health of each school in its monthly meetings through status reports provided by each principal. These reports will include, but are not limited to, monthly and quarterly financial updates, parent/staff survey results, marketing and enrollment updates, and compliance updates.

In order to include all key stakeholders in the life of the school, ReThink will welcome feedback through active, intentional parent and community engagement through the above described ASC. The ASC for each school will be made up of the principal, a teacher representative appointed by the principal, one parent whose child is currently at the school, and two local community members from southeast Davidson county based organizations such as universities, businesses, and community organizations. The goal of each ASC will be to engage key stakeholders on behalf of Rethink, and then advise ReThink of parent and community perspective on various operational and academic issues, coordinate

fundraising, and ensure each school under the Rethink board is strategically and operationally integrated into the local community.

(e) Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of the proposed school and leader.

The experience of the governing board, along with its chosen CMO, Noble Education Initiative, will serve to ensure NCPHS is an academic and operational success. The table below illustrates ReThink’s internal organizational goals, which will provide metrics upon which they can self-critique.

ReThink Goals	Measurable Objective
Properly Manage and Govern each network school	<ul style="list-style-type: none"> • Operational policies • Academic and financial accountability • Reporting each school’s progress annually to their authorizer • Policies consistent with each school’s mission • Ensuring each school’s programs and operations are faithful to the terms of their charter, including compliance with statutory and regulatory requirements
Oversee Operational Policies	<ul style="list-style-type: none"> • Adhere to regularly scheduled board meetings in a manner compliant with Open Meeting Laws • Ensure each school’s operations align with operational policies and procedures
Ensure Financial Accountability	<ul style="list-style-type: none"> • Annually adopt, maintain, and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that each school has contracted with a certified public accountant for the annual financial audit • Review and approve the audit report, including audit findings and recommendations
Accountability for Performance	<ul style="list-style-type: none"> • Implement required reporting policies for NEI. Review the following performance reports from NEI on a periodic basis (monthly, quarterly, or annually as appropriate): <ul style="list-style-type: none"> ○ Financial Reports ○ School Reports (enrollment, withdrawals, staffing, facility issues, and ongoing activities) ○ Satisfaction Surveys ○ Strategic Plan ○ Annual Accountability Report

The governing board will use the state approved TFET administrator evaluation to ensure the school leader is meeting benchmarks and goals as appropriate. Detailed information on TFET can be found in section 2.4 of this application.

Administrator evaluation combines self-reflection, observation, input of school staff, and student data to create a complete picture of the administrator’s performance.

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

Board development and recruitment will be an ongoing process. ReThink recognizes the need for increased membership on its board and will actively search for qualified candidates to consider for board service. Members of ReThink will leverage relationships from their professional careers and charter school involvement in order to search for new board members. Areas of expertise that could enhance board function, such as financial and human resources expertise, have been identified by the board and will be taken into consideration when recruiting new members to ensure that a well-rounded and experienced board is in place to provide the most effective governance for NCPHS.

New governing board members are nominated by existing members through a nominating committee. ReThink may appoint a nomination committee to consist of no fewer than two governing board members. The nomination committee compiles and submits a slate of candidates to ReThink for the directorships and offices to be filled at the upcoming meeting. These submissions are deemed to be nominations for each person named. Persons are offered a position on the governing board contingent upon a favorable vote of ReThink. NEI and established resources will assist ReThink's nominating committee in refining and executing a thorough board member recruitment process that includes a realistic timeframe for recruiting additional members in time for school opening.

(f) Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

The ReThink Forward board members have both the capacity and expertise to guarantee that they can ensure individual schools are given the attention, resources, and assistance needed for their success while also ensuring the network finances and operations remain strong and sustainable. Key stakeholders will be represented by the ASC for each school along with our community partners and parents. Our CMO, NEI, will be a key partner to work alongside the board to ensure all interests are represented and each network school is well represented.

(g) Will the charter be held by the same existing non-profit board or will a new board be formed?

- **If the existing board will also govern the proposed school: o Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).**
- **Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.**

- **If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the proposed school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.**

The charter for NCPHS will be held by the existing non-profit governing board, ReThink Forward. Please see **Attachment F** for all governance documents.

2.15 Personnel/Human Capital – Network-wide Staffing Projections

Section 2.15 Personnel/Human Capital – Network-wide Staffing Projections

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

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	2	2	2	2	2
Number of middle schools	2	2	2	2	2
Number of high schools	1	1	1	1	1
Total schools	5	5	5	5	5
Student enrollment	1,690	2,091	2,417	2,637	2,662

Management Organization Positions	Year 1	Year 2	Year 3	Year 4	Year 5
State Director – TN	1	1	1	1	1
Director of School Support - TN	1	1	1	1	1
Vice President of Academics and Operations	1	1	1	1	1
Senior Accountant	1	1	1	1	1
Business Operations Coordinator	1	1	1	1	1
Total back-office FTEs	5	5	5	5	5

Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	2	2	2	2	2
Assistant Principals	4	4	4	4	4
Additional School Leadership	1	1	1	1	1
Classroom Teachers (Core Subjects)	74	85	95	98	98
Classroom Teachers (Specials)	8	8	8	8	8
Student Support Position	6	8	9	9	9
Specialized School Staff 1 [specify]	6	9	11	11	11
Teacher Aides and Assistants	20	22	23	24	24
School Operations Support Staff	7	7	7	7	7
Total FTEs at elementary schools	128	146	160	164	164
Middle School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	2	2	2	2	2
Assistant Principals	4	4	4	4	4
Additional School Leadership	1	1	1	1	1
Classroom Teachers (Core Subjects)	74	85	95	98	98
Classroom Teachers (Specials)	8	8	8	8	8
Student Support Position	6	8	9	9	9
Specialized School Staff 1 [specify]	6	9	11	11	11
Teacher Aides and Assistants	20	22	23	24	24
School Operations Support Staff	7	7	7	7	7
Total FTEs at middle schools	128	146	160	164	164

NOTE: Rethink Forward’s school model for their first two schools contain grades K-8, therefore the staffing for elementary and middle is the same, as they are combined grades.

High School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	1	1	1	1	1
Assistant Principals			1	1	1
Additional School Leadership		1	1	1	1
Classroom Teachers (Core Subjects)	7	12	21	28	28
Classroom Teachers (Specials)	1	1	2	3	3
Specialized School Staff 1 [specify]			2	2	2
School Operations Support Staff	2	3	3	3	3
Total FTEs at high schools	11	18	31	39	39
Total Network FTEs					

Section 3 Financial Plan and Capacity

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:
 - Student enrollment;
 - All anticipated funding sources¹, including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
 - Other government resources
 - Private fundraising
 - eRate
 - Student fees
 - Compensation, including:
 - Salary table and number of staff by position
 - Yearly pay increases
 - Pension contribution and other benefits
 - Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies
 - School equipment and furniture
 - Technology for student and teacher use
 - Professional development
 - Student assessments
 - Student information system
 - Special education services
 - Student 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

See Attachment N for our budget worksheet.

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

3.2 Budget Narrative (Attachment O)

Section 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. 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.
- (b) an explanation of student enrollment and TISA projections.
- (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.
- (d) an explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (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.
- (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.
- (g) the different roles and responsibilities of the proposed school's administration and governing board for school finances.
- (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.
- (i) the level of financial expertise of the proposed school's internal and external team members.
- (j) the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.
- (k) the Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- (c) how one or more high-needs students with disabilities might affect the budget and your plan to meet

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

3.3 Network Financial Plan (Attachment P)

Section 3.3 Network Financial Plan (Attachment P)

In this section:

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

(a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy.

ReThink Forward has one other school operating in our network – Nashville Collegiate Prep. The school is in its second year of operation and met all conditions for financial stability in its first year performance framework. The school is meeting its enrollment targets for the 2022-23 school year and beginning to actively recruit for 2023-24. The school is not on probation or in bankruptcy.

(b) Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing need.

The only fundraising we focus on is school-level fundraising for enhancing extracurricular programs, which is in the school budget. ReThink Forward believes our schools must be financially viable and stable within the public funding provided to our schools. Thus, we do not have any network level fundraising goals or additional staffing needs.

(c) Provide, as Attachment P, a detailed budget for the network. You may reference the school-level budgets provided in sections 3.1 and 3.2 as appropriate. Applicants must submit financial forms detailing:

- A back-office budget;
- Financial implications of facilities plans;
- All major assumptions including but not limited to:
 - Student enrollment

- **All anticipated funding sources (at the network level) including:**
 - **Local, state, and federal per-pupil funding; eligibility levels; and annual increases**
 - **Other government resources;**
 - **Private fundraising;**
 - **eRate;**
 - **Student fees**
- **Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;**
- **Management fees and any other management compensation to the CMO or network (if applicable); and**
- **Capital, contingency, and insurance reserve funds.**

Rethink Forward does not have a network budget nor does it extract any revenues from the schools it operates. The school level budgets reflect the budgets for ReThink. We rely on partnerships with established providers with expertise to deliver the services we need to support our schools. This includes back-office services and facility development and financing as needed.

ReThink Forward does not have any employees at the network level nor do any members receive compensation. All employees are school-based staff and reflected in their respective school budgets.

As we add additional schools, we are being thoughtful in mitigating risk to the foundation and its schools by not co-mingling assets or cross collateralizing financial obligations of schools. Our objective is for each school to stand on its own financially.

Section 4: Portfolio Review/Performance Record

Section 4.1 Past Performance

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

- (a) Describe the educational program at your existing school(s) and whether or not it is a success.
- (b) Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as Attachment Q.
- (c) Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.
- (d) If applicable, provide the graduation rates for each school in the network.
- (e) Select one or more of the consistently high-performing schools that the network operates, and discuss the school's performance.
 - Be specific about the results on which you base your judgment that the school is high-performing.
 - Discuss the primary causes to which you attribute the school's distinctive performance.
 - Discuss any notable challenges that the school has overcome in achieving its results.
 - Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
- (f) Select one or more of the network's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.
 - Describe the primary causes to which you attribute the school's problems.
 - Explain the specific strategies that you are employing to improve performance.
 - How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?
- (g) For all schools operating under another authorizer: provide, as Attachment R, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).
- (h) For all schools operating in the state of Tennessee: provide the following in Attachment S: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
- (i) List any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.
- (j) List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.
- (k) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.
- (l) Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in Attachment T, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

4.1 Past Performance

(a) Describe the educational program at your existing school(s) and whether or not it is a success.

Rethink Forward currently has one school, Nashville Collegiate Prep (NCP) that operates in southeast Nashville with grades K-6, (grade 6 was added for the 2022-23 school year). NCP was approved by the Tennessee Charter Commission and the Commission serves as its authorizer. It will grow to include grades K-8 in the next few years. In its first year of operation, NCP successfully implemented the Continuous Model described in this application.

TVAAS Growth: NCP posed a TVAAS growth score of 3 for the 2021-22 school year. The growth score represents the progress students are making within a school compared to the average progress of all students across the state. A higher growth score means there is stronger evidence that students made more progress than expected compared to others in the state.

TCAP Reading and Math Achievement: In terms of academic achievement in reading and math, NCP's % proficiency matched or exceeded Davidson County's in five or six instances.

NASHVILLE COLLEGIATE PREP			
Grade Level Test	Subject	School % Proficiency	Davidson County % Proficiency
03	Math	26% ★	24%
04	Math	28% ★	26%
05	Math	30% ★	21%
Grade Level Test	Subject	School % Proficiency	Davidson County % Proficiency
03	ELA	27% ★	27%
04	ELA	33% ★	30%
05	ELA	13%	26%

(b) Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as Attachment Q.

Attachment H outlines the school achievement data for NCP, which is the network's only operational school. Attachment Q is not applicable since there are not multiple schools in the network as of the 2021-22 school year.

(c) Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.

As a large percentage of students entered NCP more than two to three grade levels behind, we are particularly excited about the growth and achievement levels described in this section.

(d) If applicable, provide graduation rates for each school in the network.

NCP is a K-8 school, so graduation rates do not apply.

(e) Select one or more of the consistently high performing schools that the network operates, and discuss the school's performance.

- Be specific about the results on which you base your judgment that the school is high performing.

- **Discuss the primary causes to which you attribute the school's performance.**
- **Discuss any notable challenges the school has overcome in achieving its results.**
- **Identify any ways in which the school's success has informed or affected how the other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.**

As discussed previously, NCP performed admirably in its first year of operation, attaining a growth score of 3, representing at least one year's academic growth. Fidelity to our Continuous Improvement Model, along with appropriate resources at each grade level, and a belief that all students can be successful with the right supports, contributed to the school's high achievement. The challenges NCP faced were daunting: a large percentage of students entered the school as much as two-three years below grade level. Also, many of our students are from non-English speaking backgrounds. Additionally, some students had been out of school for months due to the pandemic which closed MNPS schools.

At NCP, the students encountered caring adults who were united in their efforts to ensure students caught up, had the resources needed to succeed, and followed the academic model intentionally and with fidelity.

(f) Select one or more of the network's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.

- **Describe the primary causes to which you attribute the school's problems.**
- **Explain the specific strategies that you are employing to improve performance.**
- **How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?**

NCP is the only currently operating school under the ReThink Forward governing board, so this question does not apply.

(g) For all schools operating under another authorizer: provide, as Attachment R, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third- party evaluator, if applicable).

Nashville Collegiate Prep was approved by the Tennessee Charter Commission to open in 2021 with grades K-5, and currently serves grades K-6. The Commission issued an annual performance report which we have included as **Attachment R**.

ReThink Forward has also been approved by the Tennessee Charter Commission to open Rutherford Collegiate Prep, a K-8 school in Rutherford County, which will open in fall of 2023. Because the school has not yet opened, there are no performance/evaluation/renewal reports to provide.

(h) For all schools operating in the state of Tennessee: provide the following in Attachment S: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.

The 2021-22 audit work has been completed except for one outstanding audit adjustment that is holding up submission of the audit. The Tennessee Public Charter Commission is waiting on MNPS to certify the amount of outstanding receivables due to our school from last fiscal year. Our auditor has recommended we wait until this number is certified before submitting the audit.

The draft audit presented to the Rethink board was a clean audit and we are told the adjustment will not affect the overall findings of the audit. The auditor will submit the final audit to the TN Comptroller's office when it is complete. At the time of production of this revised application, the outstanding receivables matter was recently resolved and the auditor was planning to submit the audit by the end of May 2023. Once the audit is submitted, we can provide the audit on request, or MNPS can access it from the Tennessee Comptroller.

(i) List any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.

This is not applicable, as there are no contracts that have been terminated.

(j) List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.

There have been no charter revocations, non-renewals, conditional renewals, or withdrawals/non-renewals of schools operated by the Rethink Forward network.

(k) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.

There have been no performance deficiencies or compliance violations at NCP, therefore this section is not applicable.

(l) Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in Attachment T, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

There has been no litigation or arbitration proceeding, thus this section is not applicable.

Attachments

Please include attachments labeled according to the following schedule:

Attachment A Annual Academic Calendar

Attachment B Student Handbook/School Forms

Attachment C Student Discipline Policy

Attachment D Enrollment Policy

Attachment E – Letters of Support/MOU/Contracts from Community

Attachment F Governance Documents

F1 Articles of Incorporation

F2 Proof of non-profit and tax exempt status

F3 By-laws

F4 Code of Conflict

F5 Conflict of Interest Policy

F6 Board member resumes or biographies

F7 Board Policies

Attachment G School Organizational Chart –

Attachment H Student Achievement Data (if available)

Attachment I Employee Manual/Personnel Policies

Attachment J Insurance Coverage

Attachment K CMO Agreement (if applicable)

Attachment L Network Annual Report

Attachment M Network Organizational Chart

Attachment N Planning and Budgeting Worksheet

Attachment O Budget Narrative

Attachment P Network Financial Plan

Attachment Q Student Achievement/Growth Results

Attachment R School Reports/Authorizer Evaluations

Attachment S School Financials

Attachment T Litigation Documents (if applicable) – NEI

ATTACHMENTS

- Attachment A Annual Academic Calendar**
- Attachment B Student Handbook/School Forms**
- Attachment C Student Discipline Policy**
- Attachment D Enrollment Policy**
- Attachment E Letters of Support/MOU/Contracts from Community**
- Attachment F Governance Documents**
 - F1 Articles of Incorporation**
 - F2 Proof of non-profit and tax exempt status**
 - F3 By-laws**
 - F4 Code of Conflict**
 - F5 Conflict of Interest Policy**
 - F6 Board member resumes or biographies**
 - F7 Board Policies**
- Attachment G School Organizational Chart –**
- Attachment H Student Achievement Data (if available)**
- Attachment I Employee Manual/Personnel Policies**
- Attachment J Insurance Coverage**
- Attachment K CMO Agreement (if applicable)**
- Attachment L Network Annual Report**
- Attachment M Network Organizational Chart**
- Attachment N Planning and Budgeting Worksheet**
- Attachment O Budget Narrative**
- Attachment P Network Financial Plan**
- Attachment Q Student Achievement/Growth Results**
- Attachment R School Reports/Authorizer Evaluations**
- Attachment S School Financials**
- Attachment T Litigation Documents (if applicable) – NEI**
- Attachment U NCPHS Facility Rendering Combined**

Attachment A - Sample NCPHS Calendar

Attachment A - Annual School Academic Calendar

Section 1.8

JULY, 2024						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST, 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER, 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER, 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER, 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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

Date	Event
7/15 – 8/2	Teachers report for Teacher Academy (In-Service Training)
8/5	New Student Orientation
8/6	First full day for all students
8/30	Teacher Training Day
9/2	Labor Day Holiday
9/8	Progress Reports Issued
10/1	First quarter ends
10/4	Teachers Planning/Records day (students do not report)
10/12	Second Quarter begins
10/20	Report cards issued
10/18	Parent conference day; students do not report
11/5	Teachers Planning Day
11/11	Veterans Day Observance
11/17	Progress Reports Issued
11/25-11/29	Thanksgiving Holidays
12/16-12/20	Half day for all students exams; end of 1st semester
12/23-1/3	Winter Holidays
1/5	Teachers Planning/Records day (students do not report)
1/5	Third quarter begins
1/12	Report cards issued
1/20	MLK Holiday
2/9	Progress Reports Issued
2/10	Faculty planning/In-Service day (Students do not report)
2/17	Progress Reports Issued
3/12	Third quarter ends
3/14	Half day - all students/ Teacher planning half day in the afternoon
3/17-3/21	Spring Break
3/22	Fourth quarter begins
3/24	Report cards issued
3/28	Teacher Planning/Records day
	Parent Conferences (Students do not report)
4/18	Spring Holiday
4/20	Progress Reports Issued
5/22	Last day for exams; half day for all students; end of school year
5/23	Teacher's Last Day
5/26	Memorial Day Holiday
	Potential snow make-up days: June 1, 2, 3, 4
	5 Stockpiled Inclement Weather days-built in.
	Color Code
	Teacher in-service Training days; students do not report
	Stockpiled PD Day; students do not report
	Students in school
	Students out of school
	Students out of school; administrative offices closed
	Half day for all students

JANUARY, 2025						
S	M	T	W	T	F	S
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, 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH, 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL, 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY, 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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



NASHVILLE
COLLEGIATE PREP

HIGH SCHOOL

2024-2025

Family & Student Handbook



NASHVILLE
COLLEGIATE PREP
HIGH SCHOOL

2023-2024

Family & Student Handbook

This handbook belongs to:

Name _____

Address _____

City/Town _____ Zip Code _____

Phone _____

Student No. _____



Letter from the Principal's Desk

Nashville Collegiate Prep High School Students and Families:

Welcome to the 2023-2024 school year at Nashville Collegiate Prep High School

Parents/Guardians:

The faculty, staff, and executive leadership team are thrilled to serve your children. Customer service is our priority, and we are here to serve our community. Nashville Collegiate Prep's mission is to provide a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Students will leave NCPHS with the skills and mindset necessary to not only face reality but create improvements for the next generation., along with the skills necessary to succeed in college, trade school, or the workplace.

Nashville Collegiate Prep High School has passionate teachers, a dedicated administrative team, and community support. Students, teachers, and parents need to feel naturally connected to our school. Consistently communicating and interacting with the NCP community is our priority. We will actively work to develop a climate and culture of transparency and accountability.

We are looking forward to a successful school year!

Nashville Collegiate Prep High School Principal



NASHVILLE
COLLEGIATE PREP
HIGH SCHOOL

	3
<i>Letter from the Principal's Desk</i>	3
<i>2023-24 School Calendar</i>	9
ATTENDANCE	10
ATTENDANCE POLICY & TRUANCY	10
ARRIVAL & DISMISSAL SCHEDULE	12
EARLY-DISSMISSAL PROCEDURES	12
TARDY PROCEDURES & CONSEQUENCES	12
TRANSPORTATION, BUS SCHEDULE & CAR-RIDERS	12
<i>Before and After Care</i>	13
SCHOOL-WIDE POLICIES & GUIDELINES	13
CELLPHONE, SMARTPHONE AND MOBILE DEVICES POLICY	15
SCHOOL-ASSIGNED PERSONAL COMPUTERS	17
COMMUNICATION: FAMILIES, STUDENTS & TEACHERS	17
<i>PowerSchool</i>	18
POWERSCHOOL PARENT ACCESS	18
CONFERENCES	18
SCHOOL DANCES	19
DINING AREA REGULATIONS	19
SCHOOL-BASED, LOCAL, STATE & FEDERAL POLICIES & PROTOCOLS	20

ENROLLMENT REQUIREMENTS	20
IMMUNIZATION REQUIREMENTS	20
CHILDREN WHO ARE NEW ENROLLEES IN A TN. SCHOOL (<i>GRADE 7 EXCLUDED</i>)	20
CHILDREN WITH MEDICAL OR RELIGIOUS EXEMPTION TO REQUIREMENTS:	21
PROTOCOL FOR FAILURE TO MEET IMMUNIZATION REQUIREMENTS	21
MANDATORY ABUSE REPORTING	22
HARASSMENT POLICY	22
ANTI- DISCRIMINATION POLICY	23
DISRUPTIVE PARENTS/GUARDIANS/OTHER VISITORS	23
TECHNOLOGY AND ACCEPTABLE USE POLICY	24
PARENT INVOLVEMENT	25
SCHOOL-BASED SOCIAL WORK SERVICES	26
NON-DISCRIMINATION STATEMENT	26
CIVIL RIGHTS COMPLIANCE	27
SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990	27
<i>STUDENTS & MEDICAL NEEDS</i>	<i>27</i>
SELF-ADMINISTRATION OF MEDICATION:	27
STUDENTS NOT REQUIRING ASSISTANCE FOR SELF- ADMINISTRATION:	28
STUDENTS REQUIRING ASSISTANCE FOR SELF- ADMINISTRATION:	28
ADMINISTRATION OF GLUCAGON AND EPINEPHRINE	29
ASTHMA TREATMENT	29
MEDICATION STORAGE	30

NON-PRESCRIPTION DRUGS	30
ALLERGIES: LIFE-THREATENING OR EMERGENCY	31
ALLERGY ACTION PLAN RESPONSIBILITIES	32
SCHOOL NURSE	32
PRINCIPAL	32
ENSURE NASHVILLE COLLEGIATE PREP HIGH SCHOOL HAS AN EMERGENCY RESPONSE PLAN THAT INCLUDES SPECIFIC PROCEDURES FOR LIFE THREATENING ALLERGIES	32
STUDENT RESPONSIBILITIES	33
PARENT/GUARDIAN RESPONSIBILITIES	33
<i>DRESS CODE:</i>	33
<i>SCHOOL UNIFORM REQUIREMENTS</i>	33
CONSEQUENCES FOR DRESS-CODE / UNIFORM NON-COMPLIANCE	38
<i>NASHVILLE COLLEGIATE PREP HIGH SCHOOL COLLEGE READINESS & ACADEMIC GRADING POLICIES</i>	39
ACADEMIC GRADES	39
HIGH SCHOOL GRADING SCALE	41
NOTICE OF ACADEMIC CONCERN	41
PROMOTION/ACADEMIC PROBATION	41
MISSING ASSIGNMENT POLICY	41
OPPORTUNITIES FOR INDIVIDUAL & SMALL GROUP TUTORING	42
<i>STUDENT ATHLETES & EXTRA-CURRICULAR ACTIVITES</i>	44
MISSION STATEMENT	44
GOALS AND PURPOSE OF ATHLETICS AT NASHVILLE COLLEGIATE PREP HIGH SCHOOL	44
SPORTS AT NASHVILLE COLLEGIATE PREP HIGH SCHOOL:	48

EXTRA-CURRICULAR ACTIVITIES	48
FIELD TRIPS	48
VOLUNTEER CHAPERONES	49
<i>NASHVILLE COLLEGIATE PREP HIGH SCHOOL: CORE VALUES</i>	50
CODE OF CONDUCT	50
DISCIPLINE POLICIES & PROCEDURES	50
AFTER-SCHOOL DETENTION PROCEDURE	51
SERIOUS INFRACTIONS OF CONDUCT AND BEHAVIOR:	53
ZERO-TOLERANCE OFFENSES	53
SUSPENSIONS & EXPULSION CONSEQUENCES: SERIOUS AND/OR PERSISTENT MISBEHAVIORS:	53
BULLYING & HARASSMENT	78
DUE PROCESS PROCEDURES: NASHVILLE COLLEGIATE PREP HIGH SCHOOL	78
GRIEVANCE GUIDELINES	79
DUE PROCESS GUIDELINES: STUDENTS WITH DISABILITIES	81
<i>FAMILY, STUDENT, AND SCHOOL-BASED CONTRACTS, FORMS AND RESPONSIBILITIES</i>	83
FAMILY COMPACT & PARTERSHIP WITH NASHVILLE COLLEGIATE PREP HIGH SCHOOL	83
ACKNOWLEDGEMENT OF NASHVILLE COLLEGIATE PREP HIGH SCHOOL STUDENT LEARNING GOALS	84
STUDENT & FAMILY AGREEMENT	84
RIGHTS AND RESPONSIBILITIES	85
STUDENT RIGHTS AND RESPONSIBILITIES	85
FAMILY RIGHTS AND RESPONSIBILITIES	87

NASHVILLE COLLEGIATE PREP HIGH SCHOOL: EMPLOYEE RESPONSIBILITIES	88
THE DIRECTOR'S TEAM	89
HIGH SCHOOL STUDENTS & VEHICLE REQUIREMENTS	90
HIGH SCHOOL DRIVERS: VEHICLE CONTRACT	90
STUDENT HEALTH: PARENT/GUARDIAN	91
ASTHMA TREATMENT AUTHORIZATION LETTER	91
FAMILY PERMISSIONS: AUTHORIZATION AGREEMENTS	94
PHOTOGRAPH & VIDEO AUTHORIZATION & PERMISSION	94
COMPUTER & TECHNOLOGY POLICY	96
OPT-OUT AGREEMENT	98
PROPERTY SEARCH & SEIZURE POLICY	99
TENNESSEE MIGRANT PROGRAM SURVEY	100
NASHVILLE COLLEGIATE PREP HIGH SCHOOL:	102
FAMILY & STUDENT HANDBOOK ACKNOWLEDGMENT	102

2023-24 School Calendar



Nashville Collegiate Prep

2023 - 2024 School Calendar

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

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

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

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

- Teacher professional learning days (Students do not report)
- School holidays/vacation days (Students do not report)
- Parent-teacher conferences (Students do not report)
- Half day for students
- School in session and students present
- Stockpiled professional development days (Students do not report)
- First Day of School (Full Day)
- Last Day of School

Potential snow make-up days: Feb 19, March 8 & 29, May 24 & 28-31

* 8 Stockpiled Inlement Weather days
* 7 Stockpiled PD Days

ATTENDANCE

ATTENDANCE POLICY & TRUANCY

Tennessee law requires children ages six through 17 to attend school. Attending school daily helps students succeed academically. Missing school leads to difficulties for a student academically, socially and emotionally. Your child is expected to attend each class period, every school day. Regular attendance at school is one of the most important aspects of a student's life. It is imperative that all students be in attendance in order to get the most from teacher instruction and class work. It is very important that an accurate record of attendance be kept for each student. If the student is absent for a total of five days during the school year without excuse, they will be considered truant and subject to referral to juvenile court. It is the parent(s)/guardian(s) responsibility to monitor their child's school attendance.

More than **three days** of consecutive absences are considered excessive, except in cases of extended illness or extremely unusual circumstances. Days of suspension for disciplinary reasons will not be counted toward the three-day total.

When your child must be absent parent(s)/guardian(s) are required to call the main office prior to the start of the school day; the purpose of the phone call is to provide an explanation for the absence. The absence will be labeled **excused**, excluding the three-day limit, when documentation is provided to the school for any of the following reasons:

- Personal illness requiring a physician's statement
- Death in the immediate family
- Court appearance required by legal authorities
- Religious holidays (request verification)
- Absences due to approved school-related field trips, rehearsals, competitions, etc.
- Medical and dental appointments (make every effort to schedule after school)
- Other emergency or unusual circumstances as approved by a building administrator.

NOTE: Parent(s)/guardian(s) should make every effort to schedule doctor and dental appointments outside the school day. If a student must be absent for such a reason, please request a letter from the medical or dental office as verification to be provided to the school.

Written excuses for an absence due to a death of a member of the immediate family or relative living at home, religious holiday, or family emergency should be provided to the school by parent(s)/guardian(s). Students with excessive attendance problems may be referred to the Tennessee Child Protective Services depending on the circumstances. However, a letter will be sent to the parents prior to taking any such action.

Criteria	School Team Action	Parent & Student Action
5-Excused Absences	Parental Contact (Truancy Education) Provide family resources, if needed	Student / Parental explanation of absences
9-Excused Absences	Parent Meeting Requested Required doctor's statement for future absences. (Parent drafted notes will no longer be accepted)	Parent will provide doctor's statement for additional absences
3-Unexcused Absences	Parent Meeting Requested (Initial Truancy Letter) Parent will be informed of the lateral truancy process If necessary, provide family resources	Parent will attend the requested meeting Parent will sign acknowledgement of receipt of the Initial Truancy Letter
5-Unexcused Absences	Parental Contact (Truancy Letter) Attendance Intervention Plan with the student/parent	Parent will sign acknowledgement of receipt of the Truancy Letter Tennessee Child Protective Services could be contacted Student & Parent will sign the Attendance Intervention Plan
7-Unexcused Absences	Parental Contact (Notice of Truancy Referral)	Parent will attend an Attendance Review Board Meeting Tennessee Child Protective Services could be contacted

If a student is truant from school, he/she will not be allowed to attend any extra-curricular or athletic activities that day.

ARRIVAL & DISMISSAL SCHEDULE

Classes begin at 8 a.m. and students are dismissed at 3:30 p.m. Monday through Friday throughout the school year.

Any students arriving after 8 a.m. must be escorted into the building by an adult to sign-in the student.

EARLY-DISMISSAL PROCEDURES

No early dismissals will be permitted after 3:00 pm.

- Any student leaving school prior to dismissal will have an early dismissal logged to his/her record.
- Excused early dismissals are given for doctors' appointments with notes from the doctor. To receive an excused early dismissal, a doctor's note must be brought to school the next day.
- If you need to take your child out of school before the end of the school day, come to the school office and sign him/her out. A school employee will send for your child. Students will not be dismissed from the classroom to a parent.
- Parents need to sign their child out on the sign-out log.

TARDY PROCEDURES & CONSEQUENCES

A tardy is defined as not being in your designated area after the bell has rung to start class.

Consequences or Disciplinary Actions for Tardiness in ONE grading period.

- 1st – 4th Tardy: Teacher implements classroom tardy policy.
- 5th Tardy: Administrative assigned after-school detention and parental contact.
- 6th Tardy: Administrative assigned Saturday school and parental contact.
- 7th Tardy: More extensive formal disciplinary action as deemed necessary by the administrative staff, including but not limited to suspension.

TRANSPORTATION, BUS SCHEDULE & CAR-RIDERS

At least one week prior to the beginning of the school year, every family will receive notification of the approximate time they should be ready for bus pick up, including scheduling in the event of a delayed openings (2-hour delays, etc.).

The Code of Conduct applies to students while they are on the bus. Students are to follow the directives of the bus driver and/or bus monitor. Students not meeting expectations may be suspended from riding the bus, for a minimum of two (2) days.

CAR-RIDER DROP OFF

Car riders should arrive no earlier than 7:15 a.m. and must arrive by 7:45 a.m.

Before and After Care

The Before and After Care program is a service we provide for parents for an additional fee. The After Care program begins immediately after school and ends promptly at 6:00 pm. Students are provided a snack and a drink. The After Care Program will allow time for students to work on their home learning and read a book. Students will also have time for recess, games, and a variety of structured activities. Please see our website for payment procedures and policies.

Students may not be picked up from After Care until regular car line dismissal is complete.

Before care is a service that the school provides for all parents for an additional monthly fee. Please see our website for program policies & monthly payments due date. Students who will be attending the Before School Care program are expected to report directly to the designated area upon arrival. Students in Before School Care will have time to review the previous day's assignment. Breakfast will be available for an additional fee.

- *Students attending Before Care will not be permitted to be in the building before 6:30 a.m.*
- *Before Care begins for all students at 6:30 a.m.*
- *Before Care ends for all students at 7:55 a.m.*
- *Students attending Before/After Care may be dismissed from the program for nonpayment or behavioral issues.*
- *Monthly Payments should be done through www.myschoolbucks.com*

SCHOOL-WIDE POLICIES & GUIDELINES

BACKGROUND CHECK FOR SCHOOL VISITORS

In an effort to keep our students and staff members safe, all visitors to our building must submit their state issued identification. The identification will run through our Raptor system and, if cleared, will create a name badge that must be worn in the building.

BOOK BAGS/FOLDERS/PERSONAL ITEMS

Book bags, backpacks, or string bags must be made of mesh or clear material. Contents must be visible when the bag is closed. Book bags, backpacks, string bags, folders or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs or any other item that would be deemed inappropriate, offensive or reflect negatively on the school.

CARE OF SCHOOL PROPERTY

Students are expected to respect the school buildings and property. Containers are provided throughout the buildings and grounds for proper disposal of waste. Any student who damages/vandalizes school property will be required to make full restitution for damages.

HALLS/CORRIDORS

Students should be in the hallways only at the beginning and close of the school and while moving from one class to another, unless a teacher, administrator or staff person has issued a hall pass. Before going to any classroom, visitors will receive a visitor's pass upon entering the building. Please be aware that teachers are not available for unscheduled conferences during the day because they are instructing children.

LOCKERS

If students are assigned a locker, **the sharing of assigned lockers or the use of personal locks is prohibited.** Students should not share their combination with anyone. The school is not responsible for theft of personal property. Students enrolled in Physical Education may be assigned a locker during the class period but must provide their own lock or purchase one from the Athletic Department. The lock must be removed immediately after the class period ends. Rules regarding lockers, as stated above, will apply to Physical Education lockers. Lockers will be assigned to students that pay for a lock (student fee).

GANG SYMBOLISM

Student behavior, dress, signing or symbolism (beads, bandanas, etc.) intended to represent gang affiliation will not be tolerated on school grounds or at school-sponsored events. Violation of this policy will result in suspension or possible expulsion. The school works in conjunction with the local Police Department and the County Sheriff's Department to determine what constitutes gang related activities.

COMPUTERS AND TECHNOLOGY

Accessing technology at Nashville College Prep High School (NCPHS) is a privilege. Students not following the **Code of Conduct** and the specific policies outlined below are eligible to lose such privileges at the discretion of the NCP Leadership Team.

All technology related equipment is the property of NCPHS. No staff, student, or person should expect private of any information saved on or transmitted through any part of the network of the school.

CELLPHONE, SMARTPHONE AND MOBILE DEVICES POLICY

Students are not permitted to use any type of cellphone or tablet during classroom instruction unless given specific instruction by a teacher to do so. Students are expected to have phones put away (either in lockers or in their pocket) and turned on silent. Students may only access their cellphones if given explicit permission from faculty or staff for emergency purpose only. Any emergencies that need to be communicated to a student must go through the main office.

High school students may use cellphones ONLY during breakfast and lunch time. When exiting the cafeteria, students must put cellphones AWAY.

If a student fails to meet the expectations, the following guidelines will apply:

1st Offense: Warning, phone call home to notify parent. Teacher will document behavior and communicate with Dean of Students.

2nd Offense: Teacher will bring the student's cellphone/tablet to the main office until a parent/guardian can retrieve it, at which time an Electronic Device Acknowledgment form must be signed.

3rd Offense: Teacher will turn cellphone into main office, the Dean of Students will issue the student a *Restorative Circles* conference and create an action plan. Lunch detention (3 consecutive days)

4th Offense: Teacher will turn cellphone into main office, the Dean of Students will issue student after-school detention (3 consecutive days), and the device will remain in main office until parent pick up.

Students may only receive up to 2 after-school detentions for violating school's Electronic Device Policy in one academic quarter. If a student is found to be a chronic violator of the *NASHVILLE COLLEGIATE PREP HIGH SCHOOL* High School Electronic Device Policy, school staff will conduct a conference with the parent/guardian and student. Student may be put on an action plan or other disciplinary action.

ASSUMPTION OF RISK

A student who brings his/her device to school shall do so at his/her own risk. No searches or **investigations will be conducted for lost or stolen devices**. NCPHS is not responsible for replacing lost, stolen, or broken cellphones.

PERSONAL TECHNOLOGY DEFINED

Personal technology includes, but is not limited to, cellular phones, wireless earpieces, headphones, iPods, iPads, other mp3 players, calculators, and portable gaming devices.

PERSONAL TECHNOLOGY DURING CLASSROOM INSTRUCTION

Use of personal technology during instructional periods is prohibited except when used as an aid to instruction at the discretion of the classroom teacher and NCP Leadership Team. If personal technology is used as an aid to classroom instruction, students without access to those devices will not be penalized. Personal technology may not be used for purposes which are found to be disruptive to the school environment. Disruption of the school environment shall be determined by school leadership and faculty.

CONSEQUENCES FOR VIOLATION

Possession of personal technology by a student is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy. A device used outside these parameters will result in confiscation of the technology until such time as it may be at the discretion of the NCP Leadership Team. While the classroom teacher may confiscate personal technology, devices used in violation of this policy, those devices which are confiscated are sent to school leadership. Therefore, personal technology devices may only be retrieved from the main office during designated office hours as prescribed by school leadership.

A student in possession of personal technology in violation of this policy is subject to the following:

1st Offense: The device will immediately be confiscated and returned at the end of the day

2nd Offense: The device will immediately be confiscated, and a parent/guardian will have to pick it up the device from the main office at the end of the day and sign the Cell Phone Policy Form.

3rd Offense: The device will immediately be confiscated and a **mandatory (3) day after-school detention** will be assigned to the student. The **after-school detention days/hours are on Tuesday, Wednesday, and Thursday from 4:00-5:30pm.**

4 or more Offenses: The device will immediately be confiscated and **(2) days of Out of School Suspension (OSS)** will be assigned. A parent/guardian will have to sign the student back in at the main office on the first day returning to school.

SEVERE CLAUSE: Highly inappropriate technology/device activities, include but are not limited to:

- Communication that contains inappropriate content, profanity, intimidation or threats to others
- Cheating and other forms of academic dishonesty
- Taking or showing inappropriate photographs/video
- Communicating with groups or individuals in a manner that causes a disruption of the school environment, and/or
- Refusal to relinquish phone to persons of authority upon request

Violation of the severe clause may result in suspension from school for up to ten (10) days regardless of the number of previous offenses.

SAFEKEEPING OF CONFISCATED CELL PHONES

Personal technology which is confiscated must be taken to school leadership and will be secured in a safe location. The device may not be searched while in possession of the school unless the building administrator has individualized suspicion, consent or waiver by the owner of the device, or extenuating circumstances that pose a grave security threat.

SCHOOL-ASSIGNED PERSONAL COMPUTERS

NCPHS students are provided the opportunity to checkout laptops/tablets that are the property of NCPHS so that they may continue using the technology away from school facilities. These laptop/tablets are to be used only for educational purposes. No student should use an NCPHS laptop/tablet for personal use of any kind. The following procedures will serve as guidelines for use of NCPHS laptops/tablets and their checkout by schools to students. All students and parents will be required to sign this form acknowledging that they have read and agree with the school's laptop/tablet checkout procedures before a laptop/tablet can be taken to another location.

COMMUNICATION: FAMILIES, STUDENTS & TEACHERS

Communication with parent(s)/guardian(s) is an integral part of a student's program. A mutually beneficial rapport between home and the school is important to us all. Please listen to the voice prompts for your call to be directed properly. Teachers are required to return your phone call within two working days. Parent(s)/Guardian(s) are encouraged to send a message through the student information system (SIS) or e-mail teachers directly if they do not have access to the SIS.

PowerSchool

POWERSCHOOL PARENT ACCESS

All parents will have access to our PowerSchool – Parent Access via any internet computer. Usernames and passwords are available through the Front Office. Parents can view current grades, attendance, and tardy records. Our student information system will also give you access to view the school calendar and to see how your student is progressing with the Tennessee State Standards in each class. It is very important that you keep phone numbers, addresses, and contact information updated in Powerschool as well as provided to the office on the Emergency Contact Card(s).

The student information system also allows students and parents to access academic information. Parent(s)/Guardian(s) and students are encouraged to check this system in order to maintain communication and stay abreast of academic progress. A password for students and parent(s)/guardian(s) is needed for this system. Please contact the front office if you have not received a password.

CONFERENCES

Nashville Collegiate Prep High School welcomes family support and participation. Our teachers are here to prepare your child to successfully become college ready with the high potential of earning a college degree. Preparing students for the expectations of college requires collaboration with teachers and families.

Conferences can be set up at the request of the school or the request of the parent/guardian. If the parent/guardian would like to set up a time to speak or meet with the student's teacher, then they can contact the teacher directly via phone or email. The teacher will respond to the parent/guardian within 48-hours. If a parent/guardian wishes to hold a conference with multiple teachers, then this should be set up by contacting the main office to schedule an appropriate and mutually agreed to time for the group conference. Additional methods of communication are available via the student information system or email through the official school website. Any conferences with School Leadership will be coordinated with the main office to determine a specific time and date for the meeting for all parties involved.

All parents and visitors must sign-in at the Main Office.

CONFIDENTIALITY OF STUDENT INFORMATION

Laws involving privacy and confidentiality prohibit us from sharing names, addresses and telephone numbers of our students and families to anyone, including other parents.

SCHOOL DANCES

School sponsored dances are for the enjoyment of our students and guests.

The following is an established list of parameters for all school-approved dances:

- Students must attend at least half of their scheduled classes on the day of the dance in order to participate.
- Students need to carry picture identification and show it upon demand to the monitor/administrator.
- Some dances will be open to enrolled/attending students only while others will allow enrolled/attending students to invite non-students as guests. In the event that the dance is open to outside students, invited guests will have to comply with all school rules and policies that pertain to visitors in the building.
- All dances will have a lock-in/lock-out policy. No students or their guests will be permitted to enter a dance after the lock-in or leave prior to the lockout time.
- The administrator on duty has the right to deny any person entrance to the dance.
- Students whose dancing is inappropriate will be asked to leave the dance and may not participate in future dances.

DINING AREA REGULATIONS

Each student is required to show good manners, courtesy, and consideration of others in the cafeteria. Students are to enter and exit the cafeteria in an orderly fashion. Students are to stand in a single file line while waiting for food. Containers are provided for the disposal of trash, and each student is required to dispose of the trash from the top of his/her table and the area surrounding it before the lunch period is over, or immediately upon the request of supervisory staff. No student is allowed to leave the dining area during the lunch period without a written pass to some other area of the school. All food must be consumed in the designated area by the administration.

A student is not allowed to leave the school grounds during the lunch period. No student/guardian is allowed to order outside food. No student is to bring outside food in during school hours. No food or beverage is to be taken out of the designated dining area at any time.

SCHOOL-BASED, LOCAL, STATE & FEDERAL POLICIES & PROTOCOLS

ENROLLMENT REQUIREMENTS

Students currently enrolled in Metro Nashville Public Schools may provide authorization for NCPHS to request student records from the student's current school.

By law, the student cannot return to school until proof of immunization is provided. ALL students must present proof of the following, which are most commonly included in a student's cumulative record:

- Proof of Immunization (Official Certificate of Immunization by the Tennessee Department of Health, completed by a physician or health care provider)
- Physical Examination
- Verification of Legal Address (using at least two utility bills)
- Proof of Legal Custody by Parent or Legal Guardian
- Official Record of Birth

ALL students will be enrolled using the official name that appears on one of the following documents:

- Original Birth Certificate
- Certificate of Birth by Adoption
- Original Birth Certificate, Visa or Passport (for English Language Learners)

Students transferring from another school district or from out of state must meet ALL enrollment requirements within 30 days of enrollment, without exception.

IMMUNIZATION REQUIREMENTS

CHILDREN WHO ARE NEW ENROLLEES IN A TN. SCHOOL (Grade 7 excluded)

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Hepatitis B (HBV): previously only for Kindergarten, 7th grade entry
- Poliomyelitis (IPV or OPV): final dose on or after the 4th birthday
- Measles, Mumps, Rubella (2 doses of each, usually given together as MMR)
- Varicella (2 doses or history of disease): previously only one dose was required

CHILDREN WITH MEDICAL OR RELIGIOUS EXEMPTION TO REQUIREMENTS:

- **Medical:** Health Care provider must indicate which specific vaccines are medically exempted (because of risk of harm) on the new form. Other vaccines remain required.
- **Religious:** Requires only a signed statement by the parent/guardian that vaccination conflicts with their religious tenets or practices. *If* documentation of a health examination is required, it must be noted by the health care provider on the immunization certificate. In that case, the provider may explain the absence of immunization information by checking that the parent has obtained a religious exemption.

RECOMMENDED IMMUNIZATION REQUIREMENTS

- Annual vaccination against influenza.
- Beginning at age 11, vaccination against meningococcal disease.

PROTOCOL FOR FAILURE TO MEET IMMUNIZATION REQUIREMENTS

- On the 31st day the student will be excluded from receiving public school services.
- An official letter from NCPHS and/or Metro Nashville Public Schools will be sent stating the official date of non-compliance and requesting that the parent / guardian take the student to the Department of Health or a private physician.
- The student will not receive public schools services until the immunization and physical examination requirements are met.

WHAT IF I CAN'T AFFORD THE VACCINES?

Cost should not prevent you from vaccinating your child. Children and teens younger than age 19, who have *TennCare* or do not have health insurance, can receive free vaccines through the federal Vaccines for Children (“VFC”) Program in participating private medical offices and health departments. Ask your child’s healthcare provider if they participate in VFC. If your child has insurance that does not pay for vaccines and you cannot afford them, local health departments can provide the vaccine. Health departments and VFC providers charge a small administration fee to give the free vaccine, which can be adjusted based on your income.

ALTERNATIVE PROOF OF IMMUNITY FOR CERTAIN DISEASES

A positive serology (year of test documented) is acceptable as an alternative to immunization for measles, mumps, rubella, hepatitis A, hepatitis B or Varicella. For Varicella, documentation of provider diagnosed Varicella (year) or provider-verified history of disease given by a parent or guardian (year) also is acceptable. By

documenting a history of disease, the provider is asserting that he or she is convinced that the child has had chickenpox.

COMMUNICABLE DISEASE

If a child currently has or has been exposed to certain communicable diseases, he or she should not attend school for the amount of time that is determined by the Metro Health Department.

MANDATORY ABUSE REPORTING

All employees are required to immediately report suspected child abuse or neglect to school administration (Principal or designee).

- Abuse: Non-accidental physical, sexual, or emotional injury.
- Neglect: Failure to fulfill a child's physical and emotional needs.

HARASSMENT POLICY

Harassment must be immediately reported to Leadership; once reported, procedures leading to disciplinary action will be implemented instantly. Harassment is PROHIBITED in all relationships associated with the school, including but not limited to: Supervisor-student; employee-student; volunteer-student; teacher-teacher; supervisor-teacher; and teacher-volunteer.

Harassment: systematic or continued unwanted and annoying actions of one person or group towards another, including threats and demands that are verbal, non-verbal, or physical. One or more of the following criteria constitute *Harassment*:

1. Action(s) directed at one or more individuals that is received as harmful or embarrassing
2. Substantial interference with educational opportunities, benefits, or programs of one or more individuals
3. Action(s) that substantially affect the ability of an individual to participate in or benefit from the school district's educational programs or activities by placing the individual in reasonable fear of physical harm or by causing emotional distress
4. Targeting individual based on an actual or perceived distinguishing characteristic or an association with another person who has or is perceived to have any distinguishing characteristics
5. Repeated over time and is severe, persistent, and pervasive
6. Causes mental duress or psychological trauma to the bullied.

Hazing, also a form of harassment, is defined as follows:

Intentional or reckless act on or off school property, by one student acting alone or with others, directed against any other student that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety.

“Hazing” does not include physical contact associated with athletic events, training or with competition conducted under coach’s or sponsor’s supervision.

ANTI- DISCRIMINATION POLICY

NCPHS does not tolerate discrimination against individuals or organizations for any reason, including but not limited to: race, color, national origin, gender, disability, sexual orientation, family situation, religion, or political affiliation. Instances of discrimination should be reported immediately, without reservation, to school administration.

DISRUPTIVE PARENTS/GUARDIANS/OTHER VISITORS

Parents, guardians and other visitors whose conduct disrupts the safe and orderly operations of school facilities, in the reasonable judgment of authorized school personnel, may be required to obtain permission to be on school facilities or may be banned (ZT- Zero Tolerance) from the school campus.

When the school is on lock down due to a security or weather-related issue, the first priority is the safety of staff and students. Parents or other visitors to the building must follow school emergency procedures under the direction of school staff until the lock down is lifted. During a security lock down, no one is permitted to enter the building from the outside. In weather-related lock downs, schools may allow those outside to seek shelter indoors until it becomes necessary for staff to take shelter.

DISTRIBUTION OF MATERIALS

Information distributed at the school through pamphlets, flyers, newsletters, etc. must first be approved by the school principal.

FAMILY LIFE AND SEXUAL EDUCATION

The district has established a policy in accordance with state and federal laws which governs the teaching of topics such as abstinence, reproduction, HIV and other sexually transmitted diseases, and contraception. For students to participate in such courses where sexual issues are discussed, parents must sign a permission form indicating they have consented for their child to participate.

FEE WAIVERS

The school may assess Board-approved fees for laboratory and classroom materials. Fees may be waived for students who qualify for free/reduced lunch.

HEALTH AND WELLNESS

The Federal government passed a law that governs health and wellness in public schools. The district has established a policy in accordance with this law that includes physical activity and food services on school property.

HIPAA PRIVACY RULE

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule allows covered health care providers to disclose Protected Health Information (PHI) about students to school nurses, physicians or other health care providers for treatment purposes, without the authorization of the student or student's parent. For example, a student's primary care physician may discuss the student's medication and other health care needs with a school nurse who will administer the student's medication and provide care to the student while the student is at school. In addition, a covered health care provider may disclose proof of a student's immunizations directly to a school nurse or other person designated by the school to receive immunization records if the school is required by state or other law to have such proof prior to admitting the student and a parent, guardian, or other person acting in loco parentis has agreed to the disclosure. See 45 CFR 164.512(b)(1)(vi).

TECHNOLOGY AND ACCEPTABLE USE POLICY

Any parents wishing to restrict their children's access to the Internet and network are required to complete and sign the Technology Opt-Out form, located on the Opt-Out Preferences page in the back of this handbook, and return to NCPHS. Failure to complete and sign the Technology Opt-Out form will serve as an indication that your child has permission to access the Internet and NCPHS network. The full policy will be issued to parents and it will be posted on the school's website at www.nashvillecollegiate.org

The use of technology resources by students, staff members or visitors to MNPS is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the district.

All MNPS technology resources and all information processed by, created on or transmitted through MNPS or NCPHS technology resources are subject to the provisions of applicable Public Records laws. At no time should there be an expectation of privacy by students, staff or contractors while utilizing any NCPHS technology resource, any NCPHS network, stand-alone system or other device. NCPHS reserves the right to examine, at its sole discretion, any information originating on, accessed by or processed through NCPHS -owned computers, networks or other information system

components. This examination may occur with or without the user's prior knowledge and may be conducted in real time or by examining access history and/or related files.

NCPHS may monitor a user's Internet, online services and/ or e-mail activity when there is a legitimate business or technical need to do so. NCPHS users will not engage in unacceptable use of technology resources.

Alleged violations involving student use should be reported to the teacher who was supervising the student at the time of the alleged offense. The teacher or staff person will report the alleged violation to school administration, who will investigate the incident, with appropriate input from the Information Technology department. If after the investigation there is a reasonable certainty that a violation actually occurred, the principal will impose sanctions, which may include limiting or suspending a student's Internet privileges. Serious or repeated violations of Internet, online services and/or e-mail use could result in permanent loss of Internet, online services and/or e-mail privileges, and other disciplinary action consistent with the Family-Student Handbook. If a student's misuse of Internet, online services and/or e-mail is in violation of the law, such misuse shall be reported to the appropriate authorities and could be punished as a criminal offense.

Personal web logging, blogging, tweeting, texting and personal usage of social media sites (such as, but not limited to, *Twitter*, *Snapchat*, *Instagram*, and *Facebook*) is not permitted without the express approval of the instructional staff for the course(s) in which a student is enrolled. Further, students are prohibited from posting, using NCPHS resources to any Internet site outside the official NCPHS network, or through any electronic media, any material that identifies students or provides any information that would be considered confidential according to FERPA or HIPPA.

LENGTH OF SCHOOL DAY

The school day is designed to offer classes and lunch during a set time period. The school requires students to spend a specific amount of time in each class and 30 minutes at lunch.

PARENT INVOLVEMENT

NCPHS recognizes the value and importance of meaningful, two-way parental involvement at the school and district level. Parents are invited as partners in helping all students acquire necessary knowledge and skills without regard to the parent or family's race, religion, creed, gender, socioeconomic status, physical impairment or age.

PARENT NOTIFICATION POLICY

This policy covers notifications that NCPHS is required to provide all parents under state and federal laws. This includes, but is not limited to: whether your child is eligible for special services based on varying factors such as being an English Learner, a

homeless or migrant student, or a special education or gifted student; students' achievement level on state assessments or attending a Title I school; and your right to request teachers' and other paraprofessionals' qualifications.

UNSAFE SCHOOL CHOICE POLICY PROCEDURE

Students who attend a public elementary or secondary school identified by the state as "unsafe," or students who are victims of a violent crime while in or on school grounds, must be given the option of enrolling in a different school within the same school district. Transportation for qualified students who decide to change schools must be provided by the school district for the remainder of that school year.

MILITARY RECRUITERS

NCPHS is required by law to provide military recruiters contact information for high school students approaching eligibility age for military service, UNLESS the parent has requested that the district not share the information. Please confirm your permission to release your child's name and contact information to a military recruiter on the permission form at the front of this handbook. Unless you deny permission, your child's information will be included.

SCHOOL-BASED SOCIAL WORK SERVICES

School social work services exist in every MNPS school. The Social Work Department is committed to helping students reach their highest academic potential. Sometimes there are personal issues that interfere with students' learning. School social workers provide free counseling to students during the school day on-site at their school. All records regarding a student's sessions with the school social worker are kept confidential except as required by law.

If the parent or guardian wishes to exclude his/her child from school social work services, he/she may sign the School Social Work Opt-Out form on the Opt-Out Preferences page in the front of this handbook. Failure to sign the School Social Work Services Opt-Out form will serve as an indication that the student has permission to meet with the School Social Worker at his/her school.

NON-DISCRIMINATION STATEMENT

NCPHS does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age and/or disability in admission to, access to or operation of its programs, services or activities and provides access to the Boy Scouts and other designated youth groups. NCPHS does not discriminate in its hiring or employment practices.

CIVIL RIGHTS COMPLIANCE

NCPHS is committed to ensuring all students and adults are given the opportunity to learn, participate and work in an environment that is free from discrimination by adhering to the following laws:

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race or ethnicity, color or national origin.

TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

Title IX prohibits discrimination on the basis of sex.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disabilities.

Title II of the Americans with Disabilities Act of 1990 protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs and activities provided by state and local government entities.

Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified individual with handicaps in the United States solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

STUDENTS & MEDICAL NEEDS

A physician's orders and parental authorization are required for any health care procedures performed by a licensed healthcare professional in the school setting. Members of school Leadership team will be MNPS medication administration trained. The parent(s) or legal guardian(s) of the student must provide written permission, addressed to the school Leadership team. Such letter will become a part of the student's cumulative record.

SELF-ADMINISTRATION OF MEDICATION:

Medications should be limited to those required during school hours and necessary to maintain the student's enrollment and attendance in school.

Sufficiently trained employees may assist with or the person may self-administer medication only after meeting the following conditions:

- The parent/legal guardian must provide written permission authorizing self-administration by the student, including the potential need for assistance by a sufficiently trained member of staff.
- The primary emphasis of self-administration will be the safe storage and distribution of the medication.
- Self-administration must be properly documented.
- The student's condition must be stable.
- The student must demonstrate competence to self-administer nonprescription or prescription medication with assistance.

As specified in TCA 49-5-415(a)(3), any person assisting in self-administration shall not be liable in any court of law for injury resulting from reasonable and prudent assistance, if performed pursuant to the policies and guidelines developed by the departments of health and education and approved by the applicable regulatory or governing boards or agencies.

STUDENTS NOT REQUIRING ASSISTANCE FOR SELF- ADMINISTRATION:

- If a student has been taught to perform his/her own procedure and does not need assistance, space will be made available for the student to perform this task.
- If a student is performing an invasive procedure, that student should have a minimal bi-annual nursing assessment of competency and proficiency as well as an Individual Health Plan.
- Every attempt will be made on an individual basis to allow a child who is independent to continue self-management. It is prudent for the student and the nurse to work out a method of reporting or asking for assistance on an as needed basis.

STUDENTS REQUIRING ASSISTANCE FOR SELF- ADMINISTRATION:

- An Individual Health Plan that includes a nursing assessment, physician's orders, and parental authorization is required.
- The nursing assessment will determine whether or not unlicensed assistive personnel (UAP) can assist the student.

ADMINISTRATION OF GLUCAGON AND EPINEPHRINE

Emergency medications must be kept in a secure area near the student and readily available. The student's individual health plan (IHP) will determine the parameters for emergency use.

Parent(s)/guardian(s) can provide written consent for properly trained staff to administer glucagon and/or epinephrine, in emergency situations, when a nurse is not present. Staff may volunteer, of their own free will, to receive training by a licensed healthcare professional on the administration of glucagon (*in diabetic emergency when no nurse is present*) and epinephrine.

Only after proper training is received, will staff be authorized by school administrators to administer glucagon and epinephrine.

Authorization will consist of documented training by a licensed healthcare professional (*at least annually*) and the documented acquisition of the new competency in the staff's personnel file.

ASTHMA TREATMENT

Students requiring treatment for asthma must provide the following documentation each year:

- A written statement from the prescribing health care practitioner that the student suffers from asthma and has been instructed in self-administration of the prescribed, metered dosage, asthma-reliever inhaler.
- The statement must contain:
 - The name and purpose of the medication
 - The prescribed dosage
 - The time or times the prescribed inhaler is to be regularly administered,
 - Any additional special circumstances under which the inhaler is to be administered
 - The length of time for which the inhaler is prescribed.
- A written statement from the parent/guardian that provides the school written authorization for student possession and self-administration

If the NCPHS Leadership team determines intentional misuse and/or misapplication of an asthma inhaler (including the usage of the inhaler by another person), the parameters for in-school treatment may be suspended or revoked from the student's possession.

MEDICATION STORAGE

**All medication must be stored in a secure, separate, locked drawer or cabinet. *
Medications requiring refrigeration will be refrigerated in a secure area.**

All prescription drugs must be prescribed by a licensed prescriber on an individual basis, as determined by the child's health status. Prescription medication must be brought to school in the **original, pharmacy labeled container.**

The container shall display:

- Child's name
- Prescription number
- Medication name and dosage
- Administration route or other directions
- Date
- Licensed prescriber's name
- Pharmacy name, address, and phone number

All prescription drugs require a written parental/guardian request which shall include:

- Child's name
- Name and address of parent/guardian
- Name of medication, dose, route, time of administration
- Discontinuation date
- Reason medication is needed
- Current parent's/guardian phone number in case of emergency

All prescriptions for long term medications shall be renewed at least annually. Changes in prescription medications shall have written authorization from the licensed prescriber and parent. The change will be noted on the medication administration record (MAR) without obliterating the previous information. Only an RN or LPN can make changes on the MAR. Changes can include but are not limited to: time, dose, addition, discontinuation, etc.

NON-PRESCRIPTION DRUGS

All non-prescription drugs must be brought to the Main Office or School Nurse with the original label listing the ingredients, dose schedule, and child's name affixed to the container.

A written parental/guardian request is required and must include:

- Child's name
- Name and address of parent/guardian
- Name of medication, dose, route, time of administration
- Discontinuation date
- Reason medication is needed
- Current parent's/guardian phone number in case of emergency

ALLERGIES: LIFE-THREATENING OR EMERGENCY

If your child has a food allergy, let us know, immediately.

Life-threatening food allergies affect about 8 percent (~ 2 million) of all children attending public schools. NCPHS is committed to providing maximum safeguards to ensure the safety and health of all enrolled students, staff, and volunteers.

NCPHS has a legal obligation to identify all students with food allergies and must develop and implement an Individualized Health Care Plan (IHCP) that includes an Allergy Action Plan (AAP).

Parent(s)/guardian(s) play a critical role in ensuring the successful implementation of such plans. Ninety percent (90%) of fatal or near-fatal reactions are due to peanuts, tree nuts, fish, and shellfish.

The following foods are most commonly associated with life-threatening allergic reactions.

- Peanuts (*peanut oil and other peanut products*)
- Tree nuts (*walnuts, cashews, pecans, hazelnuts, and almonds*)
- Milk
- Eggs
- Fish
- Shellfish
- Soy
- Wheat

ALLERGY ACTION PLAN & EPINEPHRINE (EPI-PEN)

The school nurse will determine if students can carry and self-administer Epinephrine and develop the Allergy Action Plan (AAP) in collaboration with a licensed healthcare provider.

MEDICAL ALERT OR MEDICAL ID BRACELET

NCPHS, in consultation with the school nurse and a licensed healthcare provider, will encourage students at-risk of life-threatening food allergies to wear a medical ID bracelet or medical alert bracelet.

ALLERGY ACTION PLAN RESPONSIBILITIES

SCHOOL NURSE

- Meet with the parent and student at the beginning of the school year or immediately after diagnosis
- Ensure the Individual Health Care Plan (IHCP) meets all state requirements, as established by the Tennessee Department of Education and Tennessee Department of Health
- Encourage parent/guardian participation in the development and implementation of IHCP
- Convene an IHCP team that includes the parent and school staff
- Train the IHCP team on the plan's implementation, and specify specific roles for each member, including how such roles will be tracked
- Document all communication, events, and procedures related to the IHCP
- Implement periodic allergy emergency drills with assistance from the Office of the President
- Make sure there is a contingency plan for a substitute school nurse
- Ensure Epinephrine is up to date and stored in a safe, secure location, according to medication instructions
- Submit an annual report to the Board of Trustees on implementation of the Allergy Action Plan

PRINCIPAL

Ensure Nashville Collegiate Prep High School has an emergency response plan that includes specific procedures for life threatening allergies

- Ensure all teachers, staff, food, and transportation services are properly trained and aware of their specific role regarding the IHCP
- Participate in IHCP planning and proactively communicate with food services
- Ensure sufficient functioning communication devices are available, including back-up devices, in close proximity to the student
- Mandate school wide training on IHCP procedures
- Inform parent/guardian of all instances in which a child experiences an allergic reaction, while involve in any school or school related activities
- Review strategies to ensure maximum safeguards are in place

STUDENT RESPONSIBILITIES

- Recognize symptoms and take them seriously. Promptly seek help from an adult
- Participate in the planning related to Allergy Action Plan
- Read food labels
- Do not trade or share food
- Wash hands before and after eating
- Immediately report all teasing or harassment related to allergy status
- If approved by school nurse, carry Epi-Pen and demonstrate responsible behavior

PARENT/GUARDIAN RESPONSIBILITIES

- Inform the Principal of your child's allergies, as soon as possible
- Explain in detail what triggers the allergic reaction and usual response of the student to such reactions
- Participate in meetings related to the development of the Individual Health Care Plan for your child
- Provide accurate emergency contact information
Provide a list of known foods the child should avoid
- If medication is required, provide medication orders to the Office of the Principal
- Sign a consent form that allows the school nurse to administer medication and share health information on a need to know basis
- Provide up to date Epinephrine (*two preferred*), that will be stored in a secure location
- Provide notification of changes to the student's allergic condition

DRESS CODE:

SCHOOL UNIFORM REQUIREMENTS

NCPHS has a fully-enforced, non-negotiable dress code. The dress code applies during all school days and during all school-sponsored events (unless otherwise stated in writing by the school).

DRESS CODE

Nashville Collegiate Prep High School's higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. It also prepares students for the dress code requirements of the workforce. Our dress code guidelines indicate appropriate school dress for normal school days. NCPHS reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. Every student in attendance will

wear a school uniform. Failure to wear any part of the school uniform will result in a disciplinary action.

Failure to comply with the above dress code will result in parent contact. **Parents will be required to bring appropriate attire within a reasonable amount of time or will be required to pick their student up.** Students will not be allowed to return to class until they are in proper uniform attire.

Although we try to be specific to all dress code issues, there may be issues not included in this handbook that are left to the discretion of the faculty and administration of the school.

1st Offense: Warning and a call home.

2nd Offense: Student will call home and wait in a designated area until proper uniform is brought to school

3rd Offense: Detention/Parent Call Home, Uniform brought to school.

4th Offense: Parent Conference/ Detention/Parent Call Home/Uniform brought to school.

5th Offense: Saturday School/ Parent Conference/ Detention/Parent Call Home/Uniform brought to school

6th Offense: Administrative Action

DRESS CODE POLICY

All uniforms must be purchased from the approved uniform vendor. No other shirt will be permitted.

HAIR

Hair must be neat and clean with no "unnatural" colors i.e. fluorescent, bright green, mohawks, spikes, head symbol shavings, etc. Hair that is distracting to the educational setting will not be allowed. The decision about whether hair is appropriate will be at the administration's discretion. No hats, hoodies, head/sweat bands, tightly fitted scarves, or bandanas may be worn.

SHOES

Students must wear closed shoes at all times. No heavy military type boots or shoes with metal tips may be worn. No stacked or pumped shoes may be worn. We

recommend sneakers or flat dress shoes. No wheeled sneakers, bedroom/other slippers, or pointed/cowboy boots. All shoes must have a closed toe and back.

SOCKS

If socks are worn, they must be a solid neutral color, no higher than the knee. Fishnet stockings or other inappropriate leg wear is not acceptable.

SHIRTS

All shirts must have an NCPHS logo, be tucked in, and purchased from the approved uniform vendor. Students' colors are NAVY and GREEN. All students are required to wear polo shirts or oxford (button down) shirts with short or long sleeves bearing the school logo.

T-shirts, even those with NCPHS logos, are not allowed as normal school day wear. Only one solid white t-shirt may be worn underneath the polo shirts. T-shirts may not be visible below the shirt hem or cuff. The NCPHS polo shirt or NCPHS oxford shirt must be worn every day to school.

Students participating in PE or an after-school sporting function may wear the approved PE shirt provided by the uniform vendor. These shirts must be worn underneath the normal school uniform and are not allowed to be the only shirt worn to school.

KHAKI, NAVY-BLUE, OR BLACK PANTS

- All pants must be worn appropriately at the waist and must contain belt loops
- A belt must be worn with all pants
- Cargo style pants and joggers are **not permitted**
- Absolutely no jeans will be allowed on any day, except on designated Jeans Days.

KHAKI, NAVY-BLUE, OR BLACK BERMUDA SHORTS

- Shorts must reach the knees
- All shorts must be worn appropriately at the waist and must contain belt loops.
- A belt must be worn with all shorts
- NO Denim

KHAKI, NAVY-BLUE, OR BLACK SKIRTS

- Skirts must reach the knees
-

- Skirts must be worn appropriately at the waist
- A belt must be worn if the skirt has belt loops
- Skirts must be Khaki, Navy Blue, or Black.
- Skirts must be modest while both standing and sitting
- Skirts may be worn with an approved NCPHS shirt
- No Denim

SWEATERS

- Sweaters must be a solid neutral color, have the NCPHS logo, and be purchase from the uniform vendor.
- Sweaters containing multi colors, stripes, or lettering will **not be permitted**
- Sweaters and other outerwear will not be permitted to be worn around the student's waist
- Denim jackets **will not be permitted**

JACKETS

- Jackets must be a solid neutral color, have the NCPHS logo, and be purchased from the uniform vendor.
- Jackets must be unzipped at all times.
- No other form of a jacket may be worn
- Outerwear such as raincoats, windbreakers, cold-weather jackets with hood, coats, blankets and hoodies may not be worn in the school. These items must be stored in lockers.
- Camouflage shirts or jackets **will not be permitted**

LEGGINGS

If leggings are worn they must be a solid neutral color, no print. Neutral colors are Black, Brown, White, or Navy.

- Leggings may be worn only under school approved skirts or jumpers.
- Multi-color tights or athletic tights **will not be permitted**

ADDITIONAL ITEMS THAT ARE NOT PERMITTED

- Any clothing that is torn or see through
- Any logos representing images of illegal substances (drugs alcohol, or tobacco • related) or gang symbols
- Any chain belts or wallets and belts or wrist cuffs with spikes, beaded or studded belts are not permitted

- Bandanas, beanies, sweatbands, do-rags, berets, fedoras, hats, hairnets, and shower caps are prohibited
- Scarfs are not permitted unless for religious purposes only
- All clothing must be appropriately fitted. Students may not wear oversized clothing or clothing that is too tight, or form fitted.

HOODIE POLICY

Nashville Collegiate Prep High School has a no HOODIE policy worn in the building. Students who wear a hoodie to school must store them in their locker until dismissal. Students who violate this policy will adhere to the appropriate disciplinary procedure. Hoodies may be confiscated until parent pick up if the student continues to be defiant with school expectations.

BELTS

A belt must be worn at all times with any article of clothing as belt loops are part of the school uniform pant. It should be fitted around the waist so that excess length can be tucked in loops and NOT hanging.

JEWELRY

Boys and girls may not wear body piercing other than earrings in the ear lobe. One earring per ear may be worn. For safety reasons, only a stud or a tiny hoop earring can be worn. (Tiny hoops can be no larger than an adult pinky finger.) Limited jewelry can be worn such as a watch, small bracelet, and thin necklace/chain. For safety reasons, necklaces/chains should be worn inside of school uniform, NOT on top of the uniform shirt. Bracelets need to be limited to one per wrist to eliminate unnecessary noise and distractions.

ADDITIONAL DRESS CODE INFORMATION

The following attire will also NOT be permitted:

- Any clothing that is torn or see through
- Any logos representing images of illegal substances (drugs alcohol, or tobacco-related) or gang symbols
- Any chain belts or wallets and belts or wrist cuffs with spikes, beaded or studded belts
- Bandanas, beanies, sweatbands, do-rags, berets, fedoras, hats, hairnets, and shower caps
- Scarfs - *unless worn for religious purposes*

- All clothing must be appropriately fitted; students may not wear oversized clothing or clothing that is too tight or form fitted.

CONSEQUENCES FOR DRESS-CODE / UNIFORM NON-COMPLIANCE

Students are expected to arrive in uniform daily. Upon entering the first class of the day, teachers will ensure that students are presentable and in uniform. A student will have one chance to correct any uniform violation during the first class of the day. If a teacher sees a student violating the uniform policy, they will be assigned the appropriate consequence based on number of infractions. School Administration will communicate the consequence and guidelines to the parent.

For example: If a student arrives to class with an untucked shirt, the first block teacher will bring it to the student's attention and give the student an opportunity to correct the uniform violation. If a student is a chronic offender during the first block and is found to be missing instructional time to correct uniform non-compliance, it will result in a phone call home and a conference with a school administrator.

CONSEQUENCE LADDER FOR UNIFORMS

1st Offense: Redirect Student (Warning and Parent contact)

2nd Offense: Parent Conference and Saturday School

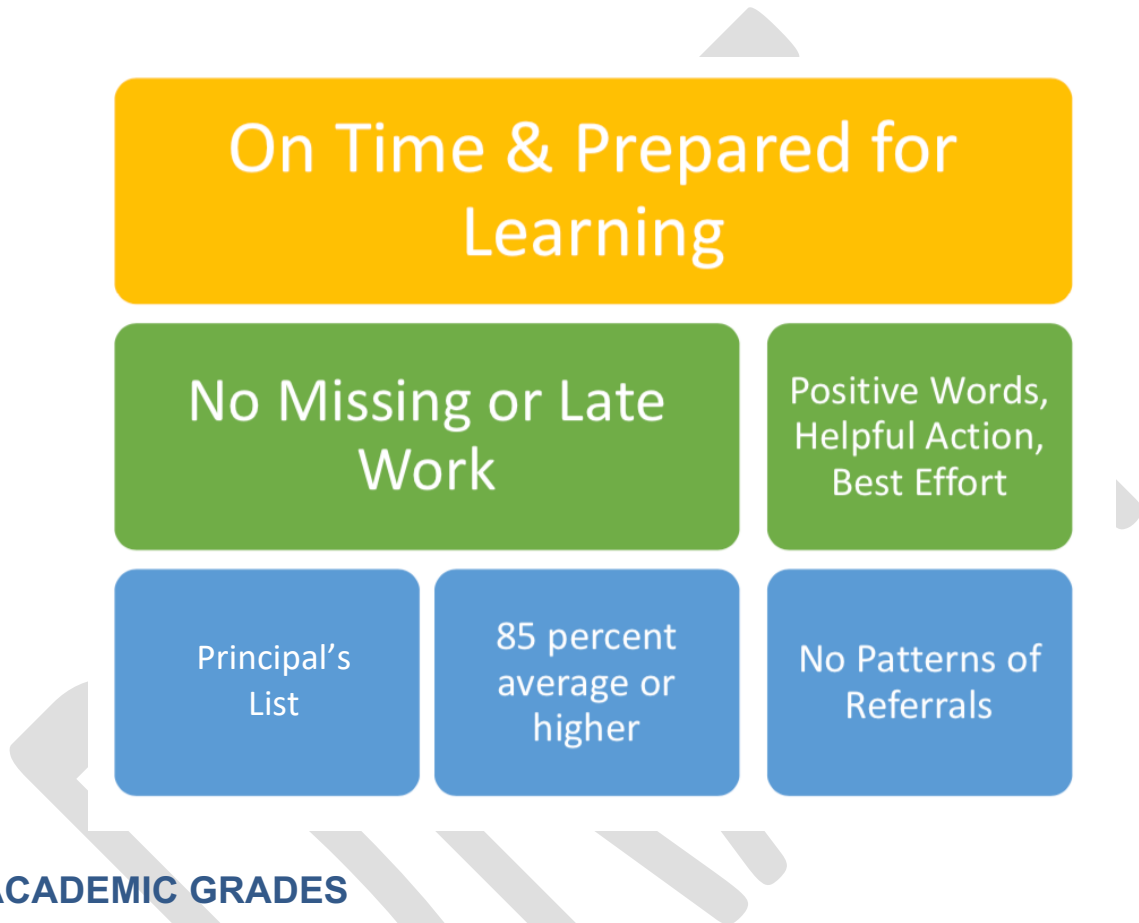
3rd Offense: Parent Conference and After-school detention (3 days)

4th Offense: OSS - 2-day suspension

Then...A FRESH START!

If a student refuses to follow the given consequence they will be automatically move to the next step on the ladder.

**NASHVILLE COLLEGIATE PREP HIGH SCHOOL COLLEGE
READINESS & ACADEMIC GRADING POLICIES**



ACADEMIC GRADES

MASTERY GRADING

The school believes in giving every student equal opportunities to demonstrate mastery of all of the academic standards covered in each course. In order to do so grades in all courses are based on two principles:

- A. Academic grades in all courses will be directly related to the standards outlined in the course curriculum.
- B. All grades will demonstrate meaning by reflecting mastery of standards.

There will be two types of assignments in each course. Practice assignments allow students opportunities to prepare for mastery assignments and will not count towards

the final course grade. Mastery assignments allow students to demonstrate to what degree they have mastered a standard being addressed. These assignments will count towards the calculation of a final course grade. All teachers will enter two mastery grades per week in order to keep all stakeholders informed about each student's progress.

One of the benefits of mastery grading is that students have the opportunity to truly display their mastery of content knowledge of skills—even if that does not happen during the initial assignment. Although students have the opportunity to retake mastery assignments, the student must demonstrate adequate preparation for the retake via practice assignments and per confirmation by the teacher. The following policies are in place to outline the process for retaking an assignment/assessment;

1. Students must seek approval via the assessment/assignment retake form to retake an assignment/assessment.
2. Students must complete a retake within a two-week window of the original date of the assignment/assessment.
3. Students wishing to retake an assessment or redo an assignment must adhere to the following guidelines for retaking an assessment or redoing an assignment:
 - Attend teacher office hours on the day and time specified by the teacher
 - Complete assigned practice work as determined by the teacher
 - Meet attendance requirements
4. Students wishing to turn in work past the deadline must complete it under the same supervision as mastery:
 - Attend teacher office hours to complete the assignment on the day and time specified by the teacher
 - Initiate the completion process within a two-week window of the original date of the assignment
 - Meet the attendance requirement

EXTRA CREDIT

Extra credit is not an option under the mastery grading policy, but takes form under retakes and re-dos. Students have the opportunity to replace poor scores by participating in more practice and by retaking tests or redoing assignments according to the retake/redo policy.

HIGH SCHOOL GRADING SCALE

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

NOTICE OF ACADEMIC CONCERN

Parent(s)/guardian(s) will receive a “Notice of Academic Concern” when a student is not meeting academic expectations, at the end of each academic grading period.

Tennessee Law states that in the Spring Semester a student’s performance on the TCAP must count as part of the final semester grade.

PROMOTION/ACADEMIC PROBATION

In order for students to be promoted to the next grade, each student must complete the following:

- Achieve a final course grade average of (C-) or higher in each course
- Complete requirements, as designated by the Teaching and Learning Team, related to improving an Incomplete grade, including but not limited to mandatory summer tutoring or mandatory summer school

MISSING ASSIGNMENT POLICY

The purpose of this policy is to ensure we provide maximum support, due process and communication home to families when students begin to fall behind on important classwork.

1. NCPHS has developed a classroom handbook, which communicates the method for tracking missing assignments.
2. All missing assignments and/or zero’s will be recorded in NCPHS’s online Gradebook. Missing grades will be reflected as “M”, which indicates that the assignment is missing and, at that time counts as a zero, until steps are taken by the student to quickly make up the work within the timeframe designated by the teacher.

One of the benefits of mastery grading is that students have the opportunity to truly display their mastery of content knowledge of skills—even if that does not happen during the initial assignment. Although students have the opportunity to retake mastery assignments, the student must demonstrate adequate preparation for the retake via practice assignments and per confirmation by the teacher. The following policies are in place to outline the process for retaking an assignment/assessment;

- Students must seek approval via the assessment/assignment retake form to retake an assignment/assessment.
- Students must complete a retake within a two-week window of the original date of the assignment/assessment.
- Students wishing to retake an assessment or redo an assignment must adhere to the following guidelines for retaking an assessment or redoing an assignment
 - Attend teacher office hours on the day and time specified by the teacher
 - Complete assigned practice work as determined by the teacher
 - Meet attendance requirements
- Students wishing to turn in late work must complete it under the same supervision as mastery.
 - Attend teacher office hours to complete the assignment on the day and time specified by the teacher
 - Initiate the completion process within a two-week window of the original date of the assignment
 - Meet the attendance requirement
 - Excused absences will be taken into consideration.

3. Parent's will have access to their child's missing assignments via the NCPHS's online gradebook and can request a listing of missing assignments directly from their teacher. Parent(s)/guardian(s) that wish to receive a direct correspondence must provide the best method of contact, as well as, accurate contact information. (All information can be updated, as needed through the Main Office).

OPPORTUNITIES FOR INDIVIDUAL & SMALL GROUP TUTORING

All students will receive Tier 1 intervention based on the Response to Intervention (RTI) squared framework. Additional Tier 2 and Tier 3 Intervention will become available to students who are identified as eligible.

Tutoring opportunities may be available, based on availability, and are not guaranteed. The opportunities, as available, may be offered throughout the academic day, including Elective block periods, after - school, and other periods, as deemed appropriate by the Executive Leadership Team.

READING COMPREHENSION: WE WANT YOUR HELP

In order to be ready for college, students must be excellent readers. We want your help. We will emphasize several reading comprehension strategies throughout the school, designed to help students improve their reading.

Please encourage your child to READ!

DRAFT

STUDENT ATHLETES & EXTRA-CURRICULAR ACTIVITIES

MISSION STATEMENT

The mission of Nashville Collegiate Prep High School is to provide a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Our alumni will graduate college ready and remain connected to their community. Our families will support the development of highly effective student leadership habits.

GOALS AND PURPOSE OF ATHLETICS AT NASHVILLE COLLEGIATE PREP HIGH SCHOOL

The Nashville Collegiate Prep High School Athletics Program exists to provide opportunities to students to develop skills, self-esteem and self-confidence through sports, so that they can reach their greatest potential and develop lifetime skills that will help them now and in future years.

Everyone wants to win and enjoys winning; however, winning one contest is a joy that is often forgotten when the next game comes. Winning and succeeding at life and improving on a daily basis will be the emphasis of our athletic teams. Through the offerings of a variety of athletic opportunities, students, teachers, coaches, families, and community members will be brought together to create an environment that develops attributes such as hard work, loyalty, cooperation, fair play, and sportsmanship while promoting the values and benefits of physical fitness throughout their lifetime.

Nashville College Prep High School is proud of the behavior and sportsmanship displayed by its players, coaches, and fans. We value healthy rivalry, encourage spirited and fair play, and appreciate the positive support offered on the sidelines. To continue the positive traditions that have been established, we ask the community to renew its efforts to embody the ideals of our athletic department and school.

Players and coaches shall at all times represent themselves, their teams and their school, with pride and poise. They shall confine the competitiveness to the contest itself, and shall conduct themselves honorably before, during, and after the contest. Players and coaches shall abide by the rules of the game, comply fully with the rulings of officials, and respect their opponents. Negative comments or gestures are completely inappropriate, and detract from the quality of the competitions.

We expect all spectators, whether scholar or adult, to respect all athletes, officials, coaches, and other spectators. Nashville Collegiate Prep High School will not tolerate any behavior that is disrespectful of others or that detracts from any aspect of the

athletic contest. Spectators whose behavior is inappropriate may be asked to leave an athletic contest.

APPROPRIATE COMMUNICATION & CONDUCT FOR PARENTS / GUARDIANS & FANS

Our teams are designed to develop, reinforce, and refine fundamental skills of the sport and should provide equal practice opportunities for all participants. The amount of game time is determined by the coach's evaluation of the athlete's attitude, attendance, work ethic, skills, and team role at practice; however, equal playing time in games is not guaranteed.

Coaches strive to teach athletes to compete within the rules of sportsmanship and fair play while developing the ambition to achieve at the next level of competition. Any parent who wants to meet with a coach may do so by contacting our athletic director who will schedule a meeting for the parent to meet with the coach.

It is **never appropriate** to approach a coach prior to or following a game regarding playing time or the result of the game. If there is a concern, it should be addressed through the athletic director the next day via phone call or email.

Inappropriate Behavior

- Yelling or negative chanting or gestures toward opponents
- Booing or heckling an official's decision
- Criticizing officials in any way
- Displaying aggressiveness towards an official or coach
- Blaming loss of game on officials, coach's or participants
- Use of profanity or displays of anger/aggression towards any child, adult, official, coach, or NCPHS staff members

Consequences of Inappropriate

- Violation of any of the previous mentioned, could lead to temporary or permanent suspension from all athletic and afterschool events and activities.
(*Pending incident review by School and Athletic Director*)

EXPECTATIONS OF COACHES

All coaches will have a parent and student athlete meeting prior to their first practice of the season to discuss rules and expectations as well as the schedule for the upcoming practices and season. Coaches will be responsible for collecting all game uniforms and equipment at the end of each game. Once the season is completed all uniforms are to

be cleaned and returned to the Nashville Collegiate Prep High School Athletic Department.

Coach's will model NCPHS's core values at all times: Positive Words, Helpful Actions and Best Effort.

FEES PER SPORT

There are many recurring costs and expenses for athletics such as equipment, officials, transportation, security, officials, etc. Most, if not all, MNPS schools also have athletic fees for individual sports. NCPHS uses a fee structure for athletics that parallels that of surrounding MNPS schools. Please be advised that students participating in Co-Op sports here at Kmay also be required to pay a fee as well.

FUNDRAISING

Each sport will be responsible for one fundraiser proceeding the start of their season. The fundraiser must be approved by the athletic director at NCPHS. Coaches, parents, and athletes for a given sport will be expected to be involved in the execution of the fundraiser. Fundraisers will help offset athletic fees as well as provide funding for future expenses in the athletic department and other respective sports. Specific amounts will be determined for each individual sport on a needs-based analysis.

BEHAVIOR EXPECTATIONS

Any discipline action that results in an office referral result in the student athlete not being eligible to participate in athletic activities on that day which includes both practice and games. The School Administrator will inform the athlete's head coach and athletic director when an athlete was given an office referral. Any out of school suspension will result in a minimum suspension of 2 days per every one school day that is missed as a result of an out of school suspension. Example: If a student is given 3 days of OSS, the student athlete would serve a minimum 5 days (including practice and games). A second discipline offense resulting in any out of school suspension may result in removal from the current team and no further athletic participation for the remainder of the school year at the discretion of the Principal.

ACADEMIC REQUIREMENTS

Pending Academic Review by both school and athletic director Athletes may not have an incomplete or failing 9-week grade in any class and remain eligible for participation in sporting events. Student athletes having an incomplete or unsatisfactory grade will still be required to attend practice and games and will be placed on academic probation. While an athlete remains on academic probation, he/she will only be permitted to participate in practices. Student athletes will not be allowed to participate for a 1-week minimum of one game for each incomplete and/or unsatisfactory grade. Students will remain on academic probation until their grades are in good standing and written or verbal confirmation has been communicated to their coach from their teacher. Coaches will review student's grades weekly through Academic Progress Reports to best identify academic concerns and eligibility. Other academic eligibility requirements may also be implemented on an individual sport and league basis.

ACADEMIC PROGRESS REPORTS (ALL ATHLETES-NCPHS & CO-OP SPORTS)

Student athletes must show their coaches their progress report every week once the team is selected. Incomplete grades will result in probation and suspension for games as noted above.

UNIFORM AND EQUIPMENT POLICY

All game uniforms and equipment are the property of NCPHS and must be returned no more than one week after the last game of a given sport's season by the coach to the Athletic Director. Game uniforms should never go home with an athlete. All game uniforms and equipment are the coach's responsibility. If uniforms and equipment are taken and not returned, report cards will be held until all components of the uniform and equipment are returned. If items are lost, the athlete and his or her parents will be responsible for reimbursing NCPHS for the total value of equipment/uniform that was lost.

ATHLETIC TEAMS

NCPHS Athletics may have some opportunities to co-op with other schools in the community for some sports not offered by NCPHS. When students of NCPHS participate as an athlete with another school, he or she will follow all policies and rules of both NCPHS and the cooperating school as well.

SPORTS AT NASHVILLE COLLEGIATE PREP HIGH SCHOOL:

Sport	Season
Cheer	Year Round
Basketball	Fall
Wrestling	Winter
Volleyball	Spring
Soccer	Spring

EXTRA-CURRICULAR ACTIVITIES

Students must attend half of their scheduled classes to be eligible to participate in an activity that day. Exceptions to this policy may be absences authorized by the Principal/Administration.

FIELD TRIPS

Scheduled field trips will be educational in nature and considered part of the curriculum. The student must assume cost involved for transportation. It is necessary for parental permission to be granted before any student can accompany his/her class on a field trip. Written permission must be on file at the school before a student will be allowed to leave the building. Students must receive permission from their other teachers and/or administrators in order to attend any field trip. At the discretion of the Principal, students with an excessive number of disciplinary infractions in a given marking period may forfeit the opportunity to participate in a field trip. A student's grades will also be a determinant in regard to a student being permitted to attend any field trip. Any outstanding financial obligation to the school will also prohibit a student from attending field trips. Parents will be asked to assist the teacher as chaperones.

Parents serving in this capacity may not have other children accompany them. Chaperones must be 21 for all off-campus field trips and 18 for any on-campus events.

VOLUNTEER CHAPERONES

Volunteer Chaperones who attend a regular activity field trip are not required to submit to a background check, provided that a school employee is in attendance, but the volunteer will have to provide identification and go through the Raptor system before the trip.

PARENT/GUARDIAN VOLUNTEER CHAPERONES

- Volunteer chaperones who are parents/guardians wishing to attend overnight or out of state field trips must submit to a background check. Chaperones must receive a favorable result prior to departure

NON-PARENT/GUARDIAN VOLUNTEER CHAPERONES

- Volunteer chaperones who are not parents/guardians of students wishing to attend overnight or out of state field trips must submit to a criminal background check and fingerprinting. The chaperone will pay the fingerprinting cost. Chaperones must receive a favorable result prior to departure.

ADDITIONAL CHAPERONE GUIDELINES:

- The safety and education of students must be the main concern of volunteers while on field trips
- Students may not be given medication by chaperones
- Classroom supervision and student discipline are the responsibilities of the teacher and school
- Chaperones are required to wear a visible name badge when helping with school activities
- Punctuality and reliability are expected on all field trips
- Volunteers are expected to be well groomed and dressed appropriately. If a volunteer is not dressed to school standards, then they will be asked to leave and may return if appropriate clothing is being worn
- Chaperones should set a good example for students by their manner, appearance, and behavior

STUDENTS AND FIELD TRIPS

Participation in field trips is a privilege, not a right. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct. Students may also be excluded from attending a trip or activity if they are deemed a danger to themselves or others or have exhibited dangerous or inappropriate behavior on previous field trips. If a student has been excluded from a trip or activity as a result of the above-mentioned items, a refund will not be issued. Parent permission must be given for students to participate in field trips.

NASHVILLE COLLEGIATE PREP HIGH SCHOOL: CORE VALUES

CODE OF CONDUCT

Students demonstrating excellent behavior increase their likelihood of learning. Each day your child will have the opportunity to gain Kickboard points, Tiger Bucks, for modeling positive behavior. They will earn the opportunity to shop at the Tiger Store every other week. Excellent behavior will be rewarded with meaningful incentives. Positive points will be issued to students who exemplify theNCPHSWay, through ourNCPHSCore Values.



DISCIPLINE POLICIES & PROCEDURES

NCPHS is committed to creating a safe learning environment based on caring and mutual respect. Discipline procedures have been developed to help create and maintain an environment in which optimum learning can take place.

Discipline focuses on the development of attitudes in students, which lead them to respect the necessity for regulations and the desire to conform to them. Discipline procedures are also intended to improve students' abilities to be responsible citizens at school and in the greater community.

School discipline requires the partnership of parents, students, and staff to work together. Parents, students, and staff need to be aware of the school's expectations for student behavior and the consequences if these expectations are not met.

Disciplinary action will be initiated at the school level. The NCPHS Executive Leadership Team will investigate a student's alleged misconduct and determine whether disciplinary action is necessary.

The NCPHS Executive Leadership Team will provide due process by explaining the school's view of the offense, the information gathered during the investigation, and the length of the suspension/expulsion or other behavioral intervention as determined by the principal.

A member of the NCPHS Executive Leadership Team will allow the student to explain his/her side or view of the offense. If there is knowledge of any serious student misconduct, a member of the NCPHS Executive Leadership Team may immediately remove the student to restore order, to further investigate the misconduct, or to protect persons on the school grounds.

Upon suspension of any student, the NCPHS Executive Leadership Team, within twenty-four (24) hours, notify the parent or guardian.

If the parents/guardians are unable to come for their child, the student must remain on school property until the close of the school day. Parents/Guardians will be provided written notice of the suspension or expulsion.

If cumulative suspensions are more than five (5) days, school administration shall develop and implement a plan for improving the behavior, which shall be made available for review by the parent/guardian and the Principal, upon request.

Please see the NCPHS Student Code of Conduct for detailed information regarding specific behaviors that qualify for disciplinary action.

AFTER-SCHOOL DETENTION PROCEDURE

An after-school detention program provides a sense of importance to the expectations that govern the students at NCPHS. Through the collaborative effort of students, teachers, and parents/guardians goal setting will yield improved behaviors. In doing so,

teachers will be empowered and unified to establish a stronger and more purposeful student management plan to improve the learning environment for all students.

The after-school detention program is applicable to all high school students. All after-school detentions is served for 3 consecutive days. The goal is to provide an alternative measure for corrective behavior for disruptive behaviors, foster student behavior that emphasizes understanding of the effects of their actions and the fact that their behavior impacts on the whole school community, guides the student to set goals for behavior improvement, and encourages respect for the norms and expectations of the school community.

Students assigned to an after-school detention session will be required to complete a reflection form. Students will write a personal goal that identifies an alternate behavior to previously chosen behaviors, which contributed to the student being reprimanded to the after-school detention session. This prompting will allow the student to identify coping skills and rethink previous habits and actions. The after-school detention monitor is responsible for reinforcing the behavior goal set by the student.

Parents/Guardians will receive notice with a specified date that their student is assigned to attend an after-school detention session. Parents or Guardians are responsible for providing transportation from after-school detention. If a student is unable to attend the assigned after-school detention it is the responsibility of the parent/guardian to communicate to the school that the student will not be able to attend.

The High School Director or Dean of Students will reassign another date for the student to attend an after-school detention session. If the student fails to attend the second assigned after-school detention session the student will receive a one (1) day out of school suspension.

After-school detentions will be served Monday-Thursday from 3:30PM-4:30PM. If a student is tardy to after-school detention, they will be assigned an extra day. If a student is tardy a second time or fails to attend, they will be issued a (1) day of Saturday School.

Students are expected to serve detention silently. Students will not be permitted to have cell phones or backpacks in after-school detention and will not be allowed to use this time as a study hall. SSA will be required while serving an after-school detention. Students are expected to complete the reflection form and detention packet. Failure to complete a reflection form or detention packet will be seen as refusing to comply with an administrative directive and may be issued an Out of School Suspension.

Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty, and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. It is the role of

educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the standards of conduct and behavior, however, may be subject to disciplinary action up to and including

SERIOUS INFRACTIONS OF CONDUCT AND BEHAVIOR: ZERO-TOLERANCE OFFENSES

In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, **any student who engages in the following behaviors may be subject to suspension for a period of not less than one (1) academic school year-according to the 180- day school calendar:**

- Committing *aggravated assault or battery* of a "teacher, principal, Administrator, any other employee of an LEA or school resources officer" (*on-campus or off-campus*)
- Possession of a pistol, gun, or other firearm, explosives of any type (bomb, grenade, firecracker, rocket, missile, gas, etc.)
- Possession of a knife or other weapons, (non-lethal firearm, chain, brass knuckles, *billy-club*, stun gun, etc.), as defined in TCA 39-6-170, on school property
- Unlawful use, possession, or distribution of paraphernalia of any type, or barbitol or legend drugs as defined in TCA 53-10-10 I

SUSPENSIONS & EXPULSION CONSEQUENCES: SERIOUS AND/OR PERSISTENT MISBEHAVIORS:

A student may be suspended and/or expelled for serious infractions. Misbehaviors in violation of the Student Code of Conduct not otherwise constituting an expellable offense may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that in cumulative effect it is **significantly disruptive of the educational process**. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct health and safety issues, and disruptive effects upon the educational process.

SUSPENSION PROCESS AND NOTICE TO PARENT / LEGAL GUARDIAN

In addition to the above list of serious violations. The Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to the health or safety of students and/or staff.

A. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the School Administrator must hold an informal conference with the student to:

1. Notify the student of the accusations against him/her
2. Allow the student to relate his/her version of the incident
3. Determine whether the student's conduct warrants suspension

B. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians, informing them that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal or designee will notify a suspended student's parents/guardians of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with a member of the Executive Leadership Team.

C. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

EXPULSION PROCESS AND NOTICE TO PARENT / LEGAL GUARDIAN

This process applies to expulsions (removal from the regular program for more than ten (10-days). The following steps will be followed before applying an expulsion.

A. PREREQUISITES FOR EXPULSION

Prior to expelling a student, the Principal or designee must hold an informal conference with the student to:

1. Notify the student of the accusations against him/her
2. Allow the student to relate his/her version of the incident
3. Suspend the student for up to five (5) days pending a decision on an expulsion

B. NOTIFICATION OF PARENTS/GUARDIANS

If the expulsion is applied, the Principal or designee shall immediately give written notice of the expulsion to the parent or guardian. The expulsion notice shall include the effective date and length of the expulsion, the reason for the expulsion, and information about the parent's right to appeal the expulsion decision to the Principal or designee.

C. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Student Disciplinary Practices and Procedures

Discipline is used to teach and guide students how to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully and responsibly. NCPHS adheres the MNPS Discipline Philosophy.

MNPS' DISCIPLINE PHILOSOPHY

MNPS will ensure each child is treated with kindness, equity and fairness. MNPS principals and staff will use the natural consequences that result from student behavior and behavioral interventions to help children learn from their mistakes. MNPS will keep learning environments healthy and safe.

Kindness: When a child makes a mistake or violates the Student-Parent Handbook, he or she will be treated with dignity and respect.

Equity: Children will receive fair and impartial consequences for their behaviors.

Fairness: Consequences will be individualized to the needs of each child, with a willingness to assist in repairing the harm. Principals and staff will take into account the seriousness of the offense, the degree of harm caused, whether the act was intentional, the student's prior conduct, and the impact of the incident on the school community.

Discipline Responses

MNPS students are held to high standards. Students are expected to demonstrate respect for themselves and others at all times. When students are disruptive or act inappropriately, school staff and principals are expected to respond logically, appropriately and consistently. The MNPS Discipline Table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior, while bringing a firearm to school is a Type 5 behavior. The Table also includes five levels of possible response to inappropriate behavior (Levels A through E). Each behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more levels of response, the lowest level of intervention should generally be used first. When choosing a higher-level response within the range of possible responses, an administrator must consider:

- the student's age, health, disability, decision-making ability and prior discipline history •
- the student's willingness to repair the harm
- the seriousness of the act
- the harm caused or the potential to cause, including any injuries caused
- the extent of actual disruption to the learning environment

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TYPE 2 BEHAVIORS				
Repeated Violations of a Pattern of Type 1 Behaviors, With Evidence of Implemented Interventions	200	A, B	NO	NO
Possession or Use of Tobacco Products	202	A, B	NO	NO
Electronic Devices: Improper Use of Cell Phone, Internet or Electronic Devices	203	A, B	NO	NO
Disruption of the School Environment	204	A, B	NO	NO
Inappropriate Sexual Contact	206	A, B	NO	NO
Gambling	208	A, B	NO	NO
Drug Paraphernalia	210	A, B	NO	NO
Cutting Class	211	A, B	NO	NO
Inappropriate Physical Contact With Other Students	212	A, B	NO	NO

TYPE 3 BEHAVIORS				
Repeated Violations of a Pattern of Type 2 Behaviors, With Evidence of Implemented Interventions	300	A, B, C	YES	NO
Profane or Indecent Language Toward Authority Figure	301	A, B, C	YES	NO
Leaving School Grounds	302	B, C	YES	NO
Noncompliance With an Administrative Directive	303	B, C	YES	NO
Vandalism Under \$500	304	B, C	YES	NO
Theft Under \$500	305	B, C	YES	NO
Falsifying School Records	306	B, C	YES	NO
Inappropriate Sexual Behavior	307	B, C	YES	NO
Fighting	311	C, D	YES	NO
Alcohol or Drug- Like Substance: Use or Possession, Under the Influence	312	B, C	YES	NO
Threats: Class 1	313	B, C	YES	NO
Possession of a Non-Lethal Firearm or Replica of Lethal Firearm	314	B, C	YES	NO

Possession of Other Weapons	317	B, C, D	YES	NO
Trespassing on School Grounds	318	B, C	YES	NO
Inappropriate Physical Contact Toward School Staff	319	B, C	YES	NO
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	320	B, C	YES	NO

TYPE 4 BEHAVIORS				
Repeated Violations of a Pattern of Type 3 Behaviors, With Evidence of Implemented Interventions	400	C, D, E	YES	YES
Assault of a Student Expellable if assault or resulting injuries are severe	401	D, E	YES	YES
Under the Influence of Illegal Drugs	402	C, D, E	YES	YES
Threats: Class 2	403	D, E	YES	YES
Bullying Expellable if bullying is repeated over time and persists after administrative intervention	405	C, D, E	YES	YES
Cyberbullying Expellable if bullying is repeated over time and persists after administrative intervention	406	C, D, E	YES	YES
Harassment Based on Race, Color or National Origin	407	C, D, E	YES	YES

Harassment Based on Religion or Creed	408	C, D, E	YES	YES
Harassment Based on Gender, Gender-Identity or Sexual Orientation	409	C, D, E	YES	YES
Harassment Based on Disability	410	C, D, E	YES	YES
Sexual Harassment	411	C, D, E	YES	YES

2023-2024: FAMILY & STUDENT HANDBOOK

Assault of Teacher or Staff	412	D, E	YES	YES
Extreme Disruption of the School Environment <i>Expellable ONLY if actual risk of harm to other students</i>	413	C, D, E	YES	YES
Group Fighting	414	D, E	YES	YES
Gang Intimidation	416	C, D, E	YES	YES
Off Campus Behavior: For a felony charge under T.C.A. §49-6-3051(b)(1) OR An act committed against a member of the student's school community that poses a threat to the safety of the school	417	C, D, E	YES	YES
Sexual Assault	418	D, E	YES	YES
Robbery	419	D, E	YES	YES
Reckless Endangerment	420	D, E	YES	YES
Fighting: Repeated	421	D, E	YES	YES
Vandalism Over \$500	423	C, D, E	YES	YES
Theft Over \$500	424	C, D, E	YES	YES
Refusing or Fleeing Drug or Weapon Search Expellable ONLY with evidence of drugs or firearm	425	C, D, E	YES	YES

TYPE 5 BEHAVIORS				
Rape	501	E	YES	YES
Attempted Homicide	502	E	YES	YES
Homicide	503	E	YES	YES
(ZT) Threat by Electronic Transmission	504	E	NO	Expulsion mandatory, but not required to be one calendar year
(ZT) Drugs: Use, Possession or Distribution of Drugs As Defined in T.C.A. §§39- 17-403 Thru LEVEL gh	505	E	NO	Mandatory expulsion of one

39-17-415, T.C.A. § 39-17-454 and T.C.A. § 53-10-101				calendar year
(ZT) Aggravated Assault of Teacher or Staff	506	E	NO	Mandatory expulsion of one calendar year
(ZT) Explosives	507	E	NO	Mandatory expulsion of one calendar year
(ZT) Firearm: Handgun/Rifle/Shotgun	508	E	NO	Mandatory one calendar year

Interventions and Responses to Student Behavior²

By utilizing the natural consequences that result from student behavior and implementing interventions, MNPS will help improve student behavior and keep our schools safe. Below are possible responses to student behavior.

LEVEL A RESPONSE-TEACHER/STUDENT/PARENT/SCHOOL STAFF

1. Student tells his/her side of the story and parent or guardian is notified.
2. Teacher or designated staff counsels with student.
3. Teacher or designated staff determines whether to involve a school nurse, school guidance counselor, psychologist, behavioral analyst, S-Team, 504 Team, IEP team or Cluster Support Tam.
4. One or more interventions are initiated. All interventions and interactions are documented in the Student Management System, Infinite Campus

LEVEL B RESPONSE – ADMINISTRATIVE LEVEL REFERRAL

1. Student tells his/her side of the story and has an opportunity to write a statement.
2. Administrator conferences with parent or guardian and determines if further consultation with school staff or teams is necessary.
3. Documentation of prior interventions is provided to the parent.

4. One or more additional interventions are initiated as appropriate. All interventions and interactions are documented in the Student Management System, Infinite Campus.
5. If necessary, after school detention, Saturday School, or Out of School Suspension (OSS) of up to three days or comparable services may be utilized.

LEVEL C RESPONSE – SUSPENSION OPTION

1. Steps one through four are repeated from Level B.
2. If necessary, administrator may give one to three days of out-of-school suspension (OSS), not to exceed a total of three days.

LEVEL D RESPONSE – SUSPENSION OPTION

1. Same as Level C, except that administrator may give comparable services for one to three days and/or OSS for one to five days if necessary, not to exceed a total of five days. *Note: If the suspension is for five or more days, the principal will develop and implement a plan for improving the student's behavior.*

LEVEL E RESPONSE – EXPULSION OPTION

(Suspensions of 10 Days or More)

1. Same as Level D, except that administrator may expel a student if necessary.
2. Expulsion is a measure of last resort. Prior to expulsion, all of the following factors must be considered: the seriousness of the act; the harm caused, including any injuries; the student's willingness to repair the harm; the extent of the actual disruption to the learning environment; whether the act was intentional; the student's age, health, disability, decision-making ability and the student's prior discipline history.
3. Expulsion Documentation: Any interventions utilized prior to expulsion must be clearly documented in the Student Management System, Infinite Campus. All reasons for expelling a child rather than using a lower level of response must be clearly detailed.
4. Zero tolerance offenses as defined by state law require a level E response. All zero tolerance offenses except "Threat by Electronic Transmission" require a mandatory expulsion of 180 school days. See the MNPS Discipline Table.

Codes and Definitions of Behaviors

Below are definitions of behaviors that may be subject to disciplinary responses and interventions. *Please note that school rules are different from Tennessee state criminal law.*

TYPE 1 BEHAVIORS

Code 100 | Tardy to School or Class

Arriving late to school, class or activity.

Code 102 | Noncompliance With a Reasonable Request

Not following the reasonable request of a teacher, administrator or staff member.

Code 103 | Agitating Other Students

Unwanted and/or unreciprocated picking on or bothering of other students.

Code 104 | Profane or Indecent Language

Using profane or indecent language, such as cursing on school grounds or at school-sponsored activities.

Code 105 | Unauthorized Possession of Medication

Possession of prescription or non-prescription medication that has not been registered in the school's office. For more information, see MNPS policy, available at www.mnps.org.

Code 106 | Fireworks: Possession

Knowingly possessing fireworks on school grounds, on MNPS sponsored transportation or at school-sponsored activities.

Code 107 | Dress Code Violation

Wearing clothing that does not comply with the school's Standard School Attire policy or requirements for appropriate dress.

Code 108 | Cheating

The act of gaining an unfair advantage on graded academic activities.

TYPE 2 BEHAVIORS

Code 200 | Repeated Violations of Type 1 Behaviors

A repeated pattern of Type 1 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 1 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Repeated violations for attendance or dress code: MNPS, in agreement with the U.S. Department of Justice's recommendations on Disciplinary Practices, believes that the use of exclusionary practices for attendance violations harm student achievement. However, MNPS recognizes that flagrant disruption of the learning environment is counterproductive to the learning environment.

Code 202 | Tobacco: Possession or Use

Possessing or using any tobacco products, including but not limited to, cigarettes, cigars, vapor or e-cigarettes or chewing tobacco.

Note: Tennessee law requires principals or law enforcement officials to issue citations to students under 18 who violate The Prevention of Youth Access to Tobacco Act. Violations include using, possessing, purchasing or receiving a tobacco product.

Code 203 | Electronic Devices

Using personal technology (such as a cell phone), electronic devices or the internet, except when used for educational purposes with the permission of the classroom teacher or school administrator, or in violation of school rules.

Code 204 | Disruption of the School Environment

Continuously and intentionally disrupting the school environment to the extent the learning of other students or the normal functioning of the school is significantly impaired. The discipline referral must include evidence demonstrating learning or the normal functioning of the school was significantly impaired.

Code 206 | Inappropriate Sexual Contact

Minor contact of a sexual nature.

Code 208 | Gambling

Betting on games or activities for money or things of value.

Code 210 | Drug Paraphernalia

Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to bongs, roach clips, miniature spoons and pipes used to consume illegal drugs.

Code 211 | Cutting Class

Failing to attend a scheduled class or activity without authorization.

Code 212 | Inappropriate Physical Contact With Other Students

Engaging in minor physical contact with another student such as pushing, bumping or horseplay.

TYPE 3 BEHAVIORS

Code 300 | Repeated Violations of Type 2 Behaviors

A repeated pattern of Type 2 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 2 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Code 301 | Profane or Indecent Language Directed Toward an Authority Figure

Directing profane or indecent language toward a teacher, staff member or administrator.

Code 302 | Leaving School Grounds Without Authorization

Leaving school grounds without the permission of school officials.

Code 303 | Noncompliance With an Administrative Directive

Refusing to follow administrative directives to comply with assigned disciplinary responses.

Code 304 | Vandalism Under \$500

Willfully destroying or defacing school or personal property. The damage caused is less than \$500. A child's willingness to repair property damaged or to make restitution will be taken into account in determining the appropriate level of response.

Code 305 | Theft From an Individual or of School Property Under \$500

Taking the property of another individual or of the school without permission, with the intent of depriving the owner of the property. The value of the property taken is under \$500. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 306 | Falsifying Records

Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating. Cheating will be dealt with at the instructional level.

Code 307 | Inappropriate Sexual Behavior

Behavior of a sexual nature that does not meet the criteria of sexual harassment or sexual assault. Inappropriate sexual behavior includes, but is not limited to, physical or verbal conduct, communication of a sexual nature, or sexual behavior between consenting parties on school grounds or at school-sponsored events.

Code 311 | Fighting

Mutual participation in an incident involving physical violence.

Code 312 | Alcohol or Drug-like Substance: Use, Possession or Under the Influence

Possessing, using or being under the influence of alcoholic beverages or substances that have the potential to intoxicate. A referral to the school social worker will be made for any student found in violation of this code. Does not qualify for Drug Diversion Program or Expulsion.

Code 313 | Threats: Class 1

A threat to cause harm to students, staff or school in which no plan exists to carry out the threat. The threat must be one that would cause a person to reasonably fear bodily injury.

Code 314 | Possession of a Non-Lethal Firearm or Replica of a Firearm

Possessing a non-lethal firearm, weapon replica, stun gun, BB gun, air gun, air soft gun, pellet gun, cap gun or toy gun. A student found in possession of a water gun will not receive out-of-school suspension. Response D may only be utilized if possession of the non-lethal firearm or replica causes actual risk of harm to students. The specific nature of the risk must be documented in the discipline referral.

Code 317 | Possession of Other Weapons

Possessing or transmitting:

A knife, switchblade, razor blade, box cutter or other similar instrument utilizing a razor blade. Ammunition, chains, nun-chucks, brass knuckles or Billy clubs

An electric weapon or device, such as a Taser

Capsicum (Pepper spray). Weapons similar to those listed above capable of causing serious bodily injury. Any weapons found on school grounds or at school functions will be confiscated and turned over to the appropriate authorities.

Code 318 | Trespassing on School Grounds

Entering or remaining on school property without authorization. Being present in restricted areas of the school without authorization.

Code 319 | Inappropriate Physical Contact Toward School Staff

Engaging in minor physical contact with staff such as intentional or reckless pushing or bumping or other incidents in which there is contact.

Code 320 | Gang Activity

Participating in the display of symbols or paraphernalia or the recruitment/initiation of a student into a gang (violent or disruptive group).

TYPE 4 BEHAVIORS**Code 400 | Repeated Violations of a Pattern of Type 3 Behaviors**

A repeated pattern of Type 3 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 3 behavior constitute a pattern. The discipline referral must include documentation of interventions implemented. In determining whether an E response should be used. Consideration should be given to whether the behaviors pose a threat to the safety or security of the school. If a child has been expelled for repeated violations already in a school year, three additional level 300 violations are required for an additional repeated violations expulsion.

Code 401 | Assault of Student

Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not

constitute assault. Students may not receive the same disciplinary consequence for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm (TCA 49-6-3401). Response E may be used if the assault or the resulting injuries are severe. When response E is used, evidence documenting the incident's severity and any resulting injuries must be listed in the discipline referral.

Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the school social worker will be made for any student found in violation of this code. Qualifies for Drug Diversion Program for first offense.

Code 403 | Threat: Class 2

A threat to cause harm to students, staff or school. Evidence must support the threat is actually or potentially harmful or lethal to the safety of the school and/or community.

Code 402: Under the Influence of Illegal Drugs

Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the school social worker will be made for any student found in violation of this code. Qualifies for Drug Diversion Program for first offense.

Code 403 | Threat: Class 2

A threat to cause harm to students, staff or school. Evidence must support the threat is actually or potentially harmful or lethal to the safety of the school and/or community.

Code 405 | Bullying

Bullying is any intentional act that is severe, persistent or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:

1. Physically harming a student or damaging a student's property
2. Knowingly placing the student or students in reasonable fear of physical harm or damage to the student's property
3. Causing emotional distress to a student or students Creating a hostile educational environment
4. Creating a hostile educational environment

Bullying may involve, but is not limited to, the following: unwanted teasing, threatening, intimidating behavior, cyberbullying, physical bullying, hazing, theft, sexual, religious or racial harassment and public humiliation. Bullying that involves a protected class must be reviewed for potential civil rights violations. If bullying is

repeated over time and persists after documented administrative intervention, expulsion may result.

Hazing is defined as an intentional or reckless act on or off MNPS property, by one student acting alone or with others, directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety.

Hazing does not include physical contact associated with athletic events, training or with competition conducted under a coach's or sponsor's supervision.

Code 406 | Cyberbullying

Using information and communication technologies, including, but not limited to email, cell phones, pagers, voicemails, texts, still photographs or video messages, instant messaging, defamatory websites, social networking sites and online personal polling sites or journals to bully another student. See the definition of bullying above.

Harassment

Misconduct that may be perceived or described as bullying, cyberbullying, discrimination, intimidation or hazing may constitute prohibited harassment under this policy when the conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, including gender identity, gender expression and appearance; and creates a hostile environment.

Harassment may take many forms and is not limited to conduct that constitutes bullying. Harassing conduct may include: verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful or humiliating if such conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, gender identity, gender expression and appearance. Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by a school.

Code 407 | Harassment Based on Race, Color, Ancestry or National Origin Code 408 | Harassment Based on Religion or Creed

Code 409 | Harassment Based on Gender, Gender Identity, Gender Expression or Sexual Orientation

Code 410 | Harassment Based on Disability**Code 411 | Sexual Harassment**

Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment may include, but are not limited to: unwelcomed sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.

Code 412 | Assault of Teacher or Staff

An intentional or reckless act that causes or has the potential to cause physical injury to a teacher or school staff on school grounds or at a school-sponsored activity.

Code 413 | Extreme Disruption of the School Environment

Intentionally disrupting the school environment to the extent that the safety of other students is at risk. Response E may only be used if there is documented evidence of actual risk of harm to students provided in the discipline referral. However, Response E may be used whenever a threat requires an MNPS incident response, regardless of actual risk of harm to students.

Code 414 | Group Fighting

Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple one on one fights.

Code 416 | Gang Intimidation

A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person.

Code 417 | Off-Campus Behavior³ Leading to Felony Charge Under T.C.A 49-6-3051(b) or Off-Campus Acts Committed Against a Member of the School Community

Students may be subject to disciplinary action for off-campus behavior when:

1. The student's behavior results in a felony charge under T.C.A. 49-6-3051(b) and the student's continued presence poses a danger to person/persons or disrupts the educational process.

2. When a student commits an act against a member of the student's school community that poses a threat to the safety of other students or school staff in the student's school. The discipline referral must include a specific description of the safety threat posed to students or staff.

Code 418 | Sexual Assault

Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional, or psychological distress or injury upon the victim.

Code 419 | Robbery

Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.

Code 420 | Reckless Endangerment

An intentional action in which the behavior causes injury or may potentially cause injury to students or staff.

Code 421 | Fighting: Repeated

A student who participates in two or more fights in a school year may receive a minimum of five days of out- of-school suspension up to a calendar year expulsion. The disciplinary response should be based on the severity and the extent of actual disruption to the learning environment.

Code 423 | Vandalism (Over \$500)

Willfully destroying or defacing school or personal property. The damage caused is over \$500. A child's willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.

Code 424: Theft From an Individual or of School Property (Over \$500)

Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over \$500. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 425 | Refusing or Fleeing from a Drug or Weapon Search

A student who refuses to submit to a drug or weapon search or flees when requested is in violation of this code. Reasonable suspicion of drugs or firearms must exist for expulsion. A student violating this code is not eligible for the First Time Drug Offenders Class.

TYPE 5 BEHAVIORS

Code 501 | Rape

Committing oral, anal or vaginal penetration with use of force, against a person's will or when the victim is unable to give consent.

Code 502 | Attempted Homicide

Attempting to kill another person.

Code 503 | Homicide

Killing another person.

TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSE

Expulsion Required, but Not Mandatory for One Year

Code 504 (ZT) | Threat by Electronic Transmission

A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention.

TYPE 5 BEHAVIORS – ZERO TOLERANCE (ZT) OFFENSES

Mandatory Expulsion for One Year

A Zero Tolerance (ZT) Offense requires an expulsion of not less than one calendar year (180 school days) under Tennessee State Law. However, the Director of Schools or his designee may modify the length of the expulsion on a case by case basis through the appeals process or through a request for modification. See pages 49 to 51 for more details. The following are Zero Tolerance offenses under Tennessee law:

Code 505 (ZT) | Drugs⁴

Unlawful possession, use, or distribution of drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug).

Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit. A referral to the school social worker will be made for any student found in violation of this code.

First Offenders Drug Diversion Program – Student is in possession or under the influence of marijuana or unauthorized prescription drugs for the first time. Although possession of drugs is a zero tolerance offense, first-time offenders are eligible for a modification of expulsion under the Drug Diversion Program. A student who is found to have intent to distribute any drug with or without monetary exchange is not eligible for the Drug Diversion Program. Eligibility requirements will include students attending an eight-hour drug education class and parents will be required to attend a two-hour drug education class. Failure to complete all requirements of the program will nullify the student's eligibility. A referral to the school social worker will be made for any student participating in the Drug Diversion Program.

When a student participates in the First Offenders Program, he or she waives the right to an appeal. If a student misses a required drug education class or drug screening, they may be expelled. Upon expulsion, they will not have a right to appeal.

For information on the First Offenders Drug Diversion Program, call (615) 259-8683 or (615) 259-8757.

Code 506 (ZT) | Aggravated Assault of Teacher, School Staff or a School Resource Officer (SRO) 5

Intentionally or knowingly causing serious bodily injury to a teacher, school staff member or SRO. Definition of "serious bodily injury" is injury that requires more than basic first aid.

Code 507 (ZT) | Explosives

Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive may be considered a Zero Tolerance offense only if the altered fireworks are identified as an explosive by law enforcement officials. Fireworks are not considered an explosive.

Code 508 (ZT) | Firearms

Possession of a firearm or bringing a firearm to school. This includes, but is not limited to, handguns, rifles and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.

DISCIPLINARY PROCESSES AND PROCEDURES**DISCIPLINARY DUE PROCESS SUSPENSIONS AND EXPULSIONS** *(A suspension of more than 10 days)*

Disciplinary action will be initiated at the school level. The principal/designee will investigate a student's alleged misconduct and determine whether disciplinary action is necessary. The principal/designee will provide due process by explaining the school's view of the offense, the information gathered during the investigation, and the length of the suspension/expulsion or other behavioral intervention as determined by the principal. The principal/designee will allow the student to explain his/her side or view of the offense. If the principal/designee has knowledge of any serious student misconduct, the principal/designee may immediately remove the student to restore order, to further investigate the misconduct or to protect persons on the school grounds. The principal/designee may suspend the student immediately for a maximum of two days (summary suspension). If it is determined that disciplinary action is not warranted, the incident will be deleted and the suspension days will be changed to excused absences.

Upon suspension of any student, the principal/designee will, within 24 hours, notify the parent or guardian. If the parents are unable to come for their child, the student must remain on school property until the close of the school day. Parents should be provided written notice of the suspension or expulsion. If a suspension is for five or more days, the principal will develop and implement a plan for improving the behavior which will be made available for review by the Director of Schools upon request. The student will be provided the opportunity to make up missed work at the discretion of the principal/designee. An expulsion is defined as a suspension of more than 10 days. On the same date the principal/designee makes the decision to expel a student, the principal/designee must immediately give written or actual notice to the student, the student's parents and the Discipline Office of Support Services of the expulsion and the parent or guardian of their right to appeal the expulsion. In the event actual notice is given, a written notice of the alleged misconduct will be provided in a timely manner and will include the rule allegedly violated and a brief description of the misconduct. Parents and students must also receive the information related to their right to appeal an expulsion. A written notice will also include the name and contact information for the Discipline Director as well as the requirement to contact the Discipline Director within five days of actual or written notice of expulsion to request an appeal of the expulsion. If a student has received an expulsion (suspension of more than 10 days), the parent or legal guardian may contact the Discipline Director for further questions. Please call the Family Information Center at (615) 259- INFO (4636) or the Discipline Office at (615) 259-8757. Prior to any appeal hearing, but at no time later than 15 minutes before the appeal hearing begins, the parent/ guardian will provide copies to the discipline director of all written evidence that the parent or guardian will introduce at the hearing. Requests on behalf of students for copies of evidence prior to the date of the appeal hearing must

be made to the Discipline Office and will be granted if practical. Any records provided prior to the date of the hearing may be supplemented on the day of the appeal hearing. Evidence that is protected by FERPA, such as the identity of third party student witnesses, cannot be released by MNPS. Suspended or expelled students are not allowed to be on any MNPS school property or participate in any MNPS school-sponsored activity/event (for example, graduations, athletic events, etc.). If a student is suspended on an instructional day that is cancelled because of inclement weather, any scheduled suspension days must be made up on the days following the inclement weather days.

PROCESS FOR EXPULSIONS (A SUSPENSION OF MORE THAN 10 DAYS) & APPEALS OF THE EXPULSION

There are three levels of appeals: Level 1 is to the Hearing Authority, Level 2 is to the Executive Officer of Support Services/designee and Level 3 is to the Board of Public Education. Upon making a decision to expel a student, the principal/ assistant principal or dean will immediately give written or actual notice to the parent/guardian and the student of the right to appeal the decision to expel (suspend for more than 10 days). The decision from the Level 1 or Level 2 appeals may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program or suspend/expel the student for a specified period of time. Expulsions for Zero Tolerance (ZT) offenses may only be modified by the Director of Schools on a case-by-case basis. All appeals of disciplinary decisions associated with expulsion (suspension of more than 10 days) must be filed, orally or in writing, within five days of written or actual notice of the decision to expel. If the appeal is not filed within the five days, the right to appeal is waived. Notice of the parent or guardian's intent to have legal representation must be given to the Discipline Office at the time the appeal is requested, to allow for the district to also have legal representation. Each appeal hearing is recorded.

LEVEL 1 – Appeal to the Discipline Hearing Authority

The appeal from this decision will be to a disciplinary hearing authority and the Director of Discipline appointed by the Board. The hearing will be held no later than 10 days after the beginning of the expulsion (suspension of more than 10 days). The disciplinary hearing authority will give written notice to the time and place of the hearing to the person requesting the appeal and the principal or assistant principal who ordered the expulsion. During deliberations, all parties will be excused, excluding the hearing authority and the Director of Discipline. Failure to attend this appeal may constitute a waiver of the student's/parent's right to appeal. Extenuating circumstances will be considered by the discipline coordinator. A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, will be made by the disciplinary hearing authority.

LEVEL 2 – Appeal to the Principal of Support Services/Designee

Level 2 appeal may be requested based on the following reasons:

Parent/student believes due process rights have been violated. New evidence will be presented that was not presented at the Level 1 appeal hearing. A plea for leniency.

At this level, the expelling school is represented by either the principal or assistant principal. This representative explains the incident to the Principal of Support Services/designee, including the facts discovered and the terms of the expulsion. Attendance, cumulative records (grades and transcripts), discipline records and any special information will be brought to the appeal to address questions that may be asked by the Principal of Support Services/designee.

In the case of a Zero Tolerance (ZT) offense, the Principal of Support Services/designee will make a recommendation to the Director of Schools who will then make the final decision.

LEVEL 3 – Appeal to the Board of Public Education

The Board may grant or deny a request for a board hearing and may affirm or overturn the decision with or without a hearing before the board.

Alternative Learning Centers for Expelled Students

Alternative Learning Centers (ALC) are available for elementary, middle and high school students who have been expelled (suspension of more than 10 days). Attendance for expelled elementary, middle and high school students is mandatory. Please contact the Discipline Office at (615) 259-8757 for placement. Students in grades K-4 are subject to suspension and/or expulsion of up to one calendar year for violation of codes listed in the Student-Parent Handbook. Students in grades K-4 who are in violation of a Zero Tolerance infraction or are recommended for expulsion are required to have an expedited review of their disciplinary record. The Principal of Student Discipline or designee, will conduct an expedited review of the case and make a recommendation for further action. Any student recommended for expulsion following the expedited review process will be referred to the Department of Support Services Discipline Office for a Level 1 disciplinary appeal hearing if requested by parent or guardian. Students in grades K-4 who have been expelled for up to one calendar year will be assigned to an ALC specified for elementary age children.

Probation Contracts

Principals/designees have the right to place a student on a school-based probation without notification to the Department of Support Services Discipline Office. The time

and conditions of the probation will be clearly stated. School-based probation is separate and apart from probation issued by the Department of Support Services Discipline Office. Probation contracts will not exceed one calendar year.

Modification of Expulsion Request

A request for modification of an expulsion is a request for the Director of Schools/designee to change the terms of the expulsion, including but not limited to the length of the expulsion or the school assignment. At any time after the conclusion or waiver of the appeals process, a parent or guardian and/or student may submit to the Director of Schools a written request for modification of the student's expulsion. The Director of Schools has the power to modify any expulsion on a case-by-case basis at any time after the completion of the appeal process or waiver. The written request should include a statement of reasons supporting the modification. The Director of Schools/designee will respond to the request with his/her decision within a reasonable time, which will not exceed 21 calendar days from receipt of the request. The Director of Schools/designee is not required to provide an explanation of the decision. Please contact the Discipline Office at (615) 259-8757 for address information.

2 TCA 49-6-4216, (In-school or Out-of-school suspension days represent calendar days: Monday through Friday, excluding designated district holidays, and inclement weather days.)

3 TCA 49-6-3401 (a) Section (12)

4 TCA 39-17-403 through 39-17-416 AND 39-17-454 AND 53-10-101 [the statute, 49-6-3401 has been amended to include these additional sections],

5 TCA 39-11-106 (a)(34) 6 TCA 49-6-3401 (b)

7 TCA 49-6-3401(4) (B-D) 8 TCA 49-6-3401(4) (C)

EXPULSION PROCESS AND NOTICE TO PARENT / LEGAL GUARDIAN

This process applies to expulsions (removal from the regular program for more than ten (10-days). The following steps will be followed before applying an expulsion.

A. PREREQUISITES FOR EXPULSION

Prior to expelling a student, the Principal or designee must hold an informal conference with the student to:

1. Notify the student of the accusations against him/her
2. Allow the student to relate his/her version of the incident
3. Suspend the student for up to five (5) day pending a decision on an expulsion

B. NOTIFICATION OF PARENTS/GUARDIANS

If the expulsion is applied, the Principal or designee shall immediately give written notice of the expulsion to the parent or guardian. The expulsion notice shall include the effective date and length of the expulsion, the reason for the expulsion, and information about the parent's right to appeal the expulsion decision to the Principal or designee.

C. NOTIFICATION OF PORTFOLIO MANAGEMENT STUDENT SERVICES

If the expulsion is applied, the Principal or designee shall immediately give written notice to the Managing Director of Student Services.

D. APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE BOARD

The appeal from this decision will be to a disciplinary hearing authority and the Director of Discipline appointed by the Board. The hearing will be held no later than 10 days after the beginning of the expulsion (suspension of more than 10 days). The disciplinary hearing authority will give written notice to the time and place of the hearing to the person requesting the appeal and the principal or assistant principal who ordered the expulsion. During deliberations, all parties will be excused, excluding the hearing authority and the Director of Discipline. Failure to attend this appeal may constitute a waiver of the student's/parent's right to appeal. Extenuating circumstances will be considered by the discipline coordinator. A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, will be made by the disciplinary hearing authority.

E. Appeal to the Principal of Support Services/Designee

A Level 2 appeal may be requested based on the following reasons:

- Parent/student believes due process rights have been violated
- New evidence will be presented that was not presented at the Level 1 appeal hearing
- A plea for leniency

At this level, the expelling school is represented by either the principal or assistant principal. This representative explains the incident to the Principal of Support Services/designee, including the facts discovered and the terms of the

expulsion. Attendance, cumulative records (grades and transcripts), discipline records and any special information will be brought to the appeal to address questions that may be asked by the Principal of Support Services/designee.

In the case of a Zero Tolerance (ZT) offense, the Principal of Support Services/designee will make a recommendation to the Director of Schools who will then make the final decision.

F. Appeal to the Board of Public Education

The Board may grant or deny a request for a board hearing and may affirm or overturn the decision with or without a hearing before the board.

BULLYING & HARASSMENT

The intimidation, bullying, or harassment of any person through any type of action (*verbal, physical, social media, or technology related*) will not be tolerated at NCPHS.

Students, staff, volunteers, other persons deemed to be engaged in bullying or harassment will move immediately to disciplinary action as it aligns to the NCPHSCode of Conduct, and receive swift and severe disciplinary action, if staff or other person associated with NCPHS.

All persons should IMMEDIATELY report observed instances of intimidation, bullying, or harassment immediately, without reservation, to School Administration.

As a student at Nashville Collegiate Prep High School, I pledge not to participate in any form of bullying or harassment towards anyone in my school, home, or community.

As a student at Nashville Collegiate Prep High School, I pledge to uphold the NCPHSCore Values by displaying POSITIVE WORDS, HELPFUL ACTION, and BEST EFFORT; in my school, home, and community.

DUE PROCESS PROCEDURES: NASHVILLE COLLEGIATE PREP HIGH SCHOOL

All disciplinary and academic intervention actions will be supported by *findings of fact*, as determined and signed off by the Office of the President.

The materials used to determine *findings of fact* include, but or not limited to the following:

- A student's cumulative record
- Review of academic assessments and/or submitted work
- Interview with persons involved in the incident(s), when applicable.
- Interview with persons observing the incident(s), when applicable.
- Phone calls with parents and/or guardian.

Additionally, parents may appeal the *findings of fact*, as determined by the Office of the President, associated with determining ZERO TOLERANCE OFFENCES or repeated non-compliance with school rules by a student.

GRIEVANCE GUIDELINES

NASHVILLE COLLEGIATE PREP HIGH SCHOOL: APPEAL PROCESS

The following guidelines will be applicable to Nashville Collegiate Prep High School's school-based appeal process.

NCPHS's Responsibility:

- The parent/guardian will receive written notice of the disciplinary decision.
- The parent/guardian will be presented with the Statement of Understanding.
- The parent/guardian will receive the guidelines of the appeal process (School Level).

Parent's/Guardian's Responsibility:

- The parent/guardian must submit a written notice stating their intent to appeal a disciplinary decision within five (5) business days of receiving the Statement of Understanding.
 - Failure to adhere to the guidelines within five (5) business days will result in forfeiture to proceed with the appeal process.
- The parent/guardian will attend scheduled meetings, during the appeal process.
 - Failure to attend scheduled meeting will result in forfeiture to proceed with the appeal process.

The student will remain enrolled at NCPHS, during the appeal process. NCPHS provides the opportunity for two (2) sequential levels of appeal, at the school level.

LEVEL 1: EXECUTIVE COMMITTEE

The Executive Committee is comprised of the following members (as applicable):

- President (Meeting Facilitator)
- Executive Officers (HR and Teaching and Learning)
- Director of Student Services (when applicable)

The appeal process will apply as followed:

- An initial appeal meeting will be held within five (5) business days of receipt of the parent's/guardian's written notice of intent to appeal a disciplinary decision.
- An appeal decision meeting will be held within five (5) business days following the initial appeal meeting. The parent/guardian will receive written notice of the decision.
- The parent/guardian must submit a written notice stating their intent to proceed to Level 2 of the appeal process, within five (5) business days of attending the appeal decision meeting.

LEVEL 2: BOARD OF TRUSTEES

The appeal process will apply as followed:

- An appeal meeting will be held within five (5) business days of receipt of the parent's/guardian's written notice of intent to proceed to the Level 2 appeal process.
- The Rethink Forward Board of Trustees will hand their decision down to the Executive Committee, who will communicate their ruling to the parent/guardian through a scheduled meeting, within five (5) business days.
- The parent/guardian will receive written notice of the decision. The written decision will include instructions for initiating a formal appeal to the Metropolitan Board of Education for Nashville, Davidson County, if applicable.

ADDITIONAL APPEAL PROCESS: DISTRICT-BASED

Instructions for initiating a formal appeal to the Metropolitan Board of Education for Nashville (MNPS), Davidson County, will be provided to the parent/guardian, if applicable.

MEETING GUIDELINES for STEP 1: WAS THE POLICY FOLLOWED?

NCPHS will review the policy with parent, and relevant signatures related to the policy. The parent will be provided the opportunity to ask clarification questions.

MEETING GUIDELINES for STEP 2: ARE RELATED FACTS ACCURATE AND CONFIRMED?

NCPHS will review the facts associated with the incident, including a written review of the confirmed facts. NCPHS will review how the confirmed facts were applied to the written policy. The parent will be provided the opportunity to ask

clarification questions related to the confirmed facts, and how they were applied to the policy.

MEETING GUIDELINES for STEP 3: ARE THERE ANY ADDITIONAL RELATED FACTS THAT WERE NOT CONSIDERED?

The parent will be provided the opportunity to present any additional confirmed facts, potentially related to the incident. If additional confirmed facts are presented, related to the incident, NCPHS will take up to three business days to review and/or confirm the presented information. If application of the new facts causes a different outcome based on the written policy this different outcome will be followed, according to the policy.

DUE PROCESS GUIDELINES: STUDENTS WITH DISABILITIES

Schools may use in-school discipline or short-term suspension to discipline students with special needs. During in-school suspension, the school must continue the student's IEP services and allow opportunities for the student to participate in his or her general curriculum.

A school may suspend a student with disabilities for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA). If a suspension is scheduled to last longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 days of suspension. Parents must be notified at least 24 hours prior to the MDR.

The MDR shall be used to determine: (1) whether the conduct in question was caused by, or had direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP.

If the MDR determines that the conduct was a manifestation, the school must do the following: (a) conduct or review the student's FBA; (b) develop or modify a BIP; or (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the MDR determines that the conduct was not a manifestation, the student shall be suspended in the same manner as other students are suspended for similar violations of a student code of conduct. Regardless of the MDR determination, services shall recommence on the 11th day of suspension.

Parent/guardian or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the LEA representative. The representative has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special

exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

A student may request IDEA discipline protections if the school has knowledge that the student may have a disability before the behavior occurred. If the behavior occurs and the parent then alleges the child has a disability, schools should conduct an expedited evaluation. No discipline protections shall be provided until evaluation is complete.

DRAFT

FAMILY, STUDENT, AND SCHOOL-BASED CONTRACTS, FORMS AND RESPONSIBILITIES

FAMILY COMPACT & PARTERSHIP WITH NASHVILLE COLLEGIATE PREP HIGH SCHOOL

We want you to be involved in your student's academic career. Here are some immediate actions you can take to partner with Nashville Collegiate Prep High School

DAILY

- Make sure your child(ren) is in school every day- *unless they are sick*
- Make sure your child(ren) is on-time and ready for bus pickup
- Ask your child(ren) about their homework assignment
- Check our online grading system to view your child(ren)'s grade/homework

MONTHLY

- Review Personalized Learning Plans.

OTHER OPPORTUNITIES TO PARTICIPATE

- Fundraising
- Mentoring (Background Check Required)
- Saturday School Activities
- Teacher/Staff Celebrations and Recognitions
- Student Recruitment Events
- Semi-Annual Surveys (surveys are used for continuous improvement planning)
- The results guide our Title I funding and School Improvement Plans

**ACKNOWLEDGEMENT OF NASHVILLE COLLEGIATE PREP HIGH
SCHOOL STUDENT LEARNING GOALS**

STUDENT & FAMILY AGREEMENT

DRAFT

RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENTS HAVE THE RIGHT TO:

1. An education that prepares them for success in post-secondary education. This includes receiving support and guidance from faculty, a strong academic curriculum and high expectations in the classroom. Information on all options of post-secondary education should begin at least in the ninth-grade year.
2. Fair communication with teachers and administrators, having a safe and respectful relationship that will nurture their academic progress, while also creating a secure learning environment.
3. Attend school and receive a free and appropriate public education as provided by law.
4. Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.
5. Be treated courteously, fairly and respectfully by other students and school staff.
6. Receive a written copy of select district and school policies and procedures at the beginning of the school year and have access to district and school policies and procedures throughout the school year.
7. Bring complaints or concerns to the school principal or staff and expect a response in a reasonable amount of time.
8. Be told, orally or in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
9. Request or challenge in writing an explanation of anything in their education records.
10. Receive information about the procedures for appealing disciplinary decisions.
11. Have a parent or guardian attend applicable disciplinary conferences and hearings.
12. Have school staff or an administrator present when police are called, and have a parent or guardian notified when they are questioned during a police investigation with the exception of those situations that involve child abuse or neglect.
13. Be involved and have a voice in the decision-making policies that affect students and schools.
14. Feel safe in schools without fear or worry for physical, mental or emotional well-being.
15. Fair discipline, with district discipline policies being applied equitably in every school. The level of consequences should be based on the level of the infraction. Efforts will be made to assist students in resolving their own conflicts.
16. Healthy food in schools. This includes fresh fruits and vegetables, quality meats and nutritious beverages available in the cafeteria and in snack machines.

STUDENTS HAVE THE RESPONSIBILITY TO:

1. Attend school daily, be prepared for class, and complete assignments to the best of their ability.
2. Know and obey school rules and instructions given by the school principal and staff.
3. Tell school staff about any dangerous behavior or activity that occurs on school grounds or off school grounds if it may result in disruption to the educational setting.
4. Bring only those materials to school that are allowed.
5. Behave respectfully toward everyone in the school community.
6. Keep parents or guardians informed of school-related issues and give them any materials sent home for parents or guardians by MNPS.
7. Voice opinions in constructive ways, attend key meetings and events that directly affect their education and schools, and encourage parents to participate whenever there is an opportunity for community input.
8. Hold classmates accountable with positive peer pressure. Report when peers are carrying weapons or anything else that may be perceived as a threat. Assist in creating a classroom environment that encourages a sense of learning and support by denouncing offensive and demeaning behavior.
9. Complete all assignments with maximum effort in a timely manner. Students agree to research post-secondary options and be proactive about taking the necessary steps (i.e. studying for tests, researching college on their own, etc.) to ensure their ability to qualify for their chosen path. Students share post-secondary goals and plans with a faculty member.
10. Accept responsibility for their actions. Students who feel they have been disciplined unfairly should respectfully approach a staff member to discuss the situation.
11. Get to know teachers and respect teachers and administrators. When necessary, students offer constructive criticism at the right time without shame or embarrassment.
12. Hold themselves and peers accountable for cleaning up at school.
13. Make the healthier choice in food items when options are presented.

FAMILY RIGHTS AND RESPONSIBILITIES

PARENTS AND GUARDIANS (FAMILIES) HAVE THE RIGHT TO:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by school staff and leadership.
3. Receive information and communication related to policies and procedures of the school and board
4. Academic progress and behavior reports
5. Prompt notification of disruptive behavior and/or disciplinary actions
6. Information about due process procedures for disciplinary action
7. Ways to improve student's academic or behavioral performance
8. Services for English Language Learners and students with disabilities
9. Translation services

PARENTS AND GUARDIANS (FAMILIES) HAVE THE RESPONSIBILITY TO:

1. Make sure their children attend school regularly and on time and, when children are absent, send in written excuse notes.
2. Support MNPS by being a role model for their children, talking with their children about school and expected behavior and communicating the value of education through words and action.
3. Be respectful and courteous to staff, other parents, guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds and school activities. The parent or guardian will be notified in writing.
4. Give updated contact information to MNPS and their children's individual school annually or whenever contact information changes. Provide the school with all legal documents pertaining to custody or special circumstances in a timely manner.
5. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
6. Encourage students to participate in extracurricular activities that promote social and emotional growth in the areas of creative arts, music and athletics.
7. Work with leadership and school staff to address any academic or behavioral concerns or complaints children may experience.
8. Read and become familiar with the policies of the Board of Public Education's administrative regulations and this Family-Student Handbook.

NASHVILLE COLLEGIATE PREP HIGH SCHOOL: EMPLOYEE RESPONSIBILITIES

ALL NCPHS EMPLOYEES HAVE THE RIGHT TO:

1. Be treated courteously, fairly and respectfully by students, parents or guardians, and other school staff.
2. Work in a safe and orderly environment.
3. Communicate concerns, suggestions and complaints, following the employee handbook, as approved by the Board of Trustees of RETHINK FORWARD, Inc.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.

ALL NCPHS EMPLOYEES HAVE THE RESPONSIBILITY TO:

1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following MNPS Family-Student Handbook.
3. Be respectful and courteous to students, parents and guardians, serving as role models for students.
4. Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.
5. Be knowledgeable about the policies of the Board of Public Education's administrative regulations and rules and enforce them fairly and consistently.
6. Be knowledgeable about federal and state laws and regulations regarding the disciplinary process for all students, including students with disabilities.
7. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand.
8. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies and organizations when outside support is necessary.
9. Provide makeup work for students with lawful absences (students absent due to disciplinary reasons should be considered for make-up work).
10. Participate in required professional development opportunities.
11. Utilize community organizations to support the individual needs of the students and families served by the school community.

THE DIRECTOR'S TEAM

THE DIRECTOR'S TEAM HAS THE RESPONSIBILITY TO:

1. Collaborate and communicate with the community to create and implement policies and procedures that promote highly effective schools that are safe and conducive to the success of students, staff and the community.
2. Ensure all schools have the resources and leadership to support and maintain student and school success.
3. Protect the legal rights of school staff, leadership, students and parents or guardians.
4. Be courteous, respectful and fair with students, parents or guardians, school staff and leadership.
5. Provide a broad-based and varied curriculum to meet individual school needs.
6. Ensure the legal rights of all students, including students with disabilities.
7. Provide staff that is trained to meet the needs of students.
8. Provide support and professional development training to leadership and school staff to help them support students.
9. Support leadership and school staff in the fulfillment of their disciplinary responsibilities as defined by the MNPS Family-Student Handbook.
10. Notify parents or guardians prior to an out-of-school disciplinary action.

HIGH SCHOOL STUDENTS & VEHICLE REQUIREMENTS

REGISTRATION OF VEHICLES

- Only students with an appropriate license issued by the Department of Transportation may drive to school.
- Students are required to complete a registration form available in the Main Office.
- Only Vehicles registered with the state and belonging to the student or a family member may be registered at the high school.
- Student must have a valid driver's license.
- Upon completion of the registration process a parking sticker will be issued.
- The sticker must be attached on the back of the rearview mirror of the registered vehicle as evidence the registration process has been completed.
- For returning drivers, the cost of parking is \$5 dollars. For new drivers, the cost of parking is \$10 dollars.

OPERATION OF VEHICLES

- All students are expected to be in school on time. School hours are 7:30 a.m.- 3:30pm; first period starts at 8:00 a.m.
- The student driver will be held responsible for any passenger(s) he/she may choose to allow in their vehicle.
- Vehicles at all times must be operated in a manner that adheres to all the rules and regulations of proper and safe driving as defined by the Tennessee laws.
- The speed limit on school property is 5-mph.
- Vehicles parked in the student area may not be moved during the school day without administrative permission.
- Students may not return to vehicles at any time during the school day without administrative permission.
- Using a vehicle as a place to eat, smoke or drink is prohibited at any time.

DISCIPLINARY ACTION

Students may lose their driving privileges if:

- There is a pattern of unauthorized tardiness, unauthorized absence and/or multiple discipline referrals.
- Students park in areas other than student parking.
- Students violate the traffic regulations on campus (IE: drive over the speed limit, drive aggressively, or without proper safety).

HIGH SCHOOL DRIVERS: VEHICLE CONTRACT

Once a student is on school property, he/she is our responsibility until school dismissal at 3:30pm, unless the student has written permission from a parent/guardian to leave early. It is our intention to keep all our students safe.

Students are not allowed to leave school during lunch periods or study halls. The student must remove all school supplies, including lunch money from his/her vehicle at the beginning of the school day. Students are not allowed to go to the student parking lot during the school day unless they have a pass from an administrator.

Driving to and from school is a privilege. Unauthorized tardiness, unauthorized absences and/or multiple disciplinary referrals may result in a suspension of your driving privileges.

Students must have proper authorization for their vehicle to park in student parking. Parents please be certain your child adheres the parking sticker to the back of the rearview mirror of the registered vehicle. Students and parents should read the "Regulations Regarding Student Use of Vehicles" attached to this contract.

PARENTS, YOUR SUPPORT IN ALL DRIVING REGULATIONS IS NECESSARY TO ENSURE THE SAFETY OF YOUR CHILD.

We have read and understand the regulations regarding "Student Use of Vehicles" at Nashville Collegiate Prep High School. My child and I hereby agree to abide by these regulations and understand that failure to do so will result in consequences, including suspension of driving privileges.

Student Name (Printed) _____ Grade _____ Student Signature _____

Parent Name (Printed) _____ Parent Signature _____

Primary Vehicle

Make and Model of Car: _____

Year and Color: _____

License Plate #: _____

STUDENT HEALTH: PARENT/GUARDIAN

ASTHMA TREATMENT AUTHORIZATION LETTER

I, _____, am the parent/legal guardian
of _____ . (student).

My signature below signifies my written authorization and approval for _____ to self-administer asthma treatment,

in accordance with the Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting provided by the Tennessee Department of Education and Tennessee Department of Health.

I understand that Nashville Collegiate Prep High School and its employees and agents shall incur no liability as a result of any injury sustained by the student or any other person from possession of self- administration of the inhaler.

I understand that Nashville Collegiate Prep High School shall incur no liability.

I indemnify and hold harmless Nashville Collegiate Prep High School and its employees against any claims relating to the possession or self-administration of the inhaler. I understand that nothing in these guidelines shall be construed to relieve liability of Nashville Collegiate Prep High School or its employees for negligence.

I understand that students with asthma must have an Individual Health Plan developed by a registered nurse and that this plan should include tracking the frequency of asthma inhaler use.

I understand that it is my responsibility to remove any unused medication from the school when the medication is complete or out of date. I understand that I will receive written notification to pick up the medication in such instances. If not picked up in 14 days of the written notification, the medication will be destroyed by the school nurse, documented and witnessed by at least one staff member from Leadership

Signature: _____

Date: _____

ALLERGIES:
LIFE THREATENING-EMERGENCY AUTHORIZATION RELEASE

I, _____, am the parent/guardian of

(student).

My signature below signifies my written authorization and approval that the School Nurse of Nashville Collegiate Prep High School may administer allergy medication and share health information of _____ with my child's licensed student, health care provider in accordance with the Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting provided by the Tennessee Department of Education and Tennessee Department of Health.

In the event of an emergency, I authorized only properly trained staff to administer epinephrine, according to the medication instructions.

I understand that Nashville Collegiate Prep High School shall incur no liability. I understand that nothing in this authorization shall be construed to relieve liability of Nashville Collegiate Prep High School or its employees for negligence.

I understand that students with life threatening allergies must have an Individual Health Plan developed by a registered nurse.

I have read the Family & Student Handbook section on *Life Threatening Allergies* and understand all of the responsibilities associated with successful implementation, to ensure that maximum safeguards are in place for my child.

I understand and accept my role in this process.

Signature: _____

Date: _____

FAMILY PERMISSIONS: AUTHORIZATION AGREEMENTS

PHOTOGRAPH & VIDEO AUTHORIZATION & PERMISSION

This notice confirms the agreement between I, _____ (*parent/guardian*) and us (*NASHVILLE COLLEGIATE PREP HIGH SCHOOL*) regarding your child's participation in activities in which they may be photographed or videotaped. Your signature (see permission statement) signifies that *NASHVILLE COLLEGIATE PREP HIGH SCHOOL* and/or its partners/affiliates are authorized to include your child's image in print or any electronic medium presently in existence or invented in the future.

I, _____, hereby agree that I will not bring or consent to others bringing claim or action against *NASHVILLE COLLEGIATE PREP HIGH SCHOOL* on the grounds that any advertising or publicity used in connection herewith, is defamatory, reflects adversely on you, violates any other rights whatsoever, including without limitations, rights of privacy and publicity.

MOBILE CLASSROOM CAMERA PERMISSION

I/we hereby acknowledge that the school participates in the Mobile Classroom model. In this model, teaching will be provided by expert teachers to students in a mobile environment either full time or instruction could be a combination of mobile instruction and direct instruction within a classroom setting. The Mobile Classroom model requires cameras in the classroom and my child may be on camera at some time in the program; I/we hereby consent to having my child appear on camera while participating in the Mobile Classroom model.

Student Name: _____

Parent/Legal Guardian Signature: _____

Date: _____

COMPUTER & TECHNOLOGY POLICY

Nashville Collegiate Prep High School students are provided the opportunity to checkout laptops/tablets that are the property of NCPHS so that they may continue using the technology away from school facilities. These laptop/tablets are to be used only for educational purposes. No student should use a NCPHS laptop/tablet for personal use of any kind. The following procedures will serve as guidelines for use of NCPHS laptops/tablets and their checkout by schools to students. All students and parents will be required to sign this form acknowledging that they have read and agree with the school’s laptop/tablet checkout procedures before a laptop/tablet can be taken to another location.

Student Initials	Parent Initials	Please initial next to each statement, indicating that you have read and understand them.
		All use of the school system’s laptops/tablets must be for educational purposes. Students are not to use the computers for personal, commercial or business use, or for political or religious reasons.
		Students who check out a laptop/tablet assume full responsibility for basic care of the device.
		Students who check out a laptop/tablet assume full responsibility for security of the device off school premises.
		Students who check out a laptop/tablet assume full responsibility for reporting device problems, breakage or damage immediately.
		Students who check out a laptop/tablet assume full responsibility for repair cost due to intentional damage or damage due to neglect.
		Students who check out a laptop/tablet assume full responsibility for the replacement cost of the laptop/tablet in the event the student loses possession of the laptop/tablet for any reason or in the event the laptop is destroyed or rendered useless due to damage while in the care of the student, including loss of use due to theft, fire, flood, lightning, or any other cause.

CONTACT INFORMATION

I _____ confirm that the information given below is correct and will contact Nashville Collegiate Prep High School if any of it changes.

HOME PHONE: _____ WORK PHONE: _____ CELL PHONE: _____

HOME ADDRESS (Street Number and Name): _____

HOME ADDRESS (City/Zip): _____

I accept full responsibility for the replacement cost of the laptop/tablet I have checked out in the event of any loss or damage to this equipment in the amount determined by Nashville Collegiate Prep High School.

STUDENT NAME (PRINT) **SIGNATURE** **DATE**

I have read, initialed, and understand the Laptop/Tablet Procedures above and agree to comply with them as stated. I also understand that any violation of these procedures may constitute in me or my child not having future access to a laptop/tablet for use away from school facilities. I also

PARENT/GUARDIAN NAME (PRINT) **SIGNATURE** **DATE**

=====

OFFICE USE ONLY

DEVICE TYPE/MODEL: _____

LAPTOP NUMBER: _____

SERIAL NUMBER: _____

CHARGER/POWER PACK PROVIDED

OPT-OUT AGREEMENT

Completion of this form is only required if you DO NOT want your child to have access to the services listed. No action is required if you are in agreement with the services listed being made available to your child.

TECHNOLOGY OPT-OUT

Only sign if you DO NOT want your child to have permission to access the Internet.

I have read NCPHS's policies related to technology. I understand that the Internet is a worldwide group of computer networks and that NCPHS does not control the content available on, or through, these Internet sites. I understand that NCPHS will undertake good faith efforts to filter objectionable material available on sites that can be accessed by NCPHS students but that filtering efforts may not completely block objectionable content. Therefore, I am restricting my child's access to the District's Internet. **NCPHS does not have my permission** to give Internet access to my child. Failure to complete and sign the technology opt-out form will serve as an indication that your child has permission to access the District's Internet.

Student Signature _____

Date _____

Parent or Guardian Signature _____

Date _____

SCHOOL SOCIAL WORK SERVICES OPT-OUT

Only sign if you DO NOT want your child to have permission to access School Social Work Services.

I wish to exclude my child from School Social Work Services. My child will not be able to have School Social Work Services. **NCPHS does not have my permission** provide School Social Work Services to my child. Failure to sign the School Social Work opt-out form will serve as an indication that your child has permission to access School Social Work Services.

Parent or Guardian Signature _____

Date _____

PROPERTY SEARCH & SEIZURE POLICY

I _____ have reviewed the following rules with my child. I understand that my child's enrollment requires abiding by these regulations, as determined by the Office of the President.

The following actions are PROHIBITED and violate the student's code of conduct

Nashville Collegiate Prep High School is not responsible for the loss of any personal property due to theft, or otherwise.

Students, staff, or persons associated with Nashville Collegiate Prep High School SHALL NOT:

- Damage, destroy, or willfully deface the school building, desks, boards, books, lavatories, lockers or any other school property.
- Bring any form of weapon or property resembling a weapon to school.
- Have any expectation of privacy related to personal property carried to school, on the bus, or involved in events associated with Nashville Collegiate Prep High School.
- Have any expectation of privacy related to personal items stored within book bags, lockers, purses, or other related gear.

Leadership may confiscate any of the following items, at anytime.

- Personal apparel or items, based on reasonable suspicion that the code of conduct is being violated.
- Skateboards, electronic games, smartphones, cell phones, digital accessories / gadgets, or any other related items.

Leadership may search personal items or possessions at any time, based on reasonable suspicion of violating the CODE OF CONDUCT.

- Searches will be conducted by the Office of the President.
- Potentially invasive searches will be conducted by members of the same gender as the student and in privacy.
- The results of searches will be confidential, except to report illegal activity.

I have received, reviewed, and understand the content of the Student-Parent Handbook, provided by NCPHS. I understand that my child must follow these rules in order to avoid violation of the school's code of conduct leading towards disciplinary action.

Parent / Legal Guardian Full Legal Name Date

Student Full Legal Name Date

TENNESSEE MIGRANT PROGRAM SURVEY

This form must be returned as a requirement for enrollment in Metro Nashville Public Schools.



Tennessee Migrant Education Program – Occupational Survey

Your child may qualify to receive **FREE** educational services. Please answer the following questions to help us determine their eligibility. Once completed, return this form to the school.

Student Name:	Grade:	Date:
Parent/Guardian Name:	School:	

1. Has your family moved within the last 3 years to another city, county, or state, in order to work in the agricultural and fishing industries? Yes No

2. Do you or someone in your immediate family currently work in any of the occupations listed below? Yes No
(Check all that apply)

Meat and Food Processing/Packing

Fruit, vegetables, chicken, eggs, pork, beef, etc.



Agriculture/Field Work

Plant, pick and sort crops (tomatoes, tobacco, cotton, and strawberries), soil preparation, irrigation, fumigation, etc.



Dairy/Cattle Raising

Feeding, milking, rounding up, etc.



Nursery/Greenhouse

Planting, potting, pruning, watering, etc.



Forestry

Soil preparation, planting, growing, cutting trees, etc.



Fishing/Fish Processing

Catch, sort, pack, transport fish, etc.



3. If your current job is not in agriculture or fishing, did you or someone in your immediate family work in any of the occupations listed above in the last 3 years? Yes No

If yes, where? City: _____ State: _____

If you answered "YES" to any of the questions above, please answer the following questions.

How long have you been in this county in Tennessee? _____ Weeks _____ Months _____ Years			
Home Address	City	State	Zip Code
Telephone number, please include area code. () _____			
For school use only: Please send all surveys with at least one "YES" response to your district migrant liaison. All qualifying surveys should be uploaded to the TNMigrant site. Please notify the MEP that new surveys have been uploaded. Questions? Call (931)212-9539			
SCHOOL DISTRICT:	STUDENT STATE ID:	ENROLLMENT DATE:	

English Version



Programa de Educación Migrante en Tennessee – Encuesta de Ocupación

Sus hijos pueden ser elegibles para recibir servicios educativos **GRATUITOS**. Por favor, conteste las siguientes preguntas para determinar si califica y regrese esta encuesta a la escuela.

Nombre del Estudiante: (Apellidos, Nombre)	Grado:	Fecha:
Nombre del Padre / Guardián:	Escuela:	

1. ¿En los últimos 3 años su familia se ha mudado a otra ciudad, condado o estado, para trabajar en la agricultura o pesca? Sí No

2. ¿Usted o alguien en su familia ha trabajado en alguna de las actividades mencionadas abajo? Sí No
(indique que actividad)

Procesamiento/Empaque de alimentos y carnes



Vegetales y carne de res, pollo, cerdo, etc.

Trabajo de campo / Agricultura



Sembrar, plantar, pizar, cosechar, empacar, sortear (tomates, fresas, algodón) preparación de la tierra, irrigación, fumigación, etc.

Lechería / Ganadería



Ordeñar, alimentar, acorralar, etc.

Vivero/ Invernadero



Sembrar, cultiva, plantar flores, plantas, etc.

Trabajo Forestal

Sembrar, plantar, cultivar, cosechar árboles, etc.



Pesca/ Procesamiento de Pescado



Sortear, empacar, pescado o mariscos, etc.

3. Si su actual trabajo no es en la agricultura o la pesca, ¿Ha trabajado usted o algún miembro de su familia es este tipo de actividades, durante los últimos 3 años? Sí No

¿Dónde? Ciudad _____ Estado _____

Si respondió "Sí" a alguna de las 3 preguntas anteriores, responda las siguientes preguntas.

¿Cuánto tiempo lleva en este condado en Tennessee? ___ Semanas ___ Meses ___ Años
Domicilio Ciudad Estado Código Postal
Número de teléfono, incluya el código de área. ()

For school use only: Please send all surveys with at least one "YES" response to your district migrant liaison. All qualifying surveys should be uploaded to the TNMigrant site. Please notify the MEP that new surveys have been uploaded. Questions? Call (931)212-9539

SCHOOL DISTRICT:	STUDENT STATE ID:	ENROLLMENT DATE:
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Spanish Version

NASHVILLE COLLEGIATE PREP HIGH SCHOOL:
FAMILY & STUDENT HANDBOOK ACKNOWLEDGMENT

SIGNATURE REQUIRED (*Per Each Student Enrolled*):

The signature below acknowledges that I have read and understand the handbook and related policies of Nashville Collegiate Prep High School. I understand that my signature is required for my child's enrollment, and that all handbook guidelines and policies will be followed, as described in the NCPHS Student Parent handbook.

SCHOOL ATTENDANCE & TRUANCY:

I understand that my child is subject to compulsory school attendance laws and if my child is found to be unlawfully absent from school or habitually truant, law enforcement personnel may take my child into temporary custody and deliver him/her to the Metro Student Attendance Center (MSAC).

Student's Name (First, Middle, Last Name)

Parent or Guardian Name (First Middle, Last Name)

Parent or Guardian Signature

Date _____

This form is part of the student registration process at Nashville Collegiate Prep High School and must be returned for official enrollment.

ATTACHMENT C

Student Discipline Policy



STUDENT DISCIPLINE POLICY

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behaviors; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a true desire to help the student to do what is right. Though few students desire discipline, they often need it to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. **The following list is not all-inclusive:**

- Students are expected to respect the authority of school personnel which includes but is not limited to administration, teachers, staff, and substitutes.
- Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
- Students shall always help keep the school clean. There is to be no gum chewing in the school building or on the school grounds.
- Items such as water pistols, matches, skateboards, handheld game devices, toys, weapons of any sort, etc. are not permitted at school.
- No items will be permitted that carry pictures or slogans referring to the drug culture or alcohol. No profane, abusive, or slang language is to be used.
- There is zero tolerance for aggression, drugs, and alcohol at school. Students that push, hit, bite, kick, harass, bully or negatively use the internet will be assigned an appropriate consequence, up to and including suspension or dismissal from the school, and/or referral to law enforcement.

ADMINISTRATIVE INTERVENTIONS AND DEFINITIONS

The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction.

Time out: A disciplinary action that allows the student time to reflect and refocus. The child is given time to sit quietly, to calm down, and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office, or another

classroom.

After School and/or Saturday Detention: Held at the school site. A staff member monitors the Detention activities. The child does not miss class time.

Behavior Plan: A student-specific plan that is aimed at improving problem behavior. Parents, students, and school staff work together to develop and implement this plan.

Confiscation: Of cell phones and electronics: (Refer to Policy)
For all other items (i.e. toys, Fidgets, games): at the principal's discretion

Loss of Privileges: Revocation of the right to participate in social and/or extracurricular activities.

Suspension: A suspension from campus for a specified length of time not to exceed 10 days. Parents will be notified of disciplinary action plans within 24 hours of behavior infraction. The student is marked absent. The student must complete assignments and shall receive full credit for such work if it is completed satisfactorily and timely. No student will be readmitted to school without a parent conference.

Parent Contact/Conference: Phone calls, notes home, letters, meetings with parents, automated calls, emails.

Expulsion: Students may be recommended for expulsion for extreme first-time offenses (drugs, weapons, and other serious offenses) or, on the 4th offense that results in suspension and must be recommended for removal prior to the 11th day of out of school suspension. This may be a result of habitual violations of school rules, or for other serious one-time infractions. A parent may waive their right to a due process hearing after meeting with a representative team from the school to discuss the problem behavior and select placement at an alternate school or homebound program provided and monitored by the school.

Referral to Student Services or Mental Health Professional: School-based counseling or mental health services aimed at improving student behavior. Students will receive conflict management counseling, self-control tips, effective communication training, anger management counseling, and other counseling as needed. Written parental consent is required for mental health services.

Restitution or Repair: Payment or repair for damages to personal or school property.

SDT: The Schoolwide Data Team may be comprised of teachers, parents, school counselors, school personnel specializing in student services and administration. The purpose of this team is to identify and prescribe services to students who require additional support in the area of grades, attendance, and/or social-emotional well-being.

School Specific Interventions: Interventions that vary from school to school that are used for

certain behavior infractions.

Seclusion and Restraint Guidelines and Procedures: Guidelines and Procedures are available on the Nashville Collegiate Prep website, www.nashvillecollegiate.org (click School Information, then choose Student Handbook tab). Paper versions may be requested through your child's school.

Threat Assessment: Multidisciplinary assessment used to validate a verbal, nonverbal, or written threat by a student. Student and parent interviews are conducted if necessary.

DUE PROCESS IN THE DISCIPLINARY PROCESS

Every student must be afforded due process in the disciplinary process. Procedural due process is essentially based on the concept of "fundamental fairness". It includes an individual's right to be adequately notified of charges or proceedings, and the opportunity to be heard at these proceedings. When a student has been written up and presents to the office the following must occur:

1. The student must be told what he is accused of and by whom (faculty member)
2. The student must be given the opportunity to tell his version of the facts
3. The student must be allowed to provide any witnesses to the event
4. The student must be informed of the administrator's action on the infraction (consequence)
5. Parents must be notified by personal phone call (email if phone contact cannot be made) at the numbers provided if the disposition is one of the following: Assigned Focus Room by administration, Detention, Out of School Suspension. Documentation will be sent home with the student on the day that parental contact was made.
6. Parents are not present during the principal's investigation or interviewing of the student.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken. The process is intended to be instructional and corrective, not punitive.

LEVELS OF DISCIPLINARY ACTION

Nashville Collegiate Prep works diligently to provide an optimal learning environment for all students. Nonetheless, at times students may become disruptive, talkative, disrespectful, etc. To better deal with these types of behaviors, teachers and administrators will work collaboratively to implement a **Progressive Discipline Plan**. The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other circumstances will be considered in determining which actions should be taken.

Level 1 Offenses disrupt the orderly operation of the school/learning environment.

Infraction	Definition of Infraction	Consequences
Uses profanity or obscenities	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used to another. Including writing or drawing words or images that considered obscene or profane.	1st Step: (*Note: Step 1 may be repeated at the discretion of the administration.) Parent Contact Assign After School Detention
Disturbs the school	Behavior causing major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out of seat behavior.	2nd Step: Parent Contact Saturday Detention/Focus Room <i>Conduct parent conference upon return from suspension</i>
Violates traffic and safety regulations	To break any rule or law that pertains to the obstruction and flow of traffic and/or safety regulations within the school environment. This includes any/all extracurricular activities in which the school is being represented.	3rd Step: Parent Contact 1Day Out of School Suspension <i>Conduct parent conference upon return from suspension</i>
Gambling	Wagering money or property.	<i>Conduct parent conference upon return from suspension</i>
Improper Dress/Dress Code Violation	Out-of-dress code. ***See Dress Code Violations Policy	4th Step: Parent Contact 2 Days out of School Suspension
Academic Dishonesty	Cheating that occurs in relation to a formal academic exercise may include plagiarism, fabrication, or deception.	<i>Conduct parent conference upon return from suspension</i>
Misusing the internet or other forms of technology	Violating the Internet Use Policy. Altering another's profile, work, or account. Using technology for purposes other than those assigned by school personnel.	Note: Repeated violations of the same Level 1 infractions will be coded as Level 2- Repeated Rule Violation

Level 2 Offenses seriously disrupt the learning environment

Infraction	Definition of Infraction	Consequences
Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority.	1st Step: (*Note: Step 1 may be repeated at the discretion of the administration.) Level 1 consequences may be assigned as well.) Parent Contact Assign Saturday Detention/Focus Room 2nd Step: Parent Contact 1 or 2 Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i> 3rd Step: Parent Contact 3 Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i> 4th Step: Parent Contact 3-5 Days out of School Suspension <i>Conduct parent conference upon return from suspension</i>
Treats an authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.	
Is guilty of conduct or habits injurious to others (no intent)	Any unintentional but not malicious act that cause injury, damage, or pain to another.	
Cuts, defaces, or injures any part of the building or equipment (Under \$100.00)	Damage, destruction, or defacement of property belonging to the school valued under \$100.00.	
Leaves Classroom without permission-Skipping Class	Exiting a classroom or instructional area without permission of the instructor. Student stays out of class without permission of a school staff more than 10 minutes.	
Is guilty of stealing (valued less than \$100)	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	
Forgery	To use, make, or reproduce another's signature.	
Possession/sharing of obscene/pornographic material	Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.).	

Level 3 Offenses compromise the safety of the school community

Infraction	Definition of Infraction	Consequences
Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statement or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.	1st Step: (*Note: Step 1 may be repeated at the discretion of the administration.) Level 1 and 2 consequences may be assigned as well. Parent Contact 1-3 Days out of School Suspension.
Using profane or obscene language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling used to another.	<i>Conduct parent conference upon return from suspension</i> 2nd Step: Parent Contact 3-5 Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i>
Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component. Act that is dangerous, aggressive or would be perceived as disturbing and not conforming to approved standard of social behavior.	3rd Step: Parent Contact 5-7 Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i>
Is guilty of conduct or habit injurious to his/her associates	Any intentional but not malicious act that causes injury, damage or pain to another.	4th Step: Parent Contact 7-10 Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i>
Uses or possesses tobacco products or lighter	The possession, use, purchase, intent to distribution, concealment or sale of tobacco products, e-cigarette or lighters.	

Cut, defaces, or injures any part of public school building/Vandalism over \$100.00 (requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at over a \$100.00.	<p>1st Step: (*Note: Step 1 may be repeated at the discretion of the administration.) Level 1 and 2 consequences may be assigned as well. Parent Contact 1-3 Days out of School Suspension. <i>Conduct parent conference upon return from suspension</i></p> <p>2nd Step: Parent Contact 3-5 Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i></p> <p>3rd Step: Parent Contact 5 -7Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i></p> <p>4th Step: Parent Contact 7-10 Days Out of School Suspension <i>Conduct parent conference upon return from suspension</i></p>
Instigates or participates in a fight	A hostile confrontation resulting in physical contact or an attempt at physical contact.	
Leaves Classroom without permission	Exiting a classroom or instructional area without explicit permission.	
Is guilty of stealing over \$100.00(requires restitution)	Taking or gaining the property of another, valued over \$100.00.	
False Alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911 or discharging a fire extinguisher.	
Public indecency	Exposure of body parts in public view.	
Trespassing violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of property has been denied, or who remains on the property once notified or requested to leave.	
Failure to serve assigned consequence	Failure to serve Detention, Out of School Suspension or other assigned consequence. ***Note: Consequence will be doubled or moved to the next progressive step.	
Bullying/Harassment/Threatening *If bullying is suspected, a bullying form must be completed and turned in to administration to investigate. See procedures for Bullying investigation below.	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. This includes any act above done through the use of technology (cyber bullying) which can occur on or off school property.	

Level 4 offenses involve law enforcement intervention

Infraction	Definition of Infraction	Consequences
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	Out of School Suspension Referral to Law Enforcement Recommendation for Expulsion
Uses or possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution, sale or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code	Possessing weapon(s) designed to expel a projectile by action of an explosive.	
Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used to inflict harm or injury	Possesses firearms, knives or blades, which may be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space.	
Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.	
Leaves school premises without permission	Exiting a school campus without explicit permission of the instructor.	
Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in need for law enforcement intervention.	

**Administration may replace any consequence on the Levels of Discipline chart at their discretion. Additional actions may include, but are not limited to: Additional Out-of-School Suspension Days, Focus Room, Loss of Technology, Campus Clean-Up, Behavior Plan, Referral to Student Services, School Sponsored Home Instruction, Loss of Privileges (extra-curricular, school sponsored activities), Recommended Expulsion

MINOR INFRACTIONS

A record of minor referrals for violation of classroom or school rules will be kept by the classroom teacher and school disciplinary designee. Students may be issued a minor infraction in the classroom when they receive a “U”, “F”, or “Red Light” in conduct for the day. Students may also receive a minor infraction when they are removed from class for disrupting instruction or for an isolated behavior that does not conform to the school-wide expectations. When a student accumulates 4 minor infractions, they are referred to administration and the appropriate consequence will be administered according to the “Levels of Disciplinary Action.” Consequences for Minor Infractions should adhere to the following guidelines:

Minor Infraction #1

- Teacher will complete Minor Infraction Form and contact the parent.
- Teacher will assign consequence.
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for record keeping.
- Teacher will keep Master copy for later use, if needed.

Minor Infraction #2

- Teacher will complete Minor Infraction Form and contact the parent
- Teacher will assign consequence.
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for record keeping.
- Teacher will keep Master copy for later use, if needed.

Minor Infraction #3

- Teacher will complete Minor Infraction Form and contact the parent
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for parent contact and lunch detention assignment.
- Teacher will keep Master copy for later use, if needed.
- Parent conference may be required.

Minor Infraction #4

- Upon the 4th incident of failure to comply with school expectations, the student will be issued a Major Infraction.
- Teacher will complete Minor Infraction Form.
- Teacher will send white and yellow copy to Administrator/Designee.
- Administrator/Designee will assign consequence according to the Progressive

Discipline Plan.

- Administrator/Designee will contact parent.
- Administrator/Designee will fill out a Major Infraction Form and attach documentation from the teacher.
- Teacher will keep Master copy for records.

Role of PBIS

A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

Procedures for reporting suspected incidents of bullying

The definition of Bullying: (As provided in Act 861 of 2012) - A pattern of one or more of the following:

- Gestures, including but not limited to obscene gestures and making faces.
- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors.
- Electronic communication including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website using a telephone, mobile phone, pager, computer, or other electronic device.
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
- Repeatedly and purposefully shunning or excluding from activities.

The pattern of behavior is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event.

The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

The principal/designee is responsible for receiving complaints alleging violations of the bullying policy. All school employees and parents chaperoning, or supervising school-sponsored functions and events are required to report alleged violations of this policy to the principal or the principal's designee. A verbal report must be reported to the principal/designee on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter. The written report must be obtained from the principal/designee. The principal/designee will initiate an investigation into the bullying incident no later than the next business day that school is in session.

The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

STUDENT REMOVAL FROM CLASSROOM

A pupil may be immediately removed from a classroom by the teacher and placed in custody of the administrator or designee if the pupil's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of pupils or the teacher, or when a pupil exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall receive credit for schoolwork missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office but do not warrant immediate removal.

Upon the pupil being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the pupil shall be given an opportunity to explain his version of the facts. The principal shall conduct a counseling session with the pupil to discuss the misconduct and establish a course of action. If the principal determines that the removal of the student from class was warranted, the pupil shall not be readmitted to the classroom until the principal has implemented one of the following disciplinary measures:

- Detention – After school and/or Saturday
- Suspension- Requiring the completion of all assigned school and homework which would have been assigned and completed by the pupil during the period of suspension
- Any other disciplinary measure authorized by the principal

When a pupil has been removed from a classroom, the teacher may require the parent, or legal guardian of the pupil to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the pupil's third removal from the same classroom, the teacher and principal shall discuss the pupil's disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures. If appropriate, a referral of the matter may be made to the SDT. In addition, a conference between the teacher or other appropriate

school employee and the pupil's parent, or legal guardian shall be required prior to the pupil being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the pupil into another setting. Any student removed from class who requires special education services, or 504 accommodations will be provided with services mandated under IDEA.

Whenever a teacher is struck by a pupil, the pupil, in addition to any other discipline given, may be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal, with the concurrence of the SDT Team, finds the striking incident to be entirely inadvertent.

Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.). Students suspended and/or expelled may not attend, participate or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.

If a student exits to another school or enters from another school discipline reports will be requested and reviewed.

TEACHER/STAFF INTERVENTIONS

The following classroom interventions may be utilized but are not limited to the following actions to correct student behavior.

- Restating of desired behavior and verbal reminder
- Re-teaching desired behavior; student-teacher conference
- Verbal warning
- Written warning, phone call/note home to parent
- Behavioral Contract
- Individual Behavior Management plan
- Referral to Student Services
- Denial of special privileges/work assignments
- Time Out
- TAB-OUT (Take a break) in another teacher's classroom
- Change of seating
- Referral for a counseling session
- Peer mediation/conflict resolution
- Parent conference

- Lunch/Guided P.E. Detention



Enrollment Policy Overview

Open Enrollment period is January through February. Applications will be accepted during this period will be given preference; however applications will be accepted throughout the school year. If a lottery is needed, one will be held. Results will be posted within 10 business days of the completion of the lottery. Our intention is to provide a longer open enrollment window than MNPS to better serve the needs of our targeted diverse student population.

According to Tenn. Code Ann. § 49-13-113(a) Participation in a public charter school shall be based on parental choice or the choice of the legal guardian or custodian We are committed to enrolling a diverse student population and shall abide by the provisions in Tenn. Code Ann. § 49-13-113. The school will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender, **and will not discriminate on the basis of disability or need for special education services.** Pursuant to section Tenn. Code Ann. § 49-13-113 – Eligible Students, the charter school shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. We will focus our efforts on recruiting students within the community the school serves. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Enrollment policies and procedures:

Pursuant to Tenn. Code Ann. § 49-13-111 (b), NCPHS will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or **gender and will not discriminate on the basis of disability or need for special education services.** Pursuant to Tenn. Code Ann. § 49-13-113 Nashville Collegiate Prep High School (NCPHSHS) will enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants who apply by the enrollment deadline will have an equal chance of being admitted through a random selection process. In addition, all applicants will need to submit the required documentation listed in the Registration Packet.

In accordance with Tenn. Code Ann. § 49-13-113, NCPHS will give enrollment preference **first to the students who are currently enrolled. Children of a teacher or member of the governing body will be considered for enrollment after current students are re-enrolled, not to exceed 10% of total enrollment or 25 students, whichever is less.** Once these two groups of students are enrolled, then the following populations will be given priority:

- Students enrolled in a charter school that has an articulation agreement with the enrolling public charter school; provided, that the articulation agreement has been approved by the chartering authority
- Siblings of students already enrolled in the public charter school
- Students residing within the LEA in which the public charter school is located who were enrolled in another public school during the previous school year
- Students residing outside the LEA in which the public charter school is located

All preference categories are published prior to conducting the lottery, and applicants entitled to receive a placement preference are identified prior to the lottery. Preferences granted are subject to review and verification, and NCPHS reserves the right to rescind acceptance offers if the preference status is not verified or validated. Enrollment preference is given to siblings of currently enrolled students. This preference refers to a sibling that has already enrolled in and received instruction at NCPHS and does not refer to a sibling who is admitted earlier in the same lottery process.



Student applications are made available online through the student information system (accessible on NCPHS's website) and in paper form at the school and other local distribution sites. The student information system accepts student applications and monitors the number of applications submitted for each grade level. The student information system manages all aspects of the enrollment process, including online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports, and statistical reporting.

Parents with limited technology or internet access will be given the opportunity to use the resources available at NCPHS or other designated location to submit an application.

Upon submission of an application, the applicant's age, sibling linking (if applicable), and preferences are verified. At each phase of the admission process, the appropriate correspondence is generated and communicated to each applicant either via email, phone, or mail if necessary. The data is monitored, and reports are created to determine the need for a lottery, waitlists, and letters of acceptance. If at the end of the open enrollment period there is an over subscription for any grade level, a lottery is conducted. After the first year, the number of seats available is determined by the capacity minus the number of students who recommit, in compliance with Tenn. Code Ann. § 49-13-113. The lottery is random and computer system generated. The lottery will be conducted for all grades in which the number of applicants exceed the number of available seats.

Once all open seats have been randomly filled, the remaining applicants are placed on a waitlist in order of the lottery results and in accordance with assigned preferences. All offers of enrollment are made in the order of the lottery results and the established waitlist. No offer is made to a student not properly entitled to the next available seat. Applicants who apply after the enrollment deadline are placed on the waitlist in order of preference and submission date. Parents are notified in writing of their child's acceptance no later than 21 days after the acceptance period deadline and have a specific timeline to respond with their decision. If an accepted applicant decides not to attend NCPHS, the slot is given to the first applicant on the waiting list. All accepted applicants are provided with the registration requirements. Documentation required by the State of Tennessee and the MNPS will be collected for review and verification.

In the event an applicant was offered a seat in the lottery and provided incorrect information that led to a selection, the applicant's offer can be rescinded and the applicant is placed back on the waitlist according to the lottery pool number.

Applications are accepted on an ongoing basis and maintained on a waiting list. Communication with prospective students are generated as appropriate.

There are no mandatory pre-admission activities. The following events are encouraged, but optional:

- **Open House:** Allows parents and their children to become acquainted with their child's classroom and teacher(s)
- **Orientation:** Typically takes place right before the start of school. This event is primarily a medium through which NCPHS communicates operational practices and procedures to families.
- **Family Information Session:** This event is for interested families who want to learn more about NCPHS
- **School Tour:** The purpose of this event is to show the school building to families, and field any questions families may have

At this time there are no articulation agreements.



After the first year of operation, students who attended NCPHS in the previous year are given enrollment preference and are excluded from the lottery.

Withdrawal Process:

Parents may withdraw or transfer students at any time and records will be forwarded. If a family leaves NCPHS and wishes to re-enroll at the school, the family must submit a new application, be placed on the waiting list (if applicable), and then wait until a seat becomes available for their child.

DRAFT



January 10, 2023

To whom it may concern,

I write this letter on behalf of CLI Capital to express our support for ReThink Forward's charter application to open a charter high school in Metro Nashville. CLI Capital currently finances the existing K-8 Nashville Collegiate Prep School that opened in 2021, and we have been impressed with the results they have shown to date. This application will allow expansion to a K-12 system that we believe will be beneficial to the community and students in the Metro Nashville area. We are prepared to provide financing for the future high school expansion.

CLI has a long-standing relationship with Noble Education Initiative ("NEI") and their Executive Team. CLI Capital funds charter school development across the nation, and the product NEI provides to communities and students alike is unmatched.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Hall", with a large, sweeping flourish at the end.

Jason Hall
President and CEO
CLI Capital

FROM THE DESK OF

FIRST PRIORITY GREATER NASHVILLE

January 23, 2023

To Whom it May Concern,

I am writing this note to give my full support of the future NCP High School, proposed in South Nashville.

I have the good fortune of being a Metro Nashville resident for the past 30 years. Over that time i have seen our city grow in many ways, including the benefit of adding Charter school options to our every expanding city.

As a father of 3 students, our family has seen the benefits inside both our home, and the homes of our neighbors of school option. I am a business owner (Nashville Baseball Academy) and Non-Profit leader in our community. Our family has the good fortune of serving many families with children in many ways. So our discussions are vast about the hopes that parents have for their children's education and socialization in today's world.

There is no doubt that a school like NCP High School needs to be part of the plan for South Nashville in the years to come for the sake of education and serving the community.

My email and cell phone are below, and you are welcome to reach out to discuss my comments further as needed.

Gratefully,

Steve Cherrico

Executive Director - FP Nashville, Co-owner - Nashville Baseball Academy

steve@fpnashville.com or 615-491-4129 cell

CONTACT

1

15380 OLD HICKORY BLVD, NASHVILLE TN 3711 - FPNASHVILLE.COM - 615-415-0456

1/24/23

RE: Support for the Nashville Collegiate Prep Charter High School Application

To Whom it May Concern:

It is with pleasure that I offer this letter of support to Nashville Collegiate Prep High School of Nashville, TN. Over the last two years NCP has inspired and equipped a generation of self-directed critical thinkers to influence the world around them. NCP has provided a personalized, engaging, supportive, and challenging environment that has strengthened students academically, socially, and emotionally. We fully endorse the work that Nashville Collegiate Prep does with its students and families and believe it fills a vital function in our community.

Please feel free to contact me if needed.

Sincerely,

A handwritten signature in black ink, appearing to read 'Doug Damon', with a long horizontal flourish extending to the right.

Doug Damon Ed.D.

Drdamon2@liberty.edu



January 22, 2023

To Whom It May Concern:

Please accept my letter of support for the establishment of Nashville Collegiate Prep High School.

I have had the privilege of working in Nashville for the past 30 years and have been employed at Trevecca Nazarene University for nearly 17 of those 30 years. During this time, I have watched the population expand and change, bringing unique challenges to the Davidson County community.

Multiple departments across Trevecca Nazarene University are already partnering with the ReThink Forward board and Nashville College Prep in focusing on providing additional quality educational options for children and families in our local diverse community, and we, especially in Trevecca's School of Education, greatly look forward to continuing this wonderful partnership and wholeheartedly support the application for Nashville Collegiate Prep High School.

Respectfully,

A handwritten signature in black ink, appearing to read "Suzann B. Harris".



Dr. Suzann B. Harris

Trevecca Nazarene University
Dean, School of Education

(615) 248-1201
333 Murfreesboro Road, Nashville, TN 37210
www.trevecca.edu



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**ARTICLES OF INCORPORATION
OF
CLARION COUNCIL FOR EDUCATIONAL GREATNESS, INC.**

THE UNDERSIGNED, as incorporator and on behalf of a not-for-profit, non-stock corporation under the laws of the State of Florida, hereby adopts the following Articles of Incorporation:

**ARTICLE I
NAME**

Section 1.1. The name of the corporation is **CLARION COUNCIL FOR EDUCATIONAL GREATNESS, INC.**, (the "Corporation").

**ARTICLE II
DURATION**

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to law.

**ARTICLE III
NON-STOCK CORPORATION**

Section 3.1. The Corporation shall be organized on a non-stock basis under the Florida Not for Profit Corporation Act and may issue Certificates of Membership.

**ARTICLE IV
PURPOSE**

Section 4.1. The purposes for which the Corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended. The initial purpose of the Corporation is to develop programs and raise funds to improve educational performance, instill character, and instruct leadership in K-12 schools and aftercare/summer programs.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Code as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual

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(except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V **MEMBERS**

Section 5.1. This Corporation shall have a membership consisting of the Board of Directors of the Corporation serving from time to time.

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ARTICLE VI
DIRECTORS

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board").

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section and the Bylaws and shall serve until the first election of Directors as provided in the Bylaws:

<u>Name</u>	<u>Address</u>
David Alba	6278 N. Federal Highway, Suite 115 Fort Lauderdale, FL 33308
Timothy P. Weisheyer	1660 Pleasant Hill Road Kissimmee, FL 34746
Christopher D. Niles	5901 NE 22 nd Way Fort Lauderdale, FL 33308

The members of the Board of Directors shall be appointed according to the procedures set forth in the Bylaws. The number of members on the Board of Directors may be increased or decreased from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation, but in any event there shall never be less than three (3) members on the Board of Directors. These Articles of Incorporation do not need to be amended each time new Directors are appointed.

ARTICLE VII
ADDRESS

Section 7.1. The street address and mailing address of the principal office of this corporation in the State of Florida is:

6278 N. Federal Highway, Suite 115
Fort Lauderdale, FL 33308

The Board may, from time to time, move its principal office in the State of Florida to another place in this state.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

<u>Name</u>	<u>Address</u>
Tanya L. Bower, Esq.	c/o Tripp Scott, P.A. 110 S.E. 6 th Street, 15 th Floor Fort Lauderdale, FL 33301

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**ARTICLE IX
AMENDMENT**

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

**ARTICLE X
BYLAWS**

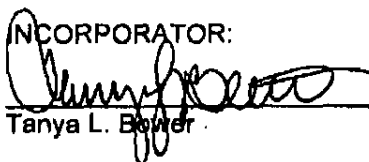
Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors.

**ARTICLE XI
INCORPORATOR**

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

<u>Name</u>	<u>Address</u>
Tanya L. Bower, Esq.	110 S.E. 6 th Street, 15 th Floor Fort Lauderdale, FL 33301

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 29th day of February, 2008.

INCORPORATOR:


Tanya L. Bower

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**CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN THIS STATE,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED**

In pursuance of Section 48.091 and Section 617.0501(3), Florida Statutes, the following is submitted in compliance with said Sections:

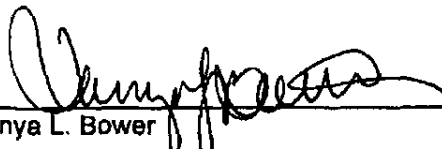
Clarion Council for Educational Greatness, Inc., desiring to organize under the laws of the State of Florida with its principal office as indicated in the Certificate of Incorporation, at 6278 N. Federal Highway, Suite 115, Fort Lauderdale, FL 33308, appoints Tanya L. Bower, Esq. of Tripp Scott, P.A., 110 S.E. 6th Street, 15th Floor, Fort Lauderdale, FL 33301 as its agent to accept service of process within this State.

ACKNOWLEDGMENT:

Having been named to accept service of process for the above-named corporation, at the place designated in this Certificate, I hereby accept to act in this capacity, and agree to comply with the provisions of said Sections relative to keeping open said office.

REGISTERED AGENT:

Date: February 29, 2008



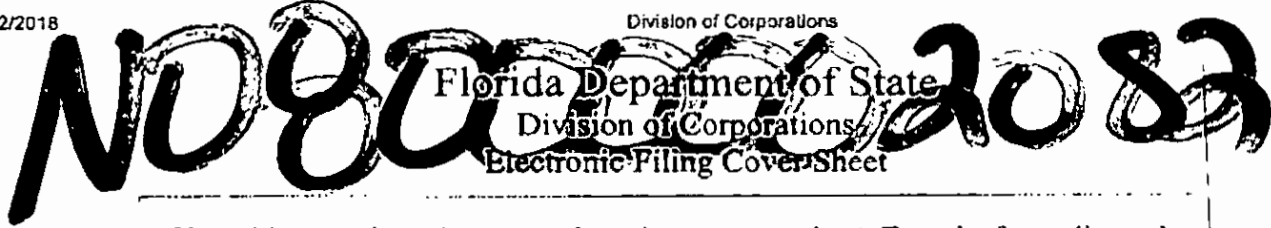
Tanya L. Bower

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2/2/2018

Division of Corporations



Florida Department of State
Division of Corporations
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Division of Corporations
Fax Number : (850)617-6380

From:
Account Name : TRIPP SCOTT, P.A.
Account Number : 07535000065
Phone : (954)525-7500
Fax Number : (954)761-8475

Enter the email address for this business entity to be used for future annual report mailings. Enter only one email address please.

Email Address: CGC@TRIPPSCOTT.COM

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**COR AMND/RESTATE/CORRECT OR O/D RESIGN
CLARION COUNCIL FOR EDUCATIONAL GREATNESS, INC.**

Certificate of Status	1
Certified Copy	0
Page Count	05
Estimated Charge	\$43.75

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Articles of Amendment
to
Articles of Incorporation
of

CLARION COUNCIL FOR EDUCATIONAL GREATNESS, INC.

(Name of Corporation as currently filed with the Florida Dept. of State)

N08000002082

(Document Number of Corporation (if known))

Pursuant to the provisions of section 617.1006, Florida Statutes, this Florida Not For Profit Corporation adopts the following amendment(s) to its Articles of Incorporation:

A. If amending name, enter the new name of the corporation:

ReThinkForward, Inc.

The new name must be distinguishable and contain the word "corporation" or "incorporated" or the abbreviation "Corp." or "Inc." "Company" or "Co." may not be used in the name.

B. Enter new principal office address, if applicable:

(Principal office address **MUST BE A STREET ADDRESS**)

C. Enter new mailing address, if applicable:

(Mailing address **MAY BE A POST OFFICE BOX**)

D. If amending the registered agent and/or registered office address in Florida, enter the name of the new registered agent and/or the new registered office address:

Name of New Registered Agent:

(Florida street address)

New Registered Office Address:

(City)

Florida

(Zip Code)

New Registered Agent's Signature, If changing Registered Agent:

I hereby accept the appointment as registered agent. I am familiar with and accept the obligations of the position.

Signature of New Registered Agent, if changing

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TALLAHASSEE, FLORIDA

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If amending the Officers and/or Directors, enter the title and name of each officer/director being removed and title, name, and address of each Officer and/or Director being added:

(Attach additional sheets, if necessary)

Please note the officer/director title by the first letter of the office title:

P = President; V = Vice President; T = Treasurer; S = Secretary; D = Director; TR = Trustee; C = Chairman or Clerk; CEO = Chief Executive Officer; CFO = Chief Financial Officer. If an officer/director holds more than one title, list the first letter of each office held. President, Treasurer, Director would be PTD.

Changes should be noted in the following manner. Currently John Doe is listed as the PST and Mike Jones is listed as the V. There is a change, Mike Jones leaves the corporation, Sally Smith is named the V and S. These should be noted as John Doe, PT as a Change, Mike Jones, V as Remove, and Sally Smith, SV as an Add.

Example:

<input checked="" type="checkbox"/> Change	<u>PT</u>	<u>John Doe</u>
<input checked="" type="checkbox"/> Remove	<u>V</u>	<u>Mike Jones</u>
<input checked="" type="checkbox"/> Add	<u>SV</u>	<u>Sally Smith</u>

<u>Type of Action</u> (Check One)	<u>Title</u>	<u>Name</u>	<u>Address</u>
1) <input type="checkbox"/> Change <input type="checkbox"/> Add <input checked="" type="checkbox"/> Remove	<u>D</u>	<u>Sherry Hage</u>	<u>6278 N. Federal Highway</u> <u>Suite 115</u> <u>Fort Lauderdale, FL 33308</u>
2) <input type="checkbox"/> Change <input type="checkbox"/> Add <input checked="" type="checkbox"/> Remove	<u>D</u>	<u>Tony Bennett</u>	<u>6278 N. Federal Highway</u> <u>Suite 115</u> <u>Fort Lauderdale, FL 33308</u>
3) <input type="checkbox"/> Change <input type="checkbox"/> Add <input checked="" type="checkbox"/> Remove	<u>D</u>	<u>Leah Dellicarpini</u>	<u>6278 N. Federal Highway</u> <u>Suite 115</u> <u>Fort Lauderdale, FL 33308</u>
4) <input type="checkbox"/> Change <input checked="" type="checkbox"/> Add <input type="checkbox"/> Remove	<u>D</u>	<u>John O'Brien</u>	<u>15649 Beachcomber Avenue</u> <u>Fort Myers, FL 33908</u>
5) <input type="checkbox"/> Change <input checked="" type="checkbox"/> Add <input type="checkbox"/> Remove	<u>D</u>	<u>Rebecca A. Dinda</u>	<u>214 W. Rivo Alto Drive</u> <u>Miami Beach, FL 33139</u>
6) <input type="checkbox"/> Change <input checked="" type="checkbox"/> Add <input type="checkbox"/> Remove	<u>D</u>	<u>John Bushey</u>	<u>1482 Lakemist Lane</u> <u>Clennont, FL 34711</u>

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The date of each amendment(s) adoption: January 31, 2018 if other than the date this document was signed.

Effective date if applicable: _____
(no more than 90 days after amendment file date)

Note: If the date inserted in this block does not meet the applicable statutory filing requirements, this date will not be listed as the document's effective date on the Department of State's records.

Adoption of Amendment(s) **(CHECK ONE)**

- The amendment(s) was/were adopted by the members and the number of votes cast for the amendment(s) was/were sufficient for approval.
- There are no members or members entitled to vote on the amendment(s). The amendment(s) was/were adopted by the board of directors.

Dated February 1, 2018

Signature John Bushey
(By the chairman or vice chairman of the board, president or other officer-if directors have not been selected, by an incorporator - if in the hands of a receiver, trustee, or other court appointed fiduciary by that fiduciary)

John Bushey
(Typed or printed name of person signing)

Director
(Title of person signing)

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Date: **JUN 19 2008**

CLARION COUNCIL FOR EDUCATIONAL
GREATNESS INC

C/O TANYA L BOWER
110 SE 6TH ST 15TH FLR
FORT LAUDERDALE, FL 33301-0000

Employer Identification Number:
26-2123915

DLN:
17053129012048

Contact Person: **31462**

L. WAYNE BOTHE ID#

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31

Public Charity Status:
170(b) (1) (A) (vi)

Form 990 Required:
Yes

Effective Date of Exemption:
February 29, 2008

Contribution Deductibility:
Yes

Advance Ruling Ending Date:
December 31, 2012

Addendum Applies:
No

Dear Applicant:

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

Organizations exempt under section 501(c) (3) of the Code as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling/ending date shown in the heading of the letter. We will

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

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

(DO/CG)

CLARION COUNCIL FOR EDUCATIONAL

We have sent a copy of this letter to your representative as indicated
power of attorney.

in your

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, prominent "R" and "C".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension

i@f:j Public Charity Status (Continued)

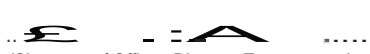
- e 509(a)(4)-an organization organized and operated exclusively for testing for public safety. D
 - f 509(a)(1) and 170(b)(1)(A)(iv)-an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. D
 - g 509(a)(1) and 170(b)(1)(A)(vi)-an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. III
 - h 509(a)(2)-an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). 0
- A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. D

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. III

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization


1 / 1P.1
 (Signature of Officer, Director, Trustee, or other authorized official) (type or print name of signer) (Date)
Director
 (type or print title or authority of signer)

For IRS Use Only

 JUN 17 2008
 IRS Director: ExEimiii:organizationalis (Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). 0

- (i) **(a)** Enter 2% of line 8, column (e) on Part **IX-A**. Statement of Revenues and Expenses. _____
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. D
- (ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. D
- (b)** For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. D

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. D Yes 0 No

AMENDED BYLAWS OF
ReThinkForward, Inc.
(A Not-For-Profit Florida Corporation)

ARTICLE 1

NAME

Section 1.1. Name. The name of the Corporation shall be ReThinkForward, Inc. (the "Corporation").

ARTICLE 2

ORGANIZATION

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The specific purpose of the Corporation is to develop programs and raise funds to improve educational performance, instill character, and instruct leadership in K-12 schools and aftercare/summer programs.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

AMENDED BYLAWS OF
ReThinkForward, Inc.
(A Not-For-Profit Florida Corporation)

ARTICLE 1

NAME

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ORGANIZATION

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ARTICLE 3
MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation serving from time to time.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of at least 60% of the Directors are present. The affirmative vote of not less than two (2) Directors shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

4.1.3. Organization of a subsidiary or affiliate by the Corporation; and

4.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased by a majority vote of the Board, but in no event shall the number of Directors be fewer than three (3). In the event of an increase in the number of Directors, the additional directorships

created shall be filled in the manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. Nomination of Directors. Not less than one (1) month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting, which slate shall be approved by the Board. If the Board does not approve of any nominee, then the nominee shall be removed from the slate, and the committee may replace the removed nominee with another nominee approved by the Board. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees.

Section 4.5. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with the nominating provisions of Section 4.3 and Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.8. Annual Meetings of the Board. The annual meeting of the Board shall be held without other notice than this Bylaw on April 1st of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.11. Quorum and Action of the Board. At least sixty percent (60%) of the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.12. Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE 5
OFFICERS

Section 5.1. Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Florida or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 5.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 5.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 5.1 hereinabove.

Section 5.5. Chairman. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some

other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.7. Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.8. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.9. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.11.1. The Treasurer shall perform the services of the Chairman.

5.11.2. The Chairman shall perform the services of the Secretary and the President.

5.11.3. The Secretary shall perform the services of the Treasurer.

Section 5.12. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE 6

COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committee. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they

are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE 7

INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee

or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE 8

CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE 9

CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. Certificates for Members. The Board shall not initially issue Certificates of Membership. The Board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or

destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE 10

FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on December 31st of each year.

ARTICLE 11

CORPORATE SEAL

Section 11.1. Corporate Seal. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE 12

NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or sent by first class mail, by e-mail or facsimile (or similar electronic means) or by a nationally recognized overnight courier, charges prepaid, addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated

therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE 13
AMENDMENTS

Section 13.1. By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

ReThink Forward, Inc.

GOVERNING BOARD CODE OF ETHICS

The Rethink Forward Governing 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:

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 employment agreement, 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.

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.

Policy Development

1. Work with other board members to establish effective policies for the 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 school programs and performance.

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 school, during executive session of the board.
6. Make decisions in accordance with the interests of the 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.

Personnel

1. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

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 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 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 Metro Nashville Public Schools, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Disclosure Form. The board shall submit a disclosure form for use when disclosing personal interests in voting or non-voting matters.
2. Disclosure of Personal Interest in Voting Matters. Board members with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official's or employee's vote on the measure. In addition, a board member may, to the extent allowed by law, recuse himself or herself from voting on the measure.
3. Disclosure of Personal Interest in Non-Voting Matters. Board members who must exercise discretion relative to any matter other than casting a vote, and who have a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose the interest, before the exercise of the discretion when possible. In addition, the board member may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter.
4. Acceptance of Gifts and Other Things of Value. An official or employee at the school, or a school official's or employee's spouse or child living in the same household, may not accept from anyone on the Board or its authorized charter school(s), directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind that a reasonable person would understand was intended to influence the vote, official action or judgment of the official or employee in executing decision-making authority affecting the authorized charter school(s). It shall not be considered a violation of this policy for an official or employee to receive entertainment, food, refreshments, meals, health screenings, amenities, foodstuffs, or beverages that are provided in connection with a conference sponsored by an established or recognized local or statewide association of school officials or by an umbrella or affiliate organization of such statewide association of school officials, or municipal organizations.
5. Misuse of Board Position. No board official or employee shall corruptly use or attempt to use his or her position or any property or resource that may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit or exemption for himself, herself or others.
6. Use of Charter School Property. No official or employee shall make use of the facilities, equipment, personnel, or supplies of the Board or its authorized charter school(s) for private use or gain except to the extent that the use is incidental or minimal or is lawfully available to the general public.

Exceptions to Policy

The Director of Schools may make exceptions to this policy when it is determined to be in the best interest of an authorized charter school and provided that:

- (1) The exception does not violate any statutory or regulatory constraints under which the school must operate;
- (2) The request for exception is made in writing and approved prior to taking the action(s) in question; and
- (3) The exception is granted in writing and for a specific instance or occurrence. Nothing in this policy should be considered to prohibit a teacher or employee from accepting a gift made in the aggregate from a student group, parent group, or community group or organization in recognition of services rendered to the group, organization or the community in general.

**CONFLICT OF INTEREST POLICY
FOR
RETHINK FORWARD**

Article I
Purpose

The purpose of the conflict of interest policy is to protect ReThink Forward (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or not a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article
VII
Periodic
Review
s

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside
Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 6

ReThink Forward Governing Board Member Bios

2023

Dan Boone, Board Chair

Having served in pastoral ministry for more than thirty (30) years, Dan Boone became the eleventh (11th) president of Trevecca Nazarene University in Nashville, Tennessee, in 2005. A 1974 graduate of Trevecca, he earned a master's degree from McCormick Theological Seminary in 1996. He began his pastoral ministry when he was in high school, and his last pastorate was at the College Church in Bourbonnais, Illinois. Dr. Boone has taught on the university and seminary level and also been an instructor for the Salvation Army.

Dan has been married to his college sweetheart, Denise, for 40 years, and they have three married daughters and six grandchildren.

Thomas H. Lee, Board Secretary

As a member of Frost, Brown, and Todd, Tom practices in the areas of government services and business litigation, concentrating his work on lobbying and government relations, and providing strategic counsel on managing public policy change on state and local levels. Tom is also the member-in-charge for the firm's Nashville office.

Tom's approach to serving clients is seasoned by three decades of experience as a lobbyist, attorney, litigator, winning campaign strategist, university educator, and Emmy-award winning journalist. With this diverse portfolio of experience, Tom is well regarded and sought after in his field. As MSNBC political commentator Harold Ford, Jr., has said, "There are lots of people in Tennessee gifted in business or government or media or politics, but not one puts all of it together better than Tom Lee. He sees the whole field."

In an age when the face of government relations is evolving daily due to ethical reforms, increasing transparency, and an electronically engaged electorate, quality and attention to nuance never matter more. Getting results in politics involves the accumulation and wise investment of political capital, paired with the experience necessary to navigate the new model. The central focus of Tom's practice is maintaining the correlation between these crucial parts, an approach that consistently gains success.

Tom holds a B.S. in Communications from the University of Tennessee and a J.D. from Vanderbilt University, where he was Order of the Coif and executive editor of the Vanderbilt Law Review. Prior to joining Frost, Brown, and Todd, Tom as principals of his own public strategies firm and a partner at Waller, Lansden, Dortch, & Davis. He holds an AV® rating by Martindale Hubbell®, an served on the Tennessee Judicial Council. Tom won two Emmy awards and numerous other national awards for investigative journalism and documentaries, ranging from health care policy to the aftermath of the first Iraq War.

Above all, Tom is passionate about the needs of his community and the passions of his clients. He enjoys his work as an adjunct professor at Vanderbilt University, where he teaches courses on lobbying, legislation, and public advocacy.

Tom is a seventh-generation Tennessean, a native of Nashville whose great-grandfather served in the Tennessee House. He is married to Laurie Sanders Lee, and they are parents of Virginia Carol Zhang Jing Lee. The entire family is active at the West End United Methodist Church where Tom has taught Sunday School, serve as a youth counselor, and recently preached his first sermon.

Rebecca Dinda, Board Treasurer

Ms. Dinda has been a public educator in both Connecticut and Florida for the last twenty-one (21) years, working to advocate for high expectations for educators to ensure equality in our education systems. She has served students beginning as a substitute teacher and intern in the Miami Dade Public Schools system, then returning to her home state of Connecticut as a Guidance Teacher in Lebanon, CT and a School Counselor and Teacher in Cheshire, Connecticut.

After eight (8) years of teaching in Connecticut, she returned to Miami to join Charter Schools USA (CSUSA) as an Assistant Principal at Downtown Miami Charter School. Two years later she joined the CSUSA team as a Director of Education supporting all of the schools in the network to develop effective practices to ensure improved quality.

After missing the direct contact with scholars and parents, Ms. Dinda returned to Downtown Miami Charter School as Principal where she spent the last years working with students, staff, and parents to become a high performing Title I school.

Ms. Dinda currently serves as an Advanced Ed team member for the -12 school-based accreditation process and was a past Commission Member of the Charter School Appeal commission (CSAS). She is ecstatic about being a ReThink Forward Board Member where she will continue to support the highest quality efforts in public education.

Ms. Dinda holds a B.S degree from the University of Miami in Coral Gables, Florida, and a Master of Science degree in Counselor Education from Florida International University in Miami Florida. She also has a 6th Year Certificate in Education Leadership from the Central Connecticut State University in New Britain, Connecticut. She is a current Doctoral candidate at the University of Southern California.

Dr. Sharon D. Smith, Board Director

Dr. Sharon D. Smith joined the ReThink Forward board as a Director in 2020. She has extensive experience in federal, state, and private grant programs and fiscal compliance as well as policy development and previously worked as the Chief of Federal Programs for the Tennessee Department of Education in Nashville, TN. Dr. Smith has provided effective leadership and training in the facilitation of grant proposal review/submission, award negotiation/acceptance, budget development and management, and ensuring adherence to institutional policies, federal and state regulations, and sponsor guidelines. Additionally, her broad knowledge and experience in grants/contracts administration includes work in the area of pre-award administration, post-award administration, financial management, proposal/grants development training, and compliance.

Dr. Smith is a member of numerous organizations, including:

- Member of the TN Government Leadership Council (TGL)

- Toastmasters Club
- Advisory Committee Member for the Tennessee Association of Federal Programs Administrators (TAFPA)
- Grant Reviewer for the Unfunded List
- Volunteers with the Board Leaders of Color Collaborative (BLOCC)
- Women In STEM (WISTEM) Center

Dr. Smith earned an Ed.D. in Educational Leadership and Policy Analysis from East Tennessee State University in 2019 and also holds a M.S.C.E. in Counselor Education from the University of West Alabama in Livingston, Alabama, and a B.S. in Business Administration in 1992 from the University of Alabama in Tuscaloosa, AL.

Steve Cherrico, Board Director

Steve Cherrico is the Executive Director of First Priority Greater Nashville. Each day he works to unite the local Church around a plan to train students to take the Hope of Christ to their peers on the school campus.

He has over 24 years ministry experience in NPO's across Middle Tennessee, focused on students ages 8-25 years old. During that time, he has served as a trainer, pastor, team builder, youth pastor trainer, and public school mentor. In each of these scenarios, his ability to problem-solve and initiate positive change has been used to help the organization move forward. He is comfortable speaking and coaching any size group from 1 - 1,500. He also enjoys the art of helping individuals or groups work through conflict management.

Steve has been part of a number of for-profit commercial sales companies. He and his wife, Jessi, are currently the owner/operators of Nashville Baseball Academy, a baseball and softball training facility in South Nashville.

Steve and Jessi have been married since 1998. They have three (3) children ages 17 (Justus), 14 (Nathan), and 10 (Corina). Each of these children were adopted out of the Greater Nashville area through open private adoptions. He is actively involved in coaching his children's baseball and basketball teams. Steve is an avid reader, loves to play most sports, and snowboards. He is also connected to the ever growing world of technology and online media.

Steve started his education at Iowa State University in 1992 and completed his education from 2001-2004 through a partnership with Christ Church Leadership Institute and Oral Roberts University. He is an ordained pastor. For personal growth, he has also attended Catalyst, Willow Creek Leadership Summit, and Chick-fil-a Leadercast.

Rethink Forward, Inc.

OPEN MEETINGS AND PUBLIC RECORDS POLICY

I. ADOPTION AND INTRODUCTION

The ReThinkForward, Inc. Board of Directors will comply with The Tennessee Open Meetings Act, as it will be defined as the “governing body” for the school. The meetings of ReThink Forward, Inc. will be held in public, and its records, as appropriate, will comply with Tennessee Code Annotated § 49-13-105 and 111.

II. OPEN MEETINGS DEFINED

"Meeting" means the convening of the ReThink Forward, Inc. Board of Directors for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. "Meeting" does not include any on-site inspection of any project or program. Nothing in this policy shall be construed as to require a chance meeting of two (2) or more members of the ReThink Forward, Inc. Board of Directors to be considered a public meeting. No such chance meetings, informal assemblages, or electronic communication shall be used to decide or deliberate public business in circumvention of the spirit or requirements of this part.

III. NOTICE OF PUBLIC MEETINGS

Notice of Regular Meetings: Any regular meeting of the ReThink Forward, Inc. Board of Directors will be posted not less than five (5) business days prior to its commencement at school and on the ReThink Forward, Inc. website. Notice of Special Meetings: Any special meeting of the ReThink Forward, Inc. Board of Directors not scheduled by statute, ordinance or resolution, or for which notice is not already provided by law will be posted not less than twenty-four (24) hours prior to its commencement on the ReThink Forward, Inc. website. Notices of Regular and Special Meetings will minimally include the following: date of the meeting, time of the meeting, location of the meeting, purpose of the meeting and instructions on how to inspect public records that result from the meeting. The notice requirements of this part are in addition to, and not in substitution of, any other notice required by law.

IV. MEETING MINUTES

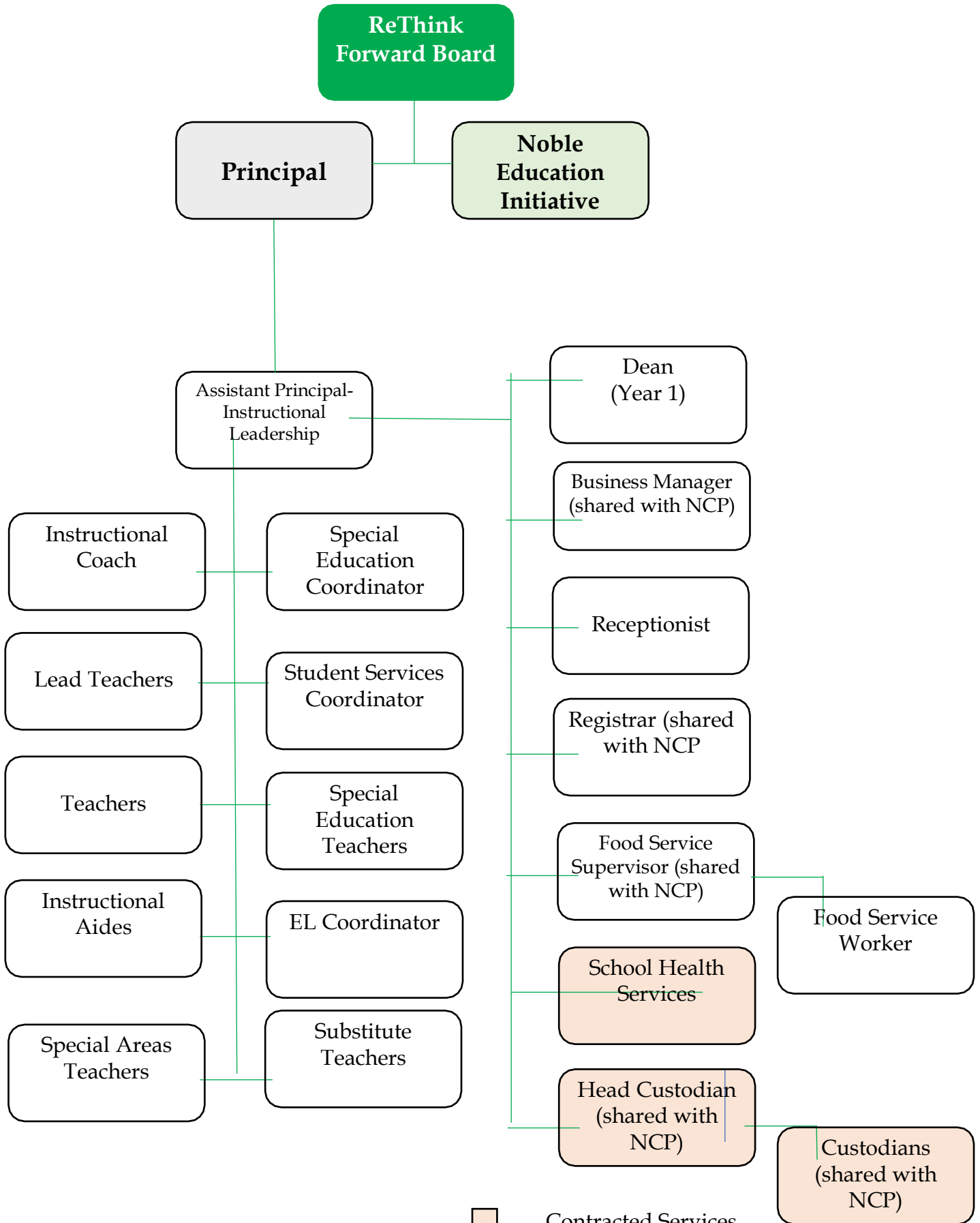
The minutes of a meeting of the ReThink Forward, Inc. Board of Directors will be promptly and fully recorded, and be open to public inspection, and shall include, but not be limited to, a record of persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of roll call. The minutes of any meeting will be available for public inspection not less than fourteen (14) business days following their approval by the ReThink Forward, Inc. Board of Directors.

All votes of any such meeting of the ReThink Forward, Inc. Board of Directors will be by public vote or public ballot or public roll call. No secret votes, or secret ballots, or secret roll calls will be allowed. A "public vote" is defined for the purposes of this policy as the "aye" faction vocally expresses its will in unison and in which the "nay" faction, subsequently, vocally expresses its will in unison. Any action taken at a meeting in violation of this policy shall be void and of no

effect; provided, that this nullification of actions taken at such meetings shall not apply to any commitment, otherwise legal, affecting the public debt of the entity concerned.

V. PARTICIPATION IN OPEN MEETINGS BY ELECTRONIC AND OTHER MEANS The ReThink Forward, Inc. Board of Directors may, but is not required to, allow participation by electronic or other means of communication for the benefit of the public and the ReThinkForward, Inc. Board of Directors in connection with any meeting authorized by law; provided, that a physical quorum is present at the location specified in the notice of the meeting as the location of the meeting.

If a physical quorum is not present at the location of a meeting of the ReThink Forward, Inc. Board of Directors, then in order for a quorum of members to participate by electronic or other means of communication, the ReThink Forward, Inc. Board of Directors must make a determination that a necessity exists. Such determination, and a recitation of the facts and circumstances on which it was based, will be included in the minutes of the meeting.



Contracted Services

Student Achievement Data for NCP 2021-22

Rethink Forward currently has one school, Nashville Collegiate Prep (NCP) that operates in southeast Nashville with grades K-6, (grade 6 was added for the 2022-23 school year). NCP was approved by the Tennessee Charter Commission and the Commission serves as its authorizer. It will grow to include grades K-8 in the next few years. In its first year of operation, NCP successfully implemented the Continuous Model described in this application.

TVAAS Growth: NCP posed a TVAAS growth score of 3 for the 2021-22 school year. The growth score represents the progress students are making within a school compared to the average progress of all students across the state. A higher growth score means there is stronger evidence that students made more progress than expected compared to others in the state.

TCAP Reading and Math Achievement: In terms of academic achievement in reading and math, NCP's % proficiency matched or exceeded Davidson County's in five or six instances.

NASHVILLE COLLEGIATE PREP			
Grade Level Test	Subject	School % Proficiency	Davidson County % Proficiency
03	Math	26% ★	24%
04	Math	28% ★	26%
05	Math	30% ★	21%
Grade Level Test	Subject	School % Proficiency	Davidson County % Proficiency
03	ELA	27% ★	27%
04	ELA	33% ★	30%
05	ELA	13%	26%

Contents

Section 1 Introduction

- 1-1 Welcome Statement..... 1
- 1-2 NEI Mission - Vision - Values..... 2
- 1-3 About the Team Member Handbook..... 2
- 1-4 Equal Employment Opportunity..... 3
- 1-5 Employment At Will..... 3
- 1-6 Open Door Policy..... 3
- 1-7 Suggestions..... 3

Section 2 - Employment Policies

- 2-1 Non-Harassment - Non-Discrimination Policy..... 4
- 2-2 Sexual Harassment..... 4
- 2-3 Workplace Violence..... 5
- 2-4 Drug / Alcohol Free Workplace - Arrests - Smoke Free..... 5
- 2-5 Public Media Policy..... 6
- 2-6 Probationary Period..... 6
- 2-7 Disciplinary Policy..... 7
- 2-8 Performance Reviews..... 7
- 2-9 Promotions - Transfers – Demotions..... 7
- 2-10 Employment Records..... 8

Section 3 - Standards of Conduct

- 3-1 Health - Safety - Security – Inspections..... 9
- 3-2 Employee Conduct - Work Rules..... 10
- 3-3 Business Ethics - Conflict of Interest..... 10
- 3-4 No Solicitation - No Distribution..... 10
- 3-5 Punctuality - Attendance - Call-In Procedures..... 11
- 3-6 Company Equipment – Property..... 11
- 3-7 Company Proprietary Information – Confidentiality..... 12
- 3-8 Visitors - Phone Calls - Mail..... 12
- 3-9 Hiring Relatives - Anti-Nepotism..... 13
- 3-10 Employee Personal Relationships..... 13
- 3-11 Dress Code..... 14

Section 4 - Total Reward Policies

- 4-1 Employee Categories..... 15
- 4-2 Compensation - Insurance Benefits – EAP..... 15
- 4-3 Holidays..... 17
- 4-4 Jury Duty..... 17
- 4-5 Paid Time Off (PTO)..... 17
- 4-6 Travel - Business Expense Reimbursement..... 18
- 4-7 Leaves of Absence - FMLA - Military - Other Leave..... 19
- 4-8 Emergencies - Inclement Weather - Location Closures..... 21
- 4-9 Workers' Compensation..... 21

Section 5 - Timekeeping - Payroll Policies

.....

RETHINKING EDUCATION



2023 Employee Handbook and Personnel Policies

Noble Education Initiative, 600 Corporate Drive, Suite 105, Fort Lauderdale, FL 33334 NobleEducationInitiative.com

5-1 Pay Day.....	23
5-2 Working Schedule - Breaks – Overtime.....	23
5-3 Timekeeping.....	24
5-4 Direct Deposit.....	24
5-5 Accurate Bookkeeping - Records.....	24

Section 6 - Technology - Social Media

6-1 Use of Communication Devices.....	25
6-2 Internet.....	25
6-3 E-mail.....	25
6-4 Surveillance.....	26
6-5 Social Media.....	26

Section 7 Separation of Employment.

7-1 No-Call No-Show - Job Abandonment.....	28
7-2 Voluntary Resignation – Involuntary Termination.....	28
7-3 Exit Interview – Re-employment.....	28
7-4 Employer References – Verification of Employment.....	29
7-5 Final Pay – Unemployment Compensation.....	29
7-6 COBRA – Continuation of Health Benefits.....	29

Section 1

Introduction

1-1 NEI Welcome Statement:

Welcome to the Noble Education Initiative (NEI) team. We are so excited that you have decided to join us in our vision of dreaming BIG and rethinking education. Advocating on behalf of children and families for excellent educational options is indeed noble work, and we are honored that you have heard the call and partnered with us to make this a reality in our communities and country.

So, where do we start? The answer to that question is: right here. Today is the day that we change the world and touch the lives around us in a positive way. We cannot control tomorrow, but we can do our best today. Our organization is designed to make the most of every day, and our team realizes the importance of doing its best work today and every day. Now that you are a part of our team, this expectation extends to you.

There are a few quotes that have shaped my life and career. I would like to share them with you in the hope that they will inspire and remind you to seize the day and live each day in light of the legacy you will leave tomorrow.

"We will be known forever by the tracks we leave." Ancient Proverb.

"Each person must live their life as a model for others." Rosa Parks

"Happiness begins where selfishness ends." John Wooden

"In matters of style, swim with the current; in matters of principle, stand like a rock."
Thomas Jefferson

As we embark on this NCP together, it is crucial that we remember one essential fact. We are here for people to serve them, to strengthen their dreams, and to provide them with the knowledge, opportunity and experience they need to make their dreams a reality. There are any number of good educators and educational systems out there, but it is our love of people and our dedication to our mission that will set us apart and make us successful.

In closing, I would like to challenge you to begin this NCP thoughtfully. The path that we are on is not an easy one. It takes commitment to a higher calling, and it requires each of us to daily embody the values that define our team's union. I look forward to partnering with you, taking this NCP together, and crafting a legacy that is truly impactful.

Let's start today.



Sherry A. Hage
Founder, Chief Executive Officer

Introduction

1-2 NEI Mission - Vision - Values

<p>MISSION</p> <p>To create a collaborative group of professionals who will boldly rethink education, making success attainable for all students, while preparing the next generation to solve the challenges of tomorrow.</p>	
<p>VISION</p> <p>Dream BIG and rethink education.</p>	
<p>VALUES</p>	
<p>The Golden Rule</p> <p>We will always value people above all else, and we will deal with all people with love, grace, and candor.</p>	<p>Unity</p> <p>We will be a united front. We will rise and fall together, with a fierce commitment to “we”.</p>
<p>Warrior’s Heart</p> <p>We will view our work as a calling, tenaciously fight for the mission, and win with humility. If we lose, we will rise and fight again.</p>	<p>Ownership</p> <p>We will take responsibility for our actions and solutions, conquering complexity through simplicity.</p>
<p>Uncommon Results</p> <p>We will leverage the strength of a diverse team to make a difference and produce results relevant to those we serve.</p>	

1-3 About the NEI Team Member Handbook

Our Team Member Handbook (“Handbook”) is a compilation of personnel policies, practices and procedures currently in effect at Noble Education Initiative or NEI (“Company”).

The Handbook is a guide that will introduce you to our Company, familiarize you with our policies, provide general guidelines on work rules, benefits and other matters related to your employment, and help answer many questions that may arise in connection with your employment. As a condition of employment, all employees are expected to read, abide by the information set forth and sign a Handbook Acknowledgement form.

This Team Member Handbook is not a contract. NEI generally does not offer individual employees formal employment contracts. This Handbook does not create a contract, express or implied, guaranteeing you any specific term of employment, nor does it obligate you to continue your employment for a specific period of time. The purpose of the Handbook is to provide you with a convenient explanation of present policies and practices at NEI. It cannot cover every matter that might arise in the workplace. For this reason, specific questions regarding a particular policy or practice should be addressed to the NEI Human Resources Department.

We operate in numerous states within the U.S.A. Federal, state and local employment laws change with some frequency, either as a result of a judicial decision or new regulations or legislation. Although we seek to monitor the laws in all states where we have employees, our Handbook may not always reflect the very latest requirements. We are, of course, committed to complying with all applicable laws. If you have specific

Introduction

questions, please contact our Human Resources Department.

The Company reserves the right to modify any of our policies and/or procedures, including those covered in this Handbook, at any time. We will notify you of such changes by email and/or other appropriate means. However, such a notice is not required for changes to be effective. This Handbook applies to all NEI employees and the content within is to be treated as proprietary.

1-4 Equal Employment Opportunity

NEI is an equal opportunity employer. We will extend equal opportunity to all individuals without regard to race, religion, color, sex (Sexual orientation and gender identity), national origin, disability, age, genetic information, or any other status protected under applicable federal, state, or local laws. Our policy reflects and affirms the Company’s commitment to the principles of fair employment and the elimination of all discriminatory practices. Details of our equal employment opportunity policies are further explained in Section 2.

1-5 Employment At Will

Employment at NEI is solely “At Will,” meaning that you or the Company may end your employment at any time for any lawful reason. Unless you have entered into an employment agreement that supersedes this document, either you or the Company may terminate the employment relationship at any time, with or without cause or notice.

No one other than NEI or its designee has the authority to enter into any agreement guaranteeing employment for any specific period. No such agreement shall be enforceable unless it is in writing and signed by the CEO, State Director or Principal and the employee.

1-6 Open Door Policy

NEI has an open door policy and takes all employee concerns seriously. The company values each employee and strives to provide a positive work experience. Every employee is encouraged to speak with the immediate manager at any time with job related questions or concerns while employed. If you are unable satisfactorily resolve your question or concern with your manager, you can request a meeting with a Principal, NEI or contact the Human Resources Department.

1-7 Suggestions

In accordance with our values, NEI encourages employees to submit suggestions that may positively impact NEI’s mission and vision. Ideas that may enhance safety, save costs, improve processes or services are just a few examples. Employees have first-hand exposure to areas of opportunity and we recognize the power of solution oriented and innovative thinking. You may submit any suggestions to your manager.

Employment Policies

investigation.

There will be no reprisal or retaliation against anyone who reports such an incident as it is unlawful to retaliate against anyone for filing a complaint or for cooperating in an investigation of a harassment complaint. However, no disciplinary action will be taken without a thorough internal investigation of the facts which may include gathering statements from all parties and witnesses involved. Any information gathered is strictly confidential and content of internal investigation files are the property of NEI.

2-3 Workplace Violence

It is NEI's policy that any threats, threatening language or any other acts of aggression or violence made toward or by any Company employee WILL NOT BE TOLERATED. Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment.

Employees have a duty to inform their managers, security personnel, or human resources representatives of any suspicious behavior, situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, vendors, visitors or other parties. These situations include, threats or acts of violence, aggressive behavior, offensive acts or remarks, threatening comments, or similar behavior. Employee reports made pursuant to this policy will be held in confidence and the identity of the individual making a report will be protected to the maximum possible extent. The company will not permit any form of retaliation against any employee for filing a report under this policy.

NEI will promptly and thoroughly investigate all reports of threats of violence or incidents of actual violence and of suspicious individuals or activities. In order to maintain workplace safety and the integrity of the investigation, the Company may suspend employees suspected of workplace violence or threats of violence without pay, pending investigation.

Anyone found to be responsible for threats of or actual violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

2-4 Drug - Alcohol Free Workplace - Arrests - Smoke Free Policy

Drug Free Workplace -

- All NEI employees are prohibited from the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance at any time in NEI's workplace or during hours of employment (whether or not on NEI managed property). Employees are expected to report to work free from the influence of illegal drugs and to remain free from such influence while on NEI's premises or while performing any work for NEI off-premises.
- Employees shall be subject to reasonable suspicion drug and alcohol testing if a manager believes or suspects that the employee is under the influence of drugs and alcohol (or both).
- Random Drug Testing:** Employees may be selected at random for drug testing at any time. These tests are unannounced and unexpected by employees. According to the Department of Labor, employees are put in a lottery-like testing pool and are randomly selected. Often, the selection is electronic to ensure that the employees were in fact randomly chosen. The random selection process also creates an equal chance for all employees to be picked for testing. Random drug testing has little to no advanced notice, which is an effective deterrent to employee drug use.

2-1 Non-Harassment Policy / Non-Discrimination Policy

NEI believes that each of us should be able to work in an environment free of discrimination and harassment. To this end, the Company strictly prohibits and will not tolerate discrimination or harassment by any person associated with NEI on or off our worksites. This policy applies equally to any form of discrimination or harassment based on any legally protected status under local, state and/or federal law, including but not limited to sex, race, color, religion, disability, pregnancy, national origin, age, sexual orientation, or gender identity. Including that of family members and/or friends.

Harassment is any unwelcome verbal, visual or physical conduct designed to threaten, intimidate or coerce. It includes taunting which impairs an employee's ability to perform their job and/or negatively affects their employment opportunities.

Harassment includes -

- Verbal conduct such as threats, epithets, derogatory comments, or slurs (including racial and ethnic slurs) that aim to create a hostile work environment
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, graphics or gestures
- Physical conduct such as assault, unwanted touching, or blocking normal movement

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your manager. If you are unable for any reason to contact this person, or if you have not received a satisfactory response, please contact the next level manager or the HR Department. Swift and appropriate corrective action will be taken. Formal employee disciplinary action, up to and including termination, may be taken for any employee who knowingly violates this policy.

2-2 Sexual Harassment Policy

"Sexual Harassment" is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests or conduct is made explicitly or implicitly a term or condition of employment or as a basis for employment decisions (Quid pro Quo)
- Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment

Examples of sexual harassment can include, but are not limited to: repeatedly asking for sexual favors in exchange for work benefits; the posting of sexually graphic materials electronically or otherwise; jokes; stories; comments or innuendoes of a sexual nature; making sexual gestures or expressions; unwanted touching of a person's clothing or hair; whistling or "cat calls"; staring at someone; or blocking or impeding a person's path.

It is the responsibility of the employee who is subjected to harassment or who witnesses a case of unlawful harassment to immediately report such incident directly to their manager or, if that is not appropriate, to NEI's HR department. NEI will promptly investigate all allegations of discrimination and harassment, and take action as appropriate based on the outcome of the investigation. An investigation and its results will be treated as confidential to the extent feasible, and NEI will take appropriate action based on the outcome of the

Employment Policies

- **For Cause Drug Tests:** Employees may be required to submit to a drug test if the company believes they have been under the influence of drugs or alcohol on the job, if unexcused absence from work or lateness is an issue, or if performance appears to be impacted by drug or alcohol abuse. For cause drug testing is not just to test for drug use on the job, but also determines use during off-work hours and/or at home.

Alcohol Free Workplace -

Employees are prohibited from the use or possession of alcohol at any time in the workplace or during hours of employment (whether or not on NEI managed property). Employees are expected to report to work free from the influence of alcohol and to remain free from such influence while on NEI's premises or while performing any work for NEI off premises. Employees who violate this policy will be subject to disciplinary action (including, but not limited to, unpaid administrative leave and/or termination). Employees who observe violation of this policy are urged to promptly report this to the Human Resources Department.

Arrests -

As a condition of continued employment with NEI, employees are expected to abide by the terms of this policy. **Additionally, employees must self-report to their direct manager, HR department and/or an NEI Director, any criminal drug charges or any other arrests occurring during their employment with NEI no later than forty eight (48) hours of the arrest.**

If an employee engages in any of the activities stated above, the employee will be subject to appropriate disciplinary action (including, but not limited to, unpaid administrative leave and/or termination). In addition, NEI may be required to report such activities to federal or local law enforcement and the appropriate Professional Practices Commission.

Smoke Free Policy -

NEI recognizes the hazards related to tobacco smoke. Therefore, in order to create a safe and healthy workplace, all NEI campuses are tobacco-free environments. No use of tobacco products will be allowed at any NEI facilities or in company vehicles at any time. There are no designated smoking areas outside the buildings, including parking lots or anywhere on the property. This policy covers the smoking of any tobacco product including chewing tobacco, any vapor products and e-cigarettes of any sort. This policy applies to employees and all visitors of any NEI campus. Employees in violation of this policy will be subject to disciplinary action up to and including termination.

2-5 Public Media Policy

NEI employees are not to make any statements or answer any questions posed by media representatives of Television, radio, newspapers or any other broadcasting system. In the event that an employee is contacted by the media, they are to immediately inform their team manager who will contact our public relations representative and NEI's Chief Executive Officer.

2-6 Probationary Period

The 90-day probationary period is intended to give new, reassigned, or transferred employees the opportunity to demonstrate the ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. NEI uses this period to evaluate employee capabilities, work habits, overall performance, and provide appropriate training. Your direct manager may conduct a 30-, 60- and/or 90-day

Employment Policies

performance review.

Either an employee or NEI may end the employment relationship at will at any time during or after the probationary period, with or without cause or advance notice. If the company determines that the designated probationary period does not allow sufficient time to thoroughly evaluate the employee's performance, the probationary period may be extended for a specified period.

2-7 Disciplinary Policy

When it becomes necessary, NEI reserves the right to discipline employees that demonstrate poor performance, inappropriate conduct, violate the Code of Ethics for Education Professionals or NEI's policies and/or safety guidelines. Disciplinary measures will include, but are not limited to the following Improvement Action process and documented on an Improvement Action Form (IAF) issued by the department manager:

- Verbal warning (may be documented in email)
- Formal IAF Written Warning(s) Coach & Counsel, 1 or 2 based on level of severity, not sequential order
- Unpaid Administrative Leave Pending HR Investigation (if applicable)

If an employee fails to meet the Goals and Timeframe of an IAF they will be subject to additional disciplinary action up to and including termination. NEI also reserves the right to immediately terminate employees who willingly jeopardize their own safety and the safety of others.

2-8 Performance Reviews

Annual performance reviews are a key component of employee development. The performance review is intended to be a fair and balanced assessment of an employee's performance. NEI specifies that the objective of the annual review is to provide all staff, faculty and their managers an opportunity to discuss job performance, set goals for professional development, establish objectives for contributing to the department's mission, discuss expectations and accomplishments. Several detailed resources will be made available by HR to help prepare managers and employees for the performance evaluation process.

2-9 Promotions - Transfers - Demotions

NEI values our employees and believes in providing avenues for development, growth opportunities and encourages the advancement of our existing employees. We are committed to placing employees in positions best suited to their talents, skills, and abilities to benefit both NEI's mission and employees.

Any change in assignment that results in movement to a position with elevated responsibilities and higher pay than that of the original position. An employee must complete 90 days of employment to be eligible to apply for a promotion to a position within their school or department.

Transfers

Employees must complete one (1) year of employment to be eligible to apply for a transfer to another school or department, meet the requirements for the position and successfully complete the Transfer Request process. Contact your manager for details regarding this process.

*School based Transfer Request period is open annually from March 1-15th for the upcoming school year.

Employment Policies

Demotions

Any change in assignment that results in movement to a position with decreased responsibilities and typically lower pay than that of the original position.

In order to properly prepare for potential staffing changes, employees are required to inform their current direct manager of the interest in a promotion or request a transfer prior to applying for the opportunity. Employee must complete and submit an online application, or update an existing application, identifying the position for which they wish to be considered.

Any position change will be subject to a new 90 day probationary period in the new position. This does not affect employees Benefits or years of service. Any employee not meeting the minimum performance standards or had a disciplinary action within the previous 10 months of employment are not eligible for a Promotion or Transfer. It is the sole discretion of NEI to make revisions to this policy and/or make staffing decisions based on business need.

2-10 Employment Records

Employee information is initiated by the employee when creating an electronic candidate profile, applying for positions, providing employment related documents and/or signing all related disclosures through the online job application process. All information submitted is subject to verification by NEI. Hiring managers and/or managers may have access to employee information according to business need. If at any time during the course of employment it is determined that an employee omitted, falsified and/or provided misleading information they will be subject to disciplinary action up to and including termination.

Employees are allowed, upon written request, to view their confidential employee personnel files during regular business hours under the guidance and supervision of Human Resources staff. Employees are not permitted to alter or remove any document from their personnel file. Employee personnel files are the property of NEI who has the responsibility to safeguard and maintain them in compliance with federal, state and local regulations. Confidential Medical and work eligibility documentation is filed separately and not part of the HR personnel file.

Employees are responsible to update their personal information including any changes of name, address, phone number, dependents, etc. through the Employee Self Service portal. NEI may utilize the information provided to access emergency contacts, mailing address, direct deposit or for business related purposes.

Total Reward Policies

3-1 Health - Safety - Security - Inspections

NEI ensures a safe work environment by adhering to OSHA (Occupational Safety and Health Administration) mandated guidelines and by having employees monitor the health and safety aspects of their jobs, take preventative measures to avoid injury and follow basic safety rules. All employees are responsible for following common safety practices to protect themselves and their fellow employees from work-related injuries and illnesses. The prevention of work-related injuries and illnesses is of primary importance. To achieve this, health and safety responsibilities are equally shared by employees and their managers. Below are a few examples of such responsibilities:

- **Employees** should follow prescribed work procedures and comply with all health and safety standards, rules, regulations and orders adopted for employee protection
- Report unsafe conditions to managers in order to ensure swift corrective measures
- Inform your manager, the business manager and/or risk management of any work related injury and seek authorized treatment with a worker's compensation medical provider
- Every employee is accountable for being conscientious of safety measures while performing their job duties and are encouraged to make suggestions regarding improvements in workplace safety
- Managers should also conduct regular health and safety inspections on equipment, in work areas and report the results to the appropriate management team
- Provide necessary safety equipment and protective devices (if applicable) for each job
- Ensure that subordinates are properly trained and are aware of the prescribed safety procedures and operations of their jobs
- Ensure that prompt medical treatment is provided for all injuries
- Investigating and providing necessary written reports within 24 hours to Risk Management for work related accidents and illnesses reported by staff
- Ensure that corrective or preventive action is taken when handling reported hazards and accidents

NEI supports taking preventative measures especially in high activity environments. Furthermore, employees are not permitted to wear open toed shoes, high heels or sandals when working in or visiting NEI School locations, refer to the Dress Code policy on page 15.

Health, Safety and Security updates and information may be distributed to employees through internal email meetings, NEI Intranet or other appropriate means of communication. Employees are expected to read and comply with any such communication provided.

Inspections -

NEI will attempt to refrain from conducting searches of employees and their personal belongings. However, under certain circumstances such as cash or inventory shortages, reports of contraband items like drugs or dangerous weapons on company premises or security issues, there may be a need for NEI personnel to search an employee and employee personal property on company premises. NEI reserves the right to conduct such searches when necessary and to confirm that employees are in compliance with the company's security policies and procedures. Employees at all levels of the organization will be subject to this policy and employees should be aware that they do not have a reasonable expectation of privacy when on NEI's premises.

Total Reward Policies

3-2 Employee Conduct - Work Rules

The following section outlines NEI's expectations regarding employees' behavior towards their colleagues, managers, NEI stakeholders and the organization overall. NEI employees are held to the highest standards and it is expected that all employees follow our code of conduct and the applicable state Code of Ethics for Education Professionals. In addition to maintaining and enforcing this policy to protect the interests and safety of all employees and the organization, NEI complies with all applicable federal, state and local laws and regulations concerning employer/employee rights and obligations.

3-3 Business Ethics - Conflicts of Interest

Business Ethics

In addition to full compliance with all laws, NEI employees must also comply with societal moral and ethical standards. NEI is committed to conducting business in a fair, honest and sound manner. As part of this commitment the following expands on the policies for the fair and honest business practices and behavior that NEI expects from all employees.

Conflicts of Interest

As an employee, you are expected to act in NEI's best interests and to exercise sound judgment at all times unclouded by personal interests or divided loyalties. Both in performing your duties at NEI and in your outside activities, you should avoid the appearance and/or the reality of a conflict of interest.

A conflict of interest exists if your circumstances would lead a reasonable person to question whether your motivations are aligned with NEI's best interests. If, for example, you are involved in an outside activity or have a financial or other personal interest that might interfere with your objectivity in performing company duties and responsibilities, you may have a conflict of interest.

While it is impractical to describe all situations that may create a conflict of interest, the following provides policy guidance of some common conflict of interest situations:

- Use of Company Information for Private or Personal Gain
- Outside Activities with other competitive organizations
- Outside Employment during NEI work hours
- Service on a Board of Directors or Advisory Boards
- Family and Romantic Relationships
- Spouses, Domestic Partners, Immediate Family Members or Relatives as Suppliers, Vendors, and other Business Partners
- Kickbacks and Rebates by Suppliers or Vendors
- Gifts of excessive value from Parents, Students, Vendors, Suppliers or Customers

Please note that the above is not an exhaustive list of examples. There are many other situations that may also create a potential or the appearance of a conflict of interest. It is up to you to be aware of the potential for a conflict of interest in a particular situation and to disclose potential conflicts to HR or an NEI Director.

3-4 No Solicitation - No Distribution

Solicitation is any form of requesting money, support or participation for products, groups, organizations or

Total Reward Policies

causes which are unrelated to NEI's business purpose. The No Solicitation - No Distribution policy applies at all times, to all employees as well as external visitors, partners and customers in the workplace or on company premises. "Workplace" refers to any area on premises where employees work (offices, meeting rooms, auditoriums, reception, classrooms, employee planning areas, outdoor activity areas, etc.). "Working hours" are any time during which an employee is expected to carry out their job duties or during business or school related activities.

Distribution refers to disseminating literature or material for commercial or non NEI related purposes. All of these forms of solicitation and distribution are strictly prohibited, unless previously authorized by NEI's CEO or designee. Former employees are prohibited from soliciting NEI customers or other employees for business purposes and to their benefit in and outside of company premises.

Employees may refer any questions regarding this policy and/or request information about the authorization of any business related fundraising activities to HR or an NEI Director prior to engaging in the activity. Employees in violation of this policy will be subject to disciplinary action up to and including termination.

3-5 Punctuality - Attendance - Call-In Procedures

Punctuality - Attendance -

The purpose of this policy is to promote the efficient operation of the company and minimize unscheduled absences. Punctual and regular attendance is an essential responsibility of each employee at NEI. Any tardiness or absence causes problems for fellow employees and managers. When an employee is absent, other employees must perform the work, which diminishes NEI's productivity and at school base affects the academic stability of our students. Late arrival, early departure or excessive absences from scheduled hours are disruptive, are an important factor on performance evaluations and must be avoided. Employees are expected to report to work as scheduled, on time and prepared to start work. Employees also are expected to remain at work for the entire work schedule.

Call-In Procedures -

If your absence can be anticipated, consult your direct manager and obtain authorization to be absent for a specific period in advance, refer to the PTO policy on page 18. If you are unexpectedly delayed or unable to come to work for any reason, you must personally contact your appropriate manager immediately allowing the manager to adjust the department's work assignments before the start of the workday. You should be the one to call in; your manager will need to speak directly with you to make alternate arrangements for the work you would have done that day.

Relatives or friends should not call on your behalf unless you are medically unable to do so yourself. You must speak directly with your manager rather than a co-worker, unless that individual is officially authorized by your department to accept call in notices. As an employee, it is your responsibility to know, understand and follow your department or schools attendance guidelines, expectations, and procedures for calling in. Excessive unexcused tardiness and absenteeism may result in disciplinary action up to and including termination.

3-6 Company Equipment - Property

Employees are trusted to behave responsibly and use good judgment to conserve company resources. Company resources, including time, information, material, equipment, vehicles, furniture, lockers, cabinets, desks, computers, telephones, cellular phones, voice mail systems, e-mail, and all other like items and systems

Total Reward Policies

are considered company property and furnished to employees for business related purposes. Use of the computer, copier and FAX is restricted to business use only. Occasional personal use is permissible as long as it does not affect job performance, cause a disruption to the workplace, is inappropriate or result in an expense to the company. Excessive personal usage of telephones or email is potentially disruptive, distracting, and can slow down the overall productivity of the network.

All NEI property is subject to inspection, monitoring, and searching by the Company, with or without notice to the employee, at any time. Employees have the responsibility to cooperate with searches of the company property in their possession. Misuse of company property or refusal to allow authorized searches will result in disciplinary action, up to and including termination. Therefore, employees are advised to keep items out of company systems and the work place if they are private, personal, and not business-related.

During employment, employees may be issued company property including a computer, laptop, cell phone, printer, pager, or hand held mobile device. Employees are expected to take proper precautions to care for company equipment. Upon termination, employees are expected to return all company equipment and property in proper working order. Failure to return equipment may be considered to be theft and may lead to criminal prosecution. Questions about the proper use of company resources should be directed to your direct manager.

3-7 Company Proprietary Information - Confidentiality

This policy affects all employees, including board members, investors, contractors and volunteers, who may have access to NEI confidential information. During employment with NEI, employees will learn, work with, and be entrusted with information and trade secrets that are confidential relating to NEI's operations, proposed new business, financial condition, partnerships, products and designs. This information is not known outside of the company or even known to all of NEI's employees. Examples include financial information, costs, business projections, marketing plans, customers, suppliers, curriculum designs, composites, sketches and any information that is marked confidential. Keeping this information confidential is necessary to ensure our success. Because this information has substantial value to NEI, all employees must exercise the highest degree of care not to disclose any confidential information, even inadvertently (through conversations), to any unauthorized persons in or outside the Company.

Employees, except within the scope of employment, cannot remove, make or cause to be made any copies of data, reports, correspondences or other writings or samples relating to NEI. Employees cannot use for their own gain or disclosure, except within the scope of employment, any trade secrets, other confidential information, data or knowledge relating to NEI. Employees must take all precautionary measures to safeguard NEI proprietary information, surrender all documents, files and information to NEI upon termination of employment or at any time upon the request of their manager. Violation or breach of this policy will result in disciplinary action up to an including termination and legal action.

3-8 Visitors - Personal Phone Calls - Mail

Visitors

Employees are not permitted to have visitors in their work areas without prior approval from their immediate managers. Visits for the purpose of conducting personal business should take place during the employee's lunch period. Unauthorized visits may be disruptive to co-workers and to the employee's work and could lead to disciplinary action. All authorized visitors must follow the sign in and out procedure.

Total Reward Policies

Personal Phone Calls

It is important for the efficient operation of NEI and the welfare of students and employees that telephone lines be kept open for business use. Therefore, personal telephone calls should be kept to a minimum. Family members and friends should not telephone employees routinely while they are working. Employees will be required to reimburse the company for personal long-distance calls charged to the company. Personal long-distance calls should be limited to those necessary in an emergency situation.

Mail

The mail process is handled by designated employees who collect, process and deliver official business related mail. Staff members should have personal mail delivered to a home address. As a courtesy, NEI may process personal mail of employees if the proper postage is affixed. Employees are not permitted to use company mailing accounts for personal use, without prior authorization from your manager and must provide immediate payment for the postage amount to NEI.

3-9 Hiring Relatives - Anti-Nepotism

NEI welcomes the opportunity to hire and retain qualified employees who are related to one another by blood, domestic partnership or marriage. However, since such relationships sometimes can create problems in the workplace, including suspicions of favoritism if the related employees are in a manager-subordinate relationship. It is the policy of NEI that any employee who has or acquires a familial relationship with another employee shall not have any direct or indirect administrative or operational authority over the other person. Familial relationship" within the meaning of this policy means two employees (or an employee and a job applicant) in the relationship of husband, wife, domestic partner, father, mother, brother, sister, son, daughter, uncle, aunt, nephew, niece, grandfather, grandmother, grandson or granddaughter, or any of those relationships arising as a result of marriage.

An employee of NEI cannot use their authority or position with NEI to benefit or to disadvantage another employee in a familial relationship. Although all such potential misuses of authority cannot be listed here, examples include an employee signing an evaluation for a family member or signing/approving a check payable to a family member. Employees are required to notify NEI's Human Resources Department of

- Any existing familial relationships
- Any romantically committed relationships that are created among employees
- The potential employment by NEI of a family member

NEI may refuse to hire a job applicant who is in a familial relationship with a current employee if the applicant would be in a managerial or subordinate position to the existing employee. NEI employees who marry one another during their employment will be allowed to remain with the company unless they are in a manager-subordinate relationship and there is no open position to which one of them may be moved.

Managers must obtain prior approval from NEI's CEO to hire an employee's family member.

3-10 Employee Personal Relationships

NEI strives to provide a work environment that is collegial, respectful and productive. This policy establishes rules for the conduct of personal relationships between employees, including managerial personnel, in an attempt to prevent conflicts and maintain a productive and friendly work environment.

Total Reward Policies

A "personal relationship" is defined as a relationship between individuals who have or have had a continuing relationship of a romantic or intimate nature. An employee who is involved in a personal relationship with another employee may not occupy a position in the same department as, work directly for or supervise the employee with whom he or she is involved. NEI reserves the right to take prompt action if an actual or potential conflict of interest arises concerning individuals who engage in a personal relationship that may affect terms and conditions of employment. Managers are prohibited from dating subordinates and may be disciplined for such actions, up to and including termination.

When a conflict or the potential for conflict arises because of a personal relationship between employees, even if there is no line of authority or reporting involved, the employees may be separated by reassignment, or terminated from employment. If such a personal relationship between employees develops, it is the responsibility and obligation of the employees involved to immediately disclose the existence of the relationship to their manager and HR.

3-11 Dress Code

NEI expects Central Office employees to dress appropriately in business casual attire. Because our work environment serves our customers, professional business casual attire is essential. Consequently, business casual attire includes suits, pants, jackets, shirts, skirts and dresses that are appropriate for a business environment. Examples of appropriate business attire include a polo shirt with pressed khaki pants, a sweater and a skirt with business pants, a jacket with a skirt or slacks and a blouse or a sweater with a skirt or pants. Pantsuits and sports jackets also fit the business casual work environment.

T-shirts, shirts without collars, sheer fabrics, thin strap blouses, and footwear such as open toed shoes, flip flops, sneakers, and sandals are not appropriate for business casual attire. Also, neatness, cleanliness and maintaining hygiene is expected for all employees. No visible tattoos or facial piercings.

Employees are expected to demonstrate good judgment, professional taste and use courtesy towards coworkers and assess whether you are dressing in business attire that is appropriate. Employees who wear clothing that is deemed inappropriate in the workplace will be handled by their manager on an individual basis, will be sent home to change into more appropriate attire and are subject to disciplinary action.

School based employees are to follow their school uniform dress code policy outlined in their schools Staff/Faculty Handbook. School administrators will monitor and enforce the school dress code policy.

Total Reward Policies

4-1 Employee Categories

The following terms will be used to describe employment classifications and status:

Exempt Employees

Exempt employees are not subject to the overtime pay provisions of the federal Fair Labor Standards Act (FLSA). An exempt employee is one whose specific job duties and salary meet all of the requirements of the U.S. Department of Labor's regulations.

Non-Exempt Employees

Employees who are not administrative, professional, or managerial employees (as defined by the U.S. Department of Labor) and hourly employees are generally not exempt from the FLSA's overtime provisions. All Non-exempt employees must document their work hours and must be paid overtime for hours worked in excess of 40 hours per work week.

Full-Time Employee

Full-time employees are those who are regularly scheduled to work at least 36 hours per week that are not hired on a temporary basis.

Part-Time Employee

Part-time employees are those who are regularly scheduled to work fewer than 30 hours per week that are not hired on a temporary basis. Part-time employees are not eligible for Company paid benefits or Paid Time Off (PTO).

Temporary Employee

Temporary employees are hired for an interim period of time, usually to fill in for vacations, leaves of absence or projects of a limited duration. Temporary employees are not eligible for Company paid benefits or Holiday pay.

School Based Permanent Substitute Teachers -

Permanent Substitutes are Full-time employees, hired only for one instructional position, for a specified period of time and only to fill in for vacancies or leaves of absence in excess of 8 weeks or more. **A lapse in education certification or non-certification will result in transition to a permanent substitute with a specified reduction of base salary until appropriate certification is obtained.**

Daily Substitute Teachers

Daily substitute Teachers are hired for the sole purpose of filling in for absent Instructional educators. They are on-call, are hourly employees hired on a daily basis and are not eligible for benefits, holiday pay or PTO.

4-2 Compensation - Insurance Benefits - EAP - Other Rewards

Compensation -

NEI's compensation structure is based on pay for performance and may provide an annual base pay merit increase to recognize employees for satisfactory performance and overall achievements. School based employees may potentially supplement their base pay by achieving school-wide goals and additional stipend opportunities (if available). Budgetary funding for merit may be based and designated by the State Legislature

Total Reward Policies

and other budgetary constraints.

The employee's performance evaluation serves as a basis for a merit increase. Performance evaluations are to be completed on an annual basis and must be submitted with recommendations for merit increases by managers to HR for all eligible employees by a specified due date. Employees will receive a compensation letter notifying them of their merit increase, if applicable.

Insurance Benefits -

This handbook contains descriptions of some of our current employee benefits. Many of NEI's benefit plans are described in more formal plan documents available from the HR Benefits department. In the event of any inconsistencies between this handbook or any other oral or written description of benefits and a formal plan document, the formal plan document will govern.

NEI offers Full-time eligible employees Health Care, Vision, Dental, Life Insurance, Short Term Disability and other optional buy-up plans and coverage's available at the time of open enrollment.

The information presented here is intended to serve only as an overview. The details of specific benefit plans are available from the HR Benefits department. Although NEI plans to maintain these employee benefits, it reserves the right to modify, amend or terminate these benefits at any time and for any reason.

NEI makes group health benefits available to eligible full time employees and their family members. Upon becoming eligible to participate in these plans, you will receive additional information about plan benefits and enrollment. If you have questions about our insurance programs, please contact the HR Benefits department.

Employee Assistance Program (EAP) -

It is the goal of NEI to establish an Employee Assistance Program (EAP) to help and encourage those employees, in need of professional assistance, to use it. This program applies to all employees and their eligible dependents who are covered under any of the various health and wellness programs to which NEI contributes. While the Company has no intention of intruding into the private lives of its employees, we recognize that personal problems may eventually take their toll on job performance. Our concern is to assure that employees report to work in condition to perform their duties safely and efficiently in the interest of their fellow workers, themselves, and our students. This policy will not exempt employees from job performance requirements. Direct any inquiries regarding EAP to the HR department.

Total Reward Policies

4-3 Holidays

The company will grant Fulltime active employees holiday time-off on the holidays listed below (Note: paid or unpaid): *Temporary and Part-time employees are not eligible for holiday pay.

New Year's Day - (January 1 st)	Labor Day - (Last Monday, in September) <i>Thanksgiving - (fourth Thursday in November)</i>
Martin Luther King, Jr. Day - (3 rd Monday in January)	Day After Thanksgiving - (fourth Friday in November)
President's day - (3 rd Monday in February)	Christmas Break - (December 24 th and 25 th)
Memorial Day - (last Monday in May) Independence Day - (July 4 th)	New Year's Eve - (December 31 st)

The above are Holidays observed by NEI, School District Holidays do not apply to central office employees. If a holiday falls on a weekend, the holiday will typically be observed on that Friday or Monday. NEI reserves the right to adjust the observance of the holiday to another day as needed for operational requirements.

From time to time our services may be required on holidays and depending on the business situation employees may be required to take an alternate day off. Holiday pay does not count as hours worked for the purposes of determining overtime Employees must have worked or have authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.

If employees would like to observe holidays other than what is listed above, they may utilize their available accrued PTO as long as it is approved in advance by their School Administrator or Department manager.

Employees will be paid their regular rate of pay for each 8 hour holiday and may not elect financial compensation in lieu of taking time off for a holiday.

4-4 Jury Duty

NEI understands that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. A employee will be allowed time off to perform such civic service as required by law.

Employees who are selected for jury duty must provide a copy of their jury summons to their manager. Time taken for jury duty is granted on a paid basis and must properly be requested through Time and Attendance employee portal. Employees released from jury duty are expected to return to work.

4-5 Paid Time Off (PTO)

NEI provides, as a benefit, paid time off (PTO) for our eligible fulltime employees. All requests for time off must be submitted through the Employee Time and Attendance portal 2 weeks in advance. Manager's may approve or deny the request based on company resources. In the event of an emergency or illness inform your manager as soon as possible in accordance with your locations call-in procedure. The company is flexible in approving time off when doing so would not interfere with company operations. PTO days are granted only on a full day or half-day basis for salaried employees. Part Time and Temporary employees are not eligible for PTO or other benefits.

Employees may begin using PTO after 30 days of full-time service. Employees earn PTO hours each pay

Total Reward Policies

per day based on length of service and employment status. PTO hours must be accrued before they can be used, see schedule below. Employees should consult with their manager or Human Resources regarding the amount of accrued PTO they have available.

Length of Service	Full Time 10 Month Employees (No Summer accrual)	Total PTO Days accrued per school year	Full Time 12 Month Employees Deans (Aug 1 - July 31) Central Office (Jan 1 - Dec 31)	Total PTO Days accrued per year	School Based Administration-Principal and AP	Total PTO Days accrued per year (Aug 1 - July 31)
Date of hire to 5 years of service	3.20 hours of PTO per pay period	8 days per year	5.33 hours of PTO per pay period	16 days per year	7.00 hours of PTO per pay period	21 days per year
6 to 10 years of service	3.20 hours of PTO per pay period	8 days per year	7.00 hours of PTO per pay period	21 days per year	7.00 hours of PTO per pay period	21 days per year
11 years and more	3.20 hours of PTO per pay period	8 days per year	8.67 hours of PTO per pay period	26 days per year	8.67 hours of PTO per pay period	26 days per year

Forty (40) hours of accrued PTO may be rolled over into the next year. Employees acknowledge that any advanced PTO used before it was accrued must be reimbursed to NEI in the event of resignation or termination and agrees that NEI may deduct the amount due of PTO overpayment from the employees final pay check.

Only 10 month Instructional employees may cash out (at the cash out rate) any unused accrued PTO up to 64 hours or hours that exceed the roll-over of 40 hours.

4-6 Travel - Business Expense Reimbursement

Your duties as an employee may require you to travel. The Travel and Expense Policy sets the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee's actual reasonable expenses while conducting business away from home, on behalf of NEI or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits of the Travel and Expense Policy.

With prior approval, employees on business travel may be accompanied by a family member or other persons when it does not interfere with the successful completion of business objectives. Employees may also be permitted to combine personal travel with business travel. Additional expenses arising from such non-business travel are the sole responsibility of the employee.

Employees must provide business receipts to be eligible for reimbursement. Abuse of the Travel and Expense Policy, including falsifying expense reports to reflect costs not incurred by the employee for business purposes, can be grounds for disciplinary action, up to and including, termination of employment. Expenses associated with mandatory company meetings are paid by NEI.

Submit your travel expenses on the approved Expense Reimbursement Form (which can be found in your New Hire Packet) along with all receipts. Approved expenses will be paid on the first pay date from the date approved. Expenses submitted more than 30-days from date of travel will only be reimbursed with CEO approval.

Total Reward Policies

4-7 Leaves of Absence - FMLA - Military - Other Leave

FMLA -

NEI offers leave consistent with the requirements of the federal Family and Medical Leave Act (FMLA). Under the FMLA, an employee may be eligible for an unpaid family and medical leave of absence under certain circumstances, if the employee works within a seventy-five (75) mile radius of fifty (50) or more company employees.

Under the federal FMLA, a person who has worked as an employee of this company for at least 1,250 hours for twelve months is eligible for FMLA leave. Up to twelve weeks of unpaid leave per year is available for the following reasons:

- The birth of a child and to care for the newborn child
- Placement of a child into adoptive or foster care with the employee
- Care for a spouse, son, daughter or parent who has a serious health condition
- Care for the employee's own serious health condition

If the need for leave is foreseeable, employees should notify a manager 30 days prior to taking FMLA leave. If the need for FMLA leave arises unexpectedly, employees should notify a manager as soon as practicable, giving as much notice to the Company as possible.

Employees may be required to provide: medical certifications supporting the need for leave if the leave due to a serious health condition of the employee or employee's family member; periodic recertification of the serious health condition; and periodic reports during the leave regarding the employee's status and intent to return to work. Employees must return to work immediately after the serious health condition ceases, and employees who have taken leave because of their own serious health condition must submit a fitness-for-duty certification before being allowed to return to work.

Leave may be taken on an intermittent or reduced schedule to care for an illness; yet, may not be taken intermittently for the care of a newborn or newly adopted child. When leave is taken intermittently, the Company may transfer the employee to another position with equivalent pay and benefits, which is better suited to periods of absence.

Subject to certain conditions, the employee or the Company may choose to use accrued paid leave (such as sick leave or vacation leave) concurrent with FMLA leave.

The company will maintain group health insurance coverage for an employee on family and medical leave on the same terms as if the employee had continued work. If applicable, arrangements will be made for the employee to pay their share of health insurance premiums while on leave. The company may recover premiums paid to maintain health coverage for an employee who fails to return to work from family and medical leave.

If an employee would like the Company to maintain other paid benefits during the period of leave, premiums and charges which are partially or wholly paid by the employee must continue to be paid by the employee during the leave time.

Total Reward Policies

Family and medical leave will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced. However, an employee on family and medical leave does not continue to accrue benefits (e.g., sick leave or vacation leave) during the period of family and medical leave. Questions regarding particular benefits should be directed to undefined.

Upon returning from FMLA leave, an employee will be restored to his/her original job or an equivalent job with equivalent benefits, pay, seniority, and other employment terms and conditions as provided by the Family and Medical Leave Act.

Military Leave -

NEI is committed to protecting the job rights of employees absent on military leave. In accordance with federal and state law, it is the Company's policy that no employee or prospective employee will be subjected to any form of discrimination on the basis of that person's membership in or obligation to perform service for any of the Uniformed Services of the United States. Specifically, no person will be denied employment, reemployment, promotion or other benefit of employment on the basis of such membership. Furthermore, no person will be subjected to retaliation or adverse employment action because such person has exercised their rights under applicable law or company policy. If any employee believes that they have been subjected to discrimination in violation of company policy, the employee should immediately contact Human Resources.

Employees taking part in a variety of military duties may be eligible for unpaid military leave under this policy. Such military duties include leaves of absence taken by members of the uniformed services, including Reservists and National Guard members, for training, periods of active military service and funeral honors duty, as well as time spent being examined to determine fitness to perform such service.

Employees requesting leave for military duty should contact the Human Resources department to request leave as soon as they are aware of the need for leave.

Bereavement Leave

When death occurs in the immediate family, employees shall be allowed a maximum of three (3) working days bereavement leave without loss of pay during the five (5) days following the death. If more days for bereavement purposes are needed, with supervisor approval, accumulated Paid Time Off may be used. Bereavement leave is not cumulative.

For the purpose of bereavement leave, "immediate family" is defined differently than regarding sick leave, to include wife, husband, domestic partner, parents, parents-in-law, children, children-in-law, grandchildren, brother, sister, grandparents, brother-in-law, sister-in-law, and any other person living in the home as a member of the family at the time of death.

Death of any relative not a member of the immediate family as defined above shall entitle the employee to one (1) day of absence chargeable as bereavement leave.

Other Leave of Absence -

The Company may provide a leave of absence, for up to a maximum of 12 weeks for employees that may not be eligible for FMLA. This leave is based on a "rolling backward" -month period, is unpaid, and is not job protected. This leave may be provided only to full time employees who DO OT meet the FMLA leave eligibility criteria. OLA is granted solely at the discretion of senior leaders, except when short term disability runs concurrently. Regular employees applying for OLA must comply with the same leave request and

Total Reward Policies

notification process as required under the Company's FMLA Leave Policy. Further, any employee granted an OLA leave must comply with the same leave notification and certification requirements as required under the Company's FMLA leave policy.

Job Abandonment

An employee who fails to report for work three (3) consecutive work days without directly communicating directly with their supervisor in person, by phone, or email, shall be deemed to have abandoned their job, and may be subject to termination. Each employee shall provide the school with their current contact information (residential street address, cell phone and home phone) and keep such information updated as changes occur.

Medical Excuses

In addition to properly notifying the school of an absence, an employee may be requested submit a medical excuse statement to the principal when an employee has been absent three (3) or more consecutive days. After six (6) consecutive days the employee must submit a medical excuse statement. The medical excuse must include a certification that the employee is under the doctor's care and that as a result a certain number of days absence from work are necessary. Failure to submit any requested physician's statement could be construed as insubordination, which may lead to disciplinary action.

The Principal may require a physician's statement for any number of day's absence when in his/her opinion the sick day provision is being abused. Human resources may request medical certification that the employee can perform the job duties with or without reasonable accommodations.

NEI reserves the right to request any employee to undergo an independent medical examination prior to allowing any employee to return to duty after a period of leave due to illness of 20 days. No employee who is absent from work because of personal illness due to natural causes or accident, other than in-line-of-duty, will be allowed to return to work until that employee can resume his/her regular duties.

4-8 Emergencies - Inclement Weather - Location Closures

At times, emergencies such as severe weather, fires, power failures, earthquakes or hurricanes can disrupt operations. In extreme cases, these circumstances may require the closing of a work facility or school. In all instances the desired outcome is to act in the best interest of our students and their safety. If emergency conditions exist, please consult your local emergency procedures and call the appropriate location for message or contact your School Administrator/ Department manager.

All schools should follow the disaster guidelines of the districts where they are located. Contact your School Administrator/Department manager with questions.

When NEI Central Office operations are officially closed due to emergency conditions appropriate employee notification will be released in accordance with NEI's Center Office disaster procedure. In cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take time off work without pay.

4-9 Workers Compensation

As required by law, NEI provides workers' compensation benefits for the protection of employees with work-related injuries or illnesses.

Total Reward Policies

Workers' compensation provides coverage to employees who receive job-related injuries or illnesses. If an employee is injured or becomes ill as a result of his/her job, it is the employee's responsibility to immediately notify a manager or the business manager, of their injury in order to initiate necessary paperwork to receive benefits. Report every injury or illness to a manager or the business manager, regardless of severity.

Additional information regarding workers' compensation is available from the Human Resources department.

Timekeeping- Payroll Policies

5-1 Pay Day

All NEI employees are paid Bi-weekly, on the 15th and the 30th of each month. Wages are paid in arrears, (ex: hours worked from the 1st - 15th will be paid out on the 30th of that month). NEI takes all reasonable steps to assure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

By law, NEI is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Your payroll stub will also differentiate between regular pay received and overtime pay received (if applicable). If you believe there is an error in your pay, bring the matter to the attention of the Business Manager or Payroll Manager immediately so the company can resolve the issue as quickly as possible. In the event of overpayment, immediately inform your manager and Human Resources in order to arrange for reimbursement to NEI.

5-2 Work Schedule - Breaks - Overtime

Work Schedule

It is the employee's responsibility to accurately report time worked and to conform to work schedules and overtime policies in effect at the time. Work performed outside of authorized work hours may lead to disciplinary action unless approved by a manager in writing.

Breaks

Employees will be provided meal and rest periods as required by law. Your manager will provide further details.

Nursing Mothers

For up to one year after the child's birth, any employee who is nursing her child will be provided accommodations, subject to applicable law. Please advise Human Resources and/or your manager if you need break time and an area for this purpose.

If possible, the break time must run concurrently with break and meal periods already provided to the employee. If the nursing break time cannot run concurrently with regular breaks and meal periods already provided, the employee must inform her manager for any additional schedule arrangements.

NEI will provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public for the employee's use. The Company may not be able to provide additional break time if doing so would seriously disrupt the Company's operations, subject to applicable law.

Overtime (O/T)

If you are classified as a non-exempt employee (see Employment Categories section), you will receive compensation for approved overtime work as follows:

- You will be paid at straight time (i.e., your regular hourly rate of pay) for all regular hours worked in a workweek totaling a forty (40) hour week. The workweek is Sunday through Saturday.
- You will be paid one and one-half times (1 ½) your regular hourly rate of pay for all hours worked beyond the fortieth (40) hour in any given workweek.

Timekeeping- Payroll Policies

You are expected to work according to your specified time schedule, any OT requires approval prior to exceeding 40 hours. Your manager is responsible for monitoring business activity and requesting approval for overtime work if it is necessary.

Please remember that advance notice may not always be possible and overtime work may be required to meet production or staffing requirements. Effort will be made to provide you with advance notice in such situations.

5-3 Timekeeping

Employees must keep accurate records of time worked. Non-exempt employees will be paid for all hours worked, including fractional parts of an hour. All employees are expected to be at their workstations, ready to work at the beginning of their shift. It is up to the employee to report all time worked and to work within the scheduled and approved work hours.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. It is your responsibility to sign your time record (if applicable) to certify the accuracy of all time recorded. Any errors in your time record should be reported immediately to your manager, who will attempt to correct legitimate errors.

5-4 Direct Deposit

NEI encourages employees to have their pay directly deposited into their bank accounts via direct deposit. Employees will receive an itemized statement of wages when NEI makes direct deposits. The initial deposit may take up to two pay cycles for electronic deposits to take effect. Upon separation of employment, final pay checks may not be processed through direct deposit; a paper check will be issued and mailed to the employees last known address on file, unless other arrangements for pick-up have been made in advance.

5-5 Accurate Bookkeeping - Records

NEI observes stringent standards in the keeping of our accounts and records. Accurate accounts and disclosures are essential to our operations and compliance with laws on accounting, taxation, filings, public disclosures and other important obligations. NEI is subject to extensive and complex accounting and reporting requirements. Our operations must comply both with applicable accounting and financial reporting rules and regulations of the jurisdictions in which we operate.

All employees are responsible to ensure accuracy of data, financial reporting, monetary transactions and that appropriate approvals, signatures and execution procedures are followed in connection with any transaction in which they are involved and that they abide by the personal authorization limits of their position. If you have any questions about authorization requirements or limits, contact your direct manager for additional guidance.

No employee other than the NEI's Chief Executive Officer is authorized to sign any contracts or documents which binds the company.

Any employee that engages in misrepresentation of accounting or fraudulent record keeping activity will be subject to disciplinary action up to and including termination and legal action.

Technology

6-1 Use of Communication Devices

All employees are expected to act responsibly in regard to information security at their work stations, and with information technology resources including mobile devices such as smartphones and tablets.

Employees should be diligent by doing such things as protecting information, changing passwords frequently, keeping antivirus software updated, logging in and out of their computer daily, properly storing printouts and documents and supervising the activity of staff when such activity involves using IT resources.

Mobile devices are important tools for the organization and NEI supports their use to achieve business goals. However, mobile devices represent a significant risk to data security. Employees may only load company data that is essential to their role onto their mobile device(s). Employees must be cautious about the merging of personal and work email accounts or other data on their devices. They must take particular care to ensure that company data is only sent through the company's secured email system.

NEI has a requirement to protect its information assets in order to safeguard its customers, intellectual property and reputation. In order to protect the interests of the company and its employees, NEI reserves the right to monitor or review all data and information contained on an employee's company-issued computer, containing on an electronic device, the use of the Internet, the use of the company's intranet; with or without employee notice. The use of company resources to create, access, store, print, solicit, or send any materials that are harassing, threatening, abusive, sexually explicit or otherwise offensive or inappropriate will be grounds for disciplinary action up to and including termination.

6-2 Internet

NEI provides internet access to assist employees in obtaining work related data and technology and should follow these guidelines:

- All internet data composed, transmitted or received via the Company's computer communications systems is considered to be part of the official records of NEI and subject to disclosure to law enforcement or other third parties.
- Data composed, transmitted, accessed or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person.
- Abuse of the Internet access will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy.

6-3 E-mail

The electronic mail (e-mail) system is the property of NEI and is used in conducting Company business. All communications and information transmitted by, received from, or stored in this system are records and property of the Company. Employees should have no exception of privacy when using Company e-mail.

For security and operational purposes, NEI will monitor and/or retrieve messages, communications, material and attachments sent through these systems. Only authorized personnel are able to access individual e-mail accounts. NEI expects its employees not to e-mail documents or materials to persons who are not authorized

Technology

to received or review such materials.

6-4 Surveillance

In the interest of safety and security, NEI monitors areas through the use of video surveillance equipment in order to promote, maintain and enhance the safety and security of managed locations, staff, students, visitors and property. This may include the installation of video surveillance devices or other video recording equipment upon any property managed by NEI, the monitoring of information obtained or collected from such devices (either in real time or recorded), and the recording of such information.

Any video surveillance or monitoring conducted on NEI property pursuant to this policy shall occur in public areas. Private areas such as bathrooms and locker rooms shall not be subject to video surveillance. NEI will take reasonable security precautions to prevent unauthorized access to and use or disclosure of data recorded by video surveillance systems. NEI will cooperate with law-enforcement and child protective service agencies upon receiving written requests for specified security surveillance information or content.

School administrators, managers and IT employees must receive written approval from NEI's Chief Executive Officer to copy, preserve or distribute any security surveillance footage for any purpose. Requests must include reason for request, date, time and camera locations.

Video surveillance devices are not a guarantee for a person's individual safety or protection. However, video surveillance does serve as a useful and timely investigative aid in regard to criminal acts or omissions. Relevant and useful evidence may be obtained for investigative purposes. If video surveillance reveals a criminal act or criminal offense committed by an employee, such information may be used for law-enforcement and/or disciplinary purposes.

Signs shall be conspicuously displayed in all areas under video surveillance. At all times, NEI shall adhere to all applicable state or federal privacy laws.

6-5 Social Media

The Social Media Policy is designed to protect the privacy, confidentiality, business interests and reputation of NEI. When you are participating in social networking, you are representing both yourself and NEI. It is not our intention to restrict your ability to have an online presence. We believe social networking is a very valuable tool. All school administrators, faculty and staff shall use caution and good judgment when using electronic communications and social networking sites. Any information posted on or communicated through a social networking site shall not bring disfavor, embarrassment or condemnation to any employee, student or any member of NEI.

NEI prohibits communications relayed to current or former students via electronic communications such as texting, Facebook, and all other social media networks. All communications to students should be conducted via the school issued email addresses or through school approved applications such as Edmodo.

Communications should be professional in nature and related to a student's academic progress or school activities. Do not post photos or obscenities that can damage both your reputation as well as that of NEI. As an employee, be aware that you are responsible for the content you post. Use privacy settings on your personal accounts when appropriate. Remember, the Internet is immediate and nothing posted is ever truly private nor

Technology

does it expire.

For the purposes of this policy "social media" is defined as: Computer-mediated tools that allow people, companies and other organizations to create, share, or exchange information, career interests, ideas, and pictures/videos in virtual communities. Examples of social media include, but are not limited to, Facebook, Twitter, LinkedIn, Instagram, Pinterest, YouTube, Snapchat, Google+, Flickr, tumblr, Vine, Vimeo and Yelp and any sites that allow for online collaboration, sharing or publishing platforms, whether accessed through the web, a mobile device, text messaging, email or any other existing or emerging communications platform. Social media posts are defined as blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through any social media outlet. Social media posts are the actual communications a user distributes via social media.

Policy Guidelines –

- Employees should not use or post to social media during work hours
- Employees should not use company or personal devices to access or post on social media networks while at work
- Only employees officially authorized by NEI may use approved social media outlets to speak or post on behalf of NEI. This will be a part of your NEI job description
- Employees are restricted from disclosing the details of any NEI activity or business dealings on social media
- Do not post any financial, confidential, sensitive or proprietary information about NEI or any of our students, faculty, administrative staff or employees
- Employees, specifically teachers and administrative staff, are prohibited from using social media to contact or communicate with any current or former students
- Do not use social media to vent personal complaints about managers, co-workers, students, parents, vendors or the company
- If you see unfavorable opinions, negative comments or criticism about NEI, immediately forward this information to your School Administrator or HR
- Information on your networking profile is public, even if posted under a pseudonym, your identity can still be revealed

NEI may monitor content on the internet and social media and reserves the right to remove or request removal of posts that violate this policy. If you have any questions or concerns about this policy or specific posts, please contact HR.

Section 7

Separation of Employment

7-1 No-Call No-Show - Job Abandonment

Any employee who fails to report to work without notification to their manager for a period of three (3) days or more may be considered to have voluntarily terminated their employment relationship. NEI will proceed with the Job Abandonment process that will result in voluntary termination.

7-2 Voluntary Resignation - Involuntary Termination

It is the policy of NEI to ensure that employee terminations, including voluntary and involuntary terminations and terminations due to the death of an employee, are handled in a professional manner with minimal disruption to ongoing work functions.

Voluntary Resignation

If you decide to resign your position with NEI, please notify your School Administrator/Department manager in writing about your plans. We would like the opportunity to discuss your resignation before final actions are taken. Please provide a minimum of two (2) weeks' notice. NEI reserves the right to request an earlier resignation if the circumstances require.

You must return all company property in good condition. All equipment, access cards, company ID, keys, and any other company property is to be returned to your School Administrator/Department manager prior to you leaving the facility. There may be a deduction from your final paycheck for those items not returned.

A termination due to the death of an employee will be made effective as of the date of death.

Involuntary Termination

An involuntary termination of employment, including layoffs, is a management-initiated dismissal. The inability of an employee to perform the essential functions of their job with or without a reasonable accommodation may also result in an involuntary termination. An employee may also be discharged for any legal reason, e.g., misconduct, tardiness, absenteeism, unsatisfactory performance or inability to perform. In some cases, NEI's employee disciplinary process may be used, prior to termination, to correct a performance problem. However, certain types of employee misconduct are so severe that one incident of misconduct will result in immediate dismissal with or without prior use of the employee discipline process.

7-3 Exit Interview - Re-employment

Exit Interview -

Employees separating from NEI may be asked to participate in an exit interview. This voluntary process can provide constructive comments and suggestions on improving working conditions. This interview will take place after you have provided your written resignation. NEI appreciates receiving your candid opinion of your employment with us.

Re-employment -

Employees who are rehired must complete 60 days of employment in order to be eligible for benefits, unless their gap of employment is less than 30 days. Employees will be eligible for benefits the first of the month after their reemployment.

7-4 Employer References - Verification of Employment

Only the NEI HR department is authorized to respond to inquiries for reference checks for current or former NEI employees. Responses to such inquiries will be limited to employment verification. An employment verification is a confirmation of job position and dates of employment. Request for verifications of employment can be submitted via email to the HR department.

7-5 Final Pay - Unemployment Compensation

Final Pay -

An employee who resigns or is discharged will be paid through the last day of work, plus any unused paid time off (PTO) and Escrow (if applicable) less outstanding PTO advances or other agreements the employee may have with the company. Final pay may not be processed through direct deposit and a live check will be mailed to the employee's address on file, unless other arrangements are made for pick-up.

Unemployment Compensation -

NEI is able to monitor and control the cost of unemployment insurance by being responsive to regulatory authorities. Typically, employer information must be submitted to the appropriate state office within seven days of a request.

7-6 COBRA - Continuation of Health Benefits

Under the federal Consolidated Omnibus Budget Reconciliation Act (COBRA), a qualified employee who terminates employment (for reasons other than gross misconduct on the employee's part) or who loses health and dental coverage due to a reduction in work hours may temporarily continue group health and dental coverage for him/herself, his/her spouse, and any covered dependent children at the full premium rate plus administrative fees. That eligibility normally extends for a period of eighteen (18) months from the qualifying date. For more information regarding COBRA health insurance benefits, contact our Human Resources department.

Noble Education Initiative, Inc.

info@NobleEducationInitiative.com www.NobleEducationInitiative.com



CERTIFICATE OF LIABILITY INSURANCE

Attachment 1 - Proof of Insurance
 Section 25
 DATE (MM/DD/YYYY)
 6/27/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 4350 W Cypress St Suite 300 Tampa FL 33607	CONTACT NAME: PHONE (A/C, No, Ext): 727-797-4190		FAX (A/C, No): 727-791-1613
	E-MAIL ADDRESS:		
INSURER(S) AFFORDING COVERAGE			NAIC #
INSURER A : First Liberty Insurance Corporation			33588
INSURER B : Liberty Insurance Corporation			42404
INSURER C : Liberty Mutual Fire Insurance Company			23035
INSURER D :			
INSURER E :			
INSURER F :			

COVERAGES **CERTIFICATE NUMBER: 211738883** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			TB6Z51294120031	7/29/2021	7/29/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AS6Z51294120021	7/29/2021	7/29/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			TH7Z51294120081	7/29/2021	7/29/2022	EACH OCCURRENCE \$ 8,000,000 AGGREGATE \$ 8,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	WC2Z51294120011	7/29/2021	7/29/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C A C	School Leaders E&O Sexual Misconduct Liability Property			R6Z251294120041 TB6Z51294120031 YU2Z51294120061	7/29/2021 7/29/2021 7/29/2021	7/29/2022 7/29/2022 7/29/2022	Limit: \$1,000,000 Limit: \$1,000,000 Bldg: \$7,000,000 Agg: \$3,000,000 Agg: \$1,000,000 BPP: \$950,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Crime policy
 Policy# ACP CRMP3039045042
 Carrier name: ALLIED Property & Casualty Insurance Company
 Policy dates: 10/16/2021 - 10/16/2022
 Limits: \$100,000
 School Leaders E&O includes Directors and Officers, Employment Practices, and Employment Liability.

CERTIFICATE HOLDER Proof of Insurance	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the 12th day of October 2018, by and between Noble Education Initiative, Inc., A Delaware Corporation (“NEI”), and ReThink Forward, a Tennessee non-profit corporation (the “Charter School”).

RECITALS

WHEREAS, the Charter School submitted an appeal (the “Charter Application”) from the Metropolitan Nashville Public Schools Board of Education to the Tennessee State Board of Education (the “SBE”) for the operation of Nashville Collegiate Prep, located in Metropolitan Nashville and Davidson County, Tennessee, to operate a public charter school; and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, NEI is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire NEI, and NEI wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Charter School represents that it is authorized by law to contract with NEI and for NEI to provide educational management services to the Charter School. The Charter School further represents that it has a Charter Application which has been submitted to the SBE for authorization to organize and operate a public charter school. Upon approval of the Charter Application, the Charter School will enter into a charter contract with the SBE (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, Charter Contract and the SBE to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with NEI, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil

assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the SBE. NEI's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being NEI's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of NEI as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes NEI to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. NEI is a Delaware corporation, and is not a division or a part of the Charter School. The Charter School is a Tennessee non-profit corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of NEI. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of NEI shall be deemed to be the agent or employee of the Charter School. NEI shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between NEI and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between NEI and the Charter School.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by NEI and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent NEI performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by NEI and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF NEI

A. Responsibility. NEI shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. NEI's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither NEI nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

B. Educational Program. NEI agrees to implement the Educational Program. In the event NEI determines that it is necessary to modify the Educational Program, NEI shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the SBE. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and NEI are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, NEI will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. NEI shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting

operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by NEI and as approved or requested by the Charter School;

5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for non-competitive grants (competitive grants may include fees for application preparation and ongoing management for reporting and compliance), spending and administering any associated grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and,
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by NEI on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. NEI shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by NEI, including without limitation curriculum or educational materials that are developed by NEI with funds from the Charter School. NEI's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by NEI with NEI's own funds.

E. Subcontracts. NEI shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. NEI reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

F. Place of performance. NEI reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. NEI shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter

School. Students shall be selected in accordance with the procedures set forth in the charter Contract and in compliance with applicable laws. NEI shall present a plan to the Charter School to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. NEI shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. NEI shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. NEI shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by Tennessee law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. NEI shall be responsible and accountable to the Board for the performance of students who attend the Charter School. NEI will utilize assessment strategies required by the terms of the Charter Contract. The Board and NEI will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. NEI shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. NEI shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. NEI may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and NEI mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the SBE. NEI will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the SBE.

O. Unusual Events. NEI agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the SBE and the public shall have access to the Charter School's records.

R. NEI Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application

S. Educational and Other Services. Upon Board approval, NEI shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by NEI, its affiliates or third-party entity.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of NEI, including but not limited to, NEI's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt NEI's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits NEI's

ability in implementing the school design as set forth in the Charter Application, NEI shall have the option of terminating this Agreement. Any material changes to the Board's bylaws may be grounds for termination by NEI to the extent those changes create obligations for NEI without prior approval.

B. Assistance to NEI. The Charter School shall cooperate with NEI in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish NEI all documents and records necessary for NEI to properly perform its responsibilities under this Agreement. Governing Board members will comply with mandated compliance requirements and remain current with all such requirements throughout the duration of this agreement.

C. Unusual Events. The Charter School agrees to timely notify NEI of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect NEI in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to NEI to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and NEI. The signatories on the account shall only be the Board members or designated NEI employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.

3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent NEI is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to NEI for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by NEI in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, NEI may, at NEI's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse NEI all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, NEI may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget. NEI shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the SBE, the provisions of the Charter Contract and the approved Annual Budget by the Board.

NEI shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget

shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that NEI must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. NEI shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) NEI shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before June 30th of the current Fiscal Year. It is the intent of this provision that NEI prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify NEI in writing that it approves the Annual Budget within thirty (30) days of submission by NEI, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by NEI, Charter School shall be deemed to approve the Annual Budget. NEI and the Charter School acknowledge that a Final Budget shall be completed no later than June 30th.

(iii) NEI may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. NEI shall report any changes upon which the Annual Budget was based within fifteen days after NEI becomes aware of any such change.

(iv) NEI shall operate and manage the Charter School according to its Annual Budget.

(v) NEI shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Compensation. NEI shall receive compensation (the “**compensation**”) in the amounts specified in Exhibit “A” hereto, payable monthly in arrears in substantially equal monthly installments during such year. The compensation shall be consistent with all applicable law and regulation. To the extent any compensation shall be unpaid at the end of any (past and future) Fiscal Year, such unpaid compensation shall be deferred and due when the School has available net operating revenue.

D. Availability of Funds. NEI shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. NEI shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Financial statements by the 30th day of the following month as required by law or charter contract, including a balance sheet and statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor NEI's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. NEI shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of NEI, and shall retain all of the said records for a period of time as may be required by the Charter Contract. NEI and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by NEI.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of NEI related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Operating Losses. With Charter School approval, NEI may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. NEI advances shall be budgeted and shall be in amounts acceptable to NEI. NEI shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the

Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. NEI shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of NEI, unless otherwise agreed by NEI and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. NEI shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of NEI to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, NEI shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. NEI shall consult with the Board with respect to the hiring of the School Administrator, and NEI shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. NEI shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. NEI shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of NEI, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by NEI. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. NEI shall determine the number and the functions of support staff required for the operation of the Charter School. NEI shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of NEI, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by NEI.

E. Training. NEI shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable

laws. Non-instructional personnel shall receive such training as NEI determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by NEI, and any discretion exercised by NEI, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If NEI shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismissed for more than sixty (60) days.
4. If NEI is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for NEI to carry on its business and perform its obligations and functions under this Agreement.
5. If NEI materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School’s operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter

School operations solely as direct result of an act or failure to act by NEI, and (vii) the revocation by the SBE of the Charter Contract solely as the direct result of an act or failure to act NEI. In the event of a material breach, NEI shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, NEI may, for a fee reasonably acceptable to NEI, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although NEI shall not be required to provide any assistance to another management company or service provider). However, NEI will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at NEI's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the SBE, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. NEI Warranties and Representations. NEI warrants and represents that it is a Florida corporation authorized to conduct business in the State of Tennessee. NEI will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist NEI in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and NEI mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and NEI.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Tennessee, and subject to venue in Davidson County. NEI and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NEI or the Charter School against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

Charter School:

Address:
Phone:

with a copy to:

Address:
Phone:

NEI:

Sherry Hage, President
6278 N FEDERAL HIGHWAY, SUITE 115
FORT LAUDERDALE, FL 33308

with a copy to:

C T CORPORATION SYSTEM
1200 SOUTH PINE ISLAND ROAD
PLANTATION, FL 33324

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the President of NEI.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NEI powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

SIGNATURE PAGE TO FOLLOW

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Noble Education Initiative, Inc.

By: Sherry Hage
Name: Sherry Hage
Title: President
Date: 10/11/18

By: Adam Boone
Name: Adam Boone
Title: President
Date: Oct. 12, 2018

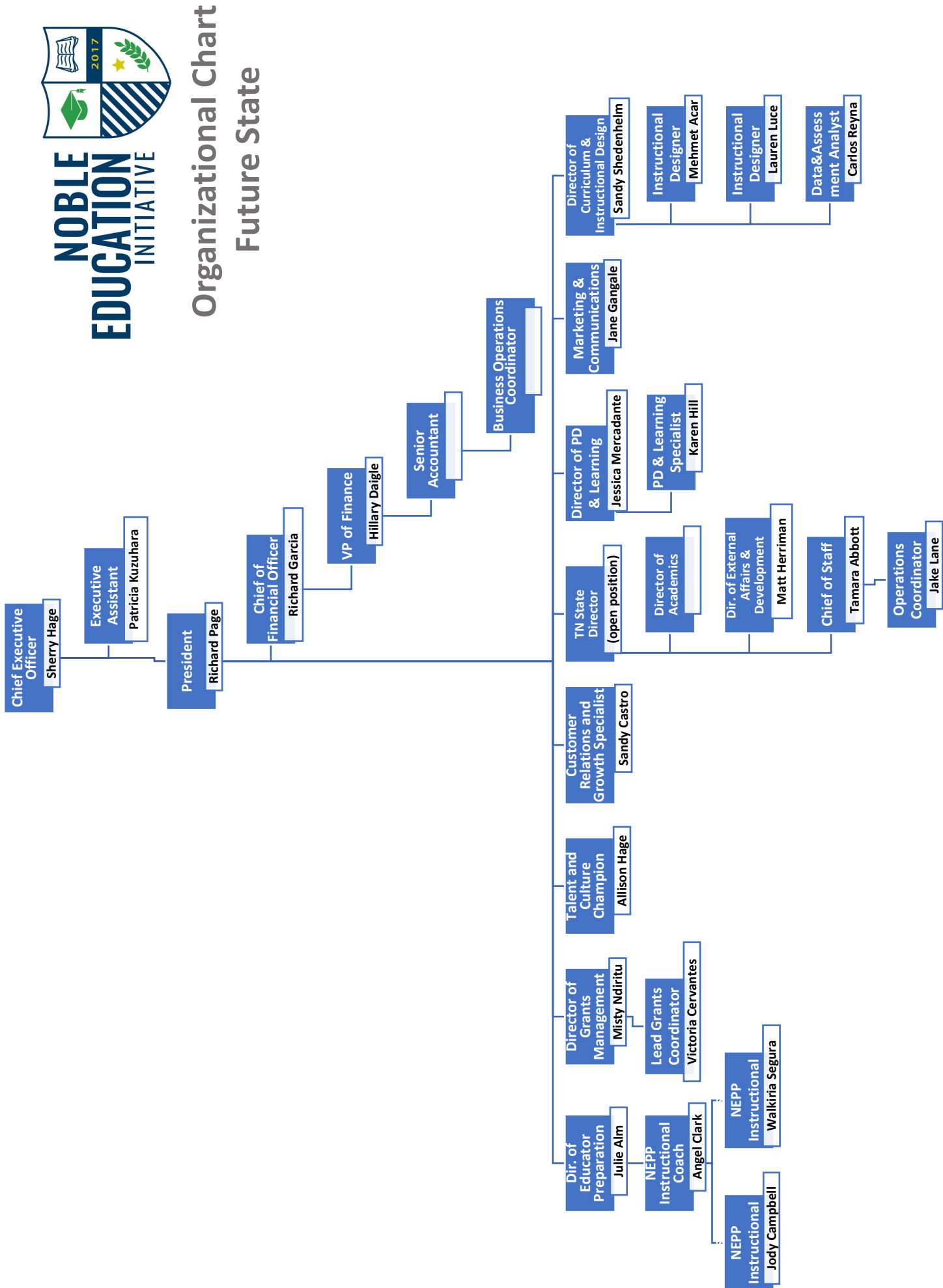
EXHIBIT "A"**COMPENSATION**

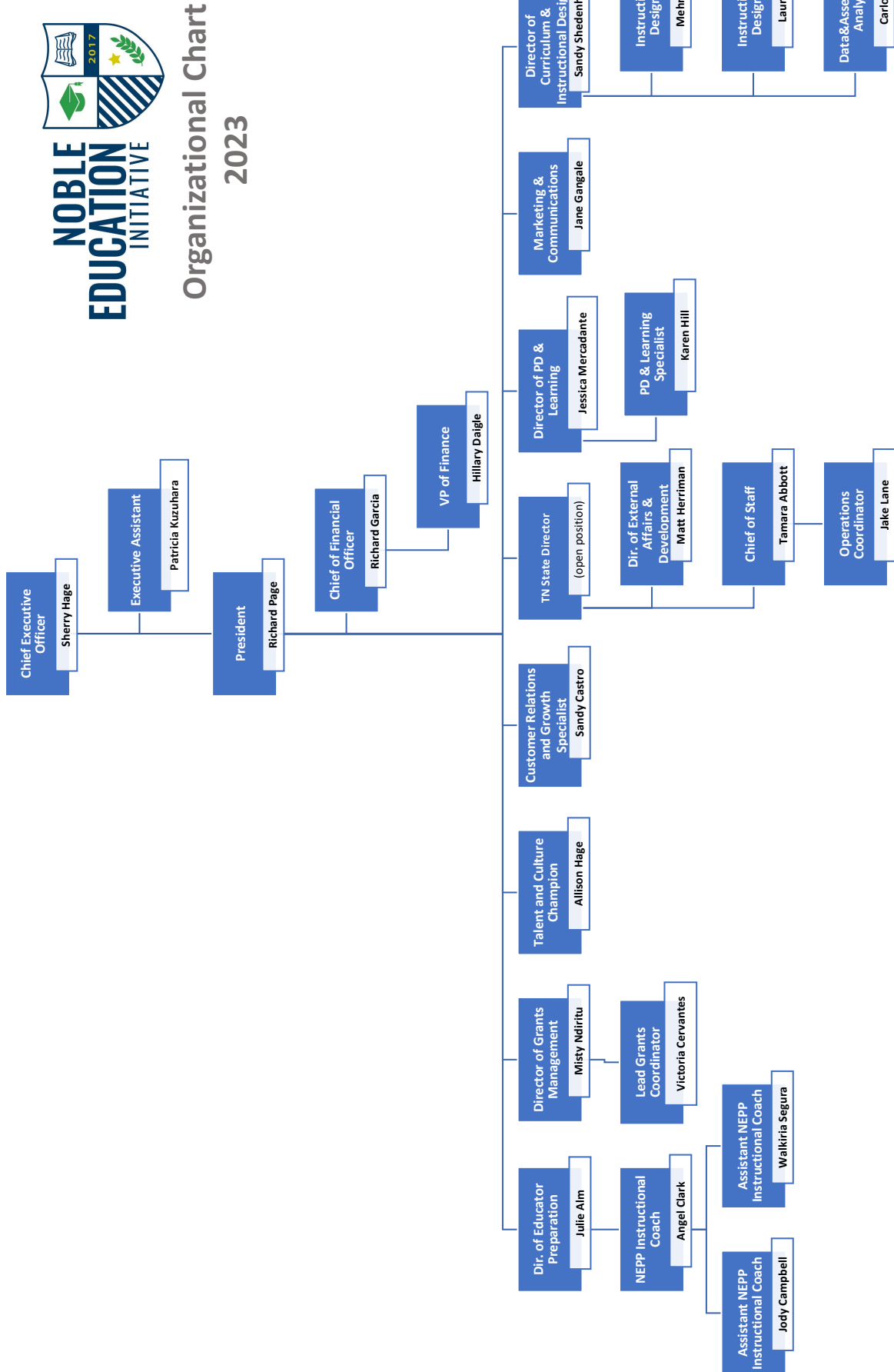
<u>Category</u>	<u>Percentage of Revenue</u>
Personnel Management Costs	3.0%
Procurement/Vendor Management Costs	1.0%
Educational Intellectual Property & Curriculum Costs	4.0%
Finance & Accounting Services Costs	2.0%
Support Center General Overhead & Fee	5.0%

ATTACHMENT L

Network Annual Report

**Not Applicable - ReThink Forward does not
produce an annual report**





Section 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. 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.
- (b) an explanation of student enrollment and TISA projections.
- (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.
- (d) an explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (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.
- (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.
- (g) the different roles and responsibilities of the proposed school's administration and governing board for school finances.
- (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.
- (i) the level of financial expertise of the proposed school's internal and external team members.
- (j) the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.
- (k) the Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening: and
- (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.

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

Budget Narrative

As Attachment O, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. 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.

The proposed five-year budget has been developed to successfully implement the educational and operational model under expected funding. This budget was created using accurate, realistic revenue and expense assumptions to ensure that the school will be financially viable and that operations can be sustained. In doing so, the model is sustainable ensuring that NCPHS can meet student achievement goals. Each year of the 5-year budget projects a surplus with a cumulative fund balance of over \$6.5 million is achieved at the end of five years. This provides ample room for unplanned expenses or lower revenues than projected in this budget.

ReThink will approve the school's budget on an annual basis and conduct budget management throughout the year using a three-part process: (1) review and approval of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of NCPHS's monthly financial statements. These financial statements are prepared by NEI and are distributed electronically to both school leadership and the governing board. Monthly financial statements are prepared using Generally Accepted Accounting Principles specific to governmental entities. NCPHS will also follow the guidelines in the "Financial and Program Cost Accounting and Reporting". Monthly financial statements include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, the governing board is able to make timely decisions to ensure the financial health of NCPHS.

In addition to the process described above, NCPHS will be provided with quarterly dashboard reports from NEI. The dashboard report summarizes the monthly activity of NCPHS, compares the results to the budget, and identifies significant budget variances. As budget variances arise and are managed, new forecasts are developed each month to ensure NCPHS stays on track financially throughout the year.

B. an explanation of student enrollment and TISA projections.

Initial enrollment is assumed at 150 students in Grade 9. An enrollment ramp has been built, expecting to increase by one grade level per academic until all grades 9-12 are opened in Year 4. The intentional growth is designed to establish a superior culture in the first few years before expanding to full grade levels and ensures room for student progression in later years.

A reimbursement rate of \$15,489 is assumed for all students. In accordance with TN State DOE School Funding Allocation Procedures, the budget only assumes 10 BEP payments per year as opposed to 12.

The budget includes an open line of credit in the amount of \$300,000 to cover start-up expenses at 8% interest lease note that since this is an open line of credit, the school will only pay back the amount of

funds borrowed if less than \$300,000. Repayment of the start-up loan is embedded in the rent line item of the five-year budget.

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.

Anticipated funding for the school consists predominately of state capitation. The revenue rate assumed is \$15,489 per student as we will be providing transportation and anticipate receiving approximately \$221 per student in facilities supplements. At the time of preparing this charter application the TISA funding model for charter schools (including the share of local funds) was not yet finalized. Therefore, this per pupil amount was based off historical funding amounts for charter schools in MNPS. Additionally, the school will apply for E-rate reimbursements which are not included in this budget projection.

Before & After Care revenue has been assumed at a 20% participation rate. Revenue rate is assumed at a daily rate of \$8 per student. We are assuming a 2% increase for future funding.

Food service revenue and expenses has been contemplated and included in the budget. The revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.

As we plan for NCPHS, it is our intent and purpose to secure Federal and State educational grants such as Title I, Title II, Title III, Title IV, and Individuals with Disabilities Education Act (IDEA); as well as, other grants that support educational growth and opportunity. The Title I Federal and State grants provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards, increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and supporting all English language learners. The Title II grants that we will apply for will hold our LEA accountable for improvements in student academic achievement through teacher incentives, growth and development and reduction of class size. The IDEA grants will provide special education and related services to children with disabilities. We will also seek Title IV grants which are designed to support after school programming; well-rounded educational opportunities; support safe and healthy students; and support effective use of technology.

It is important to note that since Title funds and E-rate reimbursements are typically provided to charter schools, these financial assumptions are moderate based on student and staff assumptions and historical grant allocation from other schools managed by NEI.

We will also investigate and pursue the viability of private educational grants that support professional development, growth, and creative educational applications. Below are several potential private grants we plan to pursue:

- **The National Education Association** – Supports a variety of efforts by teachers, education support professionals, and higher education faculty and staff to improve student learning in public schools, colleges, and universities.
- **The Mr. Holland’s Opus Foundation** – Supports music education and its many benefits through the donation and repair of musical instruments to under-served schools, community music programs and individual students nationwide.
- **VH-1 Save the Music Foundation** – Offers grants that are dedicated to restoring instrumental music education in America’s public schools, and raising awareness about the importance of music as a part of each child’s complete education.
- **The Starbucks Foundation** – Provides grants for youth, ages 6 – 18, that integrate literacy with personal and civic action in the communities where they live.
- **Target** – Focuses on programs that promote a love of reading or encourage children to read together with their families.
- **The AT&T Foundation** – Supports innovative artistic projects.

- **Community Schools Nat. Awards for Excellence** – Highlights the expansion and effectiveness of community schools whose integrated focus on academics, youth development, family support, health and social services and community development leads to improved student learning, stronger families and healthier communities.
- **3M Ingenuity Grants to Teachers** – Enables teachers to bring new, ingenious ways of teaching into the classroom to engage students in math, science and economics. 3M Foundation awards of up to \$3,500 are available by invitation only to third- through eighth-grade teachers in 3M communities.
- **FedEX** – Supports organizations that enhance education in the areas of technology, global economics and trade, cultural diversity and innovative programs that enhance learning.
- **East Tennessee Foundation** – Focuses on arts and culture, community development, education, youth-at-risk.
- **Bridgestone Firestone Trust Fund** – Focuses on organizations with missions supporting: 1) education, 2) environment and conservation, 3) children’s programs.
- **The Wallace Foundation** – Supports effective ideas and practices that will strengthen education leadership, arts participation and out-of-school learning.
- **GE Foundation** – Focuses on strengthening educational opportunity for disadvantaged youth in targeted GE communities.
- **Dollar General Literacy Foundation** – Assists schools in meeting some of the financial challenges they face in implementing new programs or purchasing new equipment, materials or software for their school library or literacy program.
- **The Charles Lafitte Foundation** – Assists students with learning disabilities, providing technology and computer-based education, creating access to education of the arts, supporting at-risk children from pre-school to college and providing learning enhancement, including the development of leadership skills.
- **ING Financial Services** – Supports innovative classroom projects.
- **Adobe Systems Inc** – Supports schools and community-based organizations with programs that enable and inspire K-12 students to think creatively, communicate effectively, and work collaboratively, using digital technology and communication tools. This grant also supports improving access to electronic information for people with disabilities.
- **Anthony Quinn Foundation Scholarship Program** – For musical and arts development.
- **Ray Charles Foundation** – For scientific and educational development designed to help in the advancement of social, educational, and academic programs for youth.

NCPHS will receive support from the Noble Education Initiative grants team. The team consists of the Director of Grants that has over 36 years of federal grant experience and an Assistant Director of Grants. Together they will provide leadership and direction for programs funded by federal, state, and private funds; oversee the financial administration of federal, state, and private grants; plan and implement grant programs from its application to approval and utilization; ensure that program staff accomplish their approved program initiatives and that the school division meets compliance and reporting requirements. The grants team will also assist in the budget development process, ensuring fund-based accounting and planning, programming, justification, budgeting, and execution financial management processes are utilized.

D. an explanation of all anticipated expenditures including those identified in Section 3.1(d);

Expense Assumptions

- Average teacher wages are assumed at \$55,000. There is a 2% per year increase in compensation. Additionally, a performance-based bonus is assumed. A full staffing matrix with associated compensation, benefits, and tax assumptions are shown below:

Staffing Matrix

Administrative Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal			1.00	1.00	1.00
Dean, Directors		1.00	1.00	1.00	1.00
Other (Business Manager)	0.50	1.00	1.00	1.00	1.00
Instructional Staff					
Teachers	4.00	9.00	10.00	14.00	14.00
Special Education Teachers	2.00	3.50	6.00	8.50	8.50
Elective Teachers	2.00	4.00	9.00	12.00	12.00
Other (Specialized School Staff)			2.00	2.00	2.00
Non-Instructional Staff					
Clerical Staff (Administrative Assistant)	1.00	1.00	1.00	1.00	1.00
Operations (Registrar)	0.50	1.00	1.00	1.00	1.00
Other (Nurse, Before & Aftercare Director & Staff)	1.19	2.54	3.23	3.58	3.58

Compensation

Administrative Staff	Base Assumption	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	\$113,000	\$113,000	\$115,260	\$117,565	\$119,917	\$122,315
Assistant Principal	\$83,000			\$86,353	\$88,080	\$89,842
Dean, Directors	\$65,000		\$66,300	\$67,626	\$68,979	\$70,358
Other (Business Manager)	\$55,000	\$27,500	\$56,100	\$57,222	\$58,366	\$59,534
Instructional Staff						
Teachers	\$55,000	\$220,000	\$504,900	\$572,220	\$817,130	\$833,473
Special Education Teachers	\$55,000	\$137,500	\$196,350	\$343,332	\$496,115	\$506,037
Elective Teachers	\$55,000	\$165,000	\$224,400	\$514,998	\$700,397	\$714,405
Other (Specialized School Staff)	\$70,000			\$145,656	\$148,569	\$151,541
Non-Instructional Staff						
Clerical Staff (Administrative Assistant)	\$30,000	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
Operations (Registrar)	\$50,000	\$25,000	\$51,000	\$52,020	\$53,060	\$54,122
Other (Nurse, Before & Aftercare Director & Staff)		\$60,769	\$128,677	\$152,859	\$166,936	\$170,275

Benefits and Taxes

- The medical, dental, and vision benefit assumptions listed below are based on current pricing quotes with our chosen outside vendor and 2% inflation each year.
- The TCRS amount listed below reflects 4% of eligible salaries, which is based on the Hybrid Retirement Plan for State Employees and Teachers Hybrid Member Guide published in April of 2019, as well as an additional 5% of eligible salaries for the 401k component.
- State unemployment is assumed at \$400 per employee.

Cost Category	Year 1	Year 2	Year 3	Year 4	Year 5
Social Security	\$49,067	\$92,662	\$145,199	\$186,393	\$190,121
Medicare	\$11,475	\$21,671	\$33,958	\$43,592	\$44,464
State Unemployment	\$5,076	\$9,616	\$14,492	\$18,432	\$18,432
Workers Compensation Insurance	\$5,144	\$9,715	\$15,222	\$19,541	\$19,932
Medical Insurance	\$53,549	\$102,313	\$158,755	\$204,192	\$208,275
Dental Insurance	\$587	\$1,122	\$1,741	\$2,239	\$2,284
Vision Insurance	\$735	\$1,405	\$2,180	\$2,804	\$2,860
Retirement	\$71,227	\$134,509	\$210,773	\$270,570	\$275,982

Performance-based bonus is included in the budget and is based upon 5% of Total Compensation for the year.

Year 1	Year 2	Year 3	Year 4	Year 5
\$34,813	\$58,862	\$101,331	\$127,255	\$129,800

Management Fees are assumed at 6% for year 1 and increase in the following year to a full 10% per our management agreement. Management fees will not exceed 10%. Please note that these fees are included in the Financial Services assumption. In addition, below is a table that shows the cost of the management fee each year at these assumed percentages. Please note that the management fees shown in the budget are part of a projection, and are subject to change each year depending on NCPHS's actual revenue and the overall financial health of the school.

Year 1	Year 2	Year 3	Year 4	Year 5
\$154,714	\$515,797	\$787,024	\$1,071,199	\$1,092,123

Rent is assumed as a percentage of revenue at 15% in years 1 – 5. The rent assumption shown in the budget reflects the cost of student and staff furniture, school-wide technology, and rent that ReThink will pay in accordance with and as part of an executed lease agreement. Please note that there is no financing associated with the facility rent assumption as ReThink will not be purchasing the facility.

Year 1	Year 2	Year 3	Year 4	Year 5
\$353,486	\$721,111	\$1,103,300	\$1,500,487	\$1,530,497

Authorizer Fees are assumed as a percentage of revenue at 3% per year.

Year 1	Year 2	Year 3	Year 4	Year 5
\$69,703	\$142,193	\$217,556	\$295,876	\$301,794

Transportation is to be provided and meet the needs of all students requiring transportation, with daily transportation cost assumed at \$378 per bus. The transportation expense assumption was established using actual budgetary costs of student transportation at other schools managed by NEI. The cost for one bus has been included in the budget at an average rate of \$70,000 in year 1. The transportation cost increases in years 2 through 5 to accommodate additional students as enrollment increases, as well as to capture 2% cost inflation each year. Historical transportation costs at other schools managed by NEI show this expense assumption to be very accurate. However, the budget included as Attachment P does

anticipate a positive fund balance each year, which would allow NCPHS to add additional buses if necessary to meet the needs of the student population.

	Year 1	Year 2	Year 3	Year 4	Year 5
# of Buses	1	2	3	4	5
Projected Transportation	\$70,000	\$142,800	\$218,484	\$297,138	\$303,081
Cost Per Bus	\$70,000				

Projected facilities costs (excluding rent) are listed below:

Cost Category	Year 1	Year 2	Year 3	Year 4	Year 5
Utilities (Electric, Water, and Sewer)	\$69,000	\$158,355	\$161,522	\$164,753	\$168,048
Custodial – Contracted Services and Supplies	\$60,000	\$137,700	\$140,454	\$143,263	\$146,128
Waste Disposal	\$1,000	\$2,295	\$2,341	\$2,388	\$2,435
Repairs & Maintenance to Building	\$30,000	\$68,850	\$70,227	\$71,632	\$73,064
Repairs & Maintenance to Equipment	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
Pest Control	\$1,000	\$2,295	\$2,341	\$2,388	\$2,435

Curriculum supplies and materials assumptions are listed below:

Cost Category	Year 1	Year 2	Year 3	Year 4	Year 5
Textbooks and Instructional Supplies	\$54,945	\$61,139	\$67,558	\$74,210	\$21,627
Education Software	\$32,505	\$36,169	\$39,967	\$43,902	\$12,794
Student Supplies	\$22,440	\$24,970	\$27,591	\$30,308	\$8,833
Faculty Supplies	\$285	\$581	\$890	\$1,210	\$1,234
Testing & Evaluation	\$7,500	\$15,300	\$23,409	\$31,836	\$32,473
Student Laptops	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Teacher Laptops	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Office Supplies	\$30,500	\$31,110	\$31,732	\$32,367	\$33,014
Marketing Materials	\$37,125	\$41,310	\$45,648	\$50,142	\$14,613
Gifts & Awards	\$2,500	\$2,550	\$2,601	\$2,653	\$2,706

Cumulative fund balance of at least 6.8% of total revenue is achieved in year 1 and a balance of \$7,459,069 is reached by the end of year 5. These funds will be maintained for NCPHS and used at the board's discretion.

Year 1	Year 2	Year 3	Year 4	Year 5
\$173,770	\$917,792	\$2,271,956	\$4,769,484	\$7,459,069

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.

Specific software/service packages to be used have not been determined. During the start-up period, an evaluation of appropriate software/systems will be undertaken to ensure that the solution can effectively and efficiently provide NCPHS and ReThink the necessary functionality and reporting to meet requirements along with best practices. Among the factors involved in system evaluations are:

- Security (encryption, role-based permissions, account management)
- Privacy and Personally Identifiable Information (HIPPA, FERPA, CIPA)
- Separation of duties/functions
- Ease of use (web-based, accessibility)
- Disaster prevention and recovery (cloud-based software/services, data accessibility controls)

Internal controls are viewed to reduce risk of asset loss and ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control which include: control environment, risk assessment, control activities information and communication, and monitoring. These components are used to establish the internal control policies and procedures.

NEI will develop internal control policies which will be adopted by the governing board via the management agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll.

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.

On an annual basis, ReThink will contract to have a financial audit performed by an independent certified public accounting firm. The governing board may select an audit committee to oversee the audit of the school. The audit is performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and Chapter 10.850, Audited statements are submitted to the Sponsor no later than September 30th of each year.

G. the different roles and responsibilities of the proposed school's administration and governing board for school finances.

ReThink will contract with NEI to provide financial management services.

The board will adopt the established processes and procedures of the school staff to ensure fiscal responsibility and sound internal controls. ReThink retains ultimate control of the school's finances. NEI provides the governing board with:

- The projected annual budget for governing board approval
- Detailed statements of all revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of NCPHS, whether incurred on-site or off-site, upon request
- Monthly financial statements including a balance sheet, statement of revenues, and expenditures
- Other information on a periodic basis to enable the governing board to (i) monitor NEI's performance and the efficiency of its operation of NCPHS, and (ii) furnish reports and information which NCPHS is required to provide pursuant to its charter contract and/or applicable laws

NCPHS will employ a Business Manager (BM) who acts as a liaison to NEI for human resource, payroll, and financial matters relating to cash collection. The BM also works with the Principal to ensure adherence to the Governing Board's approved budget. Below is a summary of the finance and accounting functions that the BM performs:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit instructional related purchase orders according to company policy
- Prepare and submit check requests for certain invoices
- Review and approve expenditure invoices with the principal
- Maintain reconciliation of internal funds account

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.

In the event that any service areas are to be outsourced, standard procurement practices will be followed for systematic evaluation of potential solutions, involving RFP submissions for larger purchases and clear understanding of expectations. We will use a clearly defined scoring rubric to measure the submissions. ReThink Forward will use this scoring rubric to put forth the top three submissions to NEI, then NEI and ReThink will work together to make a final decision. ReThink will ensure that the most experienced parties are involved in the selection process. Vendors, systems, and solutions are regularly evaluated for fit and value, ensuring that resources are directed where NCPHS can most effectively achieve its mission.

I. the level of financial expertise of the proposed school's internal and external team members.

ReThink has the expertise, knowledge, and experience to ensure that NCPHS opens with academic, operational, and financial success. The board, in conjunction with NEI will implement an education model and governance structure that have been successful.

Individually, Rebecca Dinda has led schools and been responsible for ensuring the schools operate within their budget. Additionally, Dr. Dan Boone, as President of Trevecca Nazarene University, has had budget oversight for the tenure of his position. Tom Lee, Managing Partner of Frost Brown Todd, Nashville, ensures his firm's financial viability. Collectively, the board has ensured fiscal responsibility of their educational associations and firms for over 45 years.

J. the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.

The board will maintain a rigorous budget management process that ensures NCPHS achieves the desired positive financial results. The process is approached in 3-parts: (1) financial statement preparation, (2) regular review of actual results, (3) continuous forecasting of future results.

Conservative assumptions have been made on the financial budget, especially during the first year, to ensure the financial health of operations. Alternative outcomes will be contemplated before opening the school to safeguard against potential shortfalls. In those situations, where expectations are not met, NCPHS will engage in a mitigation process entailing reduction of controllable expenses while maintaining the necessities for the education of the students. In rare, but possible cases, NCPHS can turn to alternate sources of funding, such as the management company or construction partner, if absolutely necessary. As part of the mitigation process, ReThink and NEI closely monitors enrollment during the first year to spend appropriately on enrollment-based expenses particularly compensation, which is the biggest expense in the budget.

As budget variances arise and are managed, new forecasts will be developed each month to ensure NCPHS stays on track financially throughout the year. These forecasts will allow school leadership to make timely management decisions to ensure the financial health of NCPHS and will be presented to the board on at least a quarterly basis.

There will be stringent financial controls in place to prevent expenditures from exceeding available funds. In the event of lower than expected enrollment, costs will be reduced to coincide with enrollment shortfalls, For example, staffing will be reduced to coincide with reduced enrollment.

To show the budget mitigation process in more detail, a contingency budget that contemplates 90% and 75% of enrollment has been included with Attachment P. The contingency budget accounts for each revenue and expense reduction in the associated assumption column, showing where and how expenses will be mitigated in order to ensure NCPHS's financial viability. The contingency budget contemplates lower than expected student enrollment. As such, per-student cost assumptions such as staffing, transportation, and instructional materials are reduced throughout the contingency budget to reflect this contemplated enrollment shortfall.

K. the Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening: and

If revenue shortfalls occur due to lower than expected enrollment, a revised budget will be created and submitted to the district. Variable expenses will be adjusted to compensate for the revenue shortfall. For example, staff and associated expenses will be reduced as required comparable to the reduced enrollment. Budgets are revised as necessary to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment.

L. 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.

NCPHS will provide a free and appropriate public education to all students with disabilities in accordance with all district, state, and federal special education guidelines and regulations as provided in the Davidson County Schools' Exceptional Student Education Policies and Procedures (SP&P), Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. NCPHS will implement the same identification, evaluation, placement, and due process procedures as other schools in the Davidson County Schools' network. NCPHS recognizes that the services offered to students with disabilities fall within the full continuum of services offered by Davidson County Schools. As such, NCPHS will work with the district to determine the proper placement for students with disabilities within the full continuum of services that Davidson County Schools offers.

NCPHS will ensure, to the maximum extent appropriate, that students with disabilities are educated in the Least Restrictive Environment (LRE). The IEP team determines the LRE, as well as the special education and related services and supplemental aids that are needed for the student with a disability. The IEP team determines the educational placement for the student with a disability and this placement decision is based on the student's IEP. Should the IEP team determine that a student requires services outside of the continuum of services offered by the school, NCPHS will collaborate with Davidson County Schools on behalf of the student to determine the most appropriate placement based on the student's needs. NCPHS follows Davidson County Schools' processes and procedures related to student placement decisions.

The budget assumes \$500 per projected SPED student for contracted services in year 1, as well as 2.5 Special Education teachers at an average annual salary of \$55,000, to accommodate approximately 15 SPED students (10% of the student enrollment) and 45 EL students (30% of the student enrollment). In Year 2, the staffing matrix includes 3.5 Special Education teachers to serve approximately 30 SPED students and 90 EL students. By year 5, the budget allocates a total of \$211,074 for approximately 60 SPED students, which includes expenses for three SPED teachers and contracted SPED services. By year 5, this equates to annual expense of approximately \$3,518 per SPED student. However, the assumed number of SPED students is just a projection, and the budget will be adjusted as necessary to accommodate NCPHS's actual student population once known. This would include increasing or decreasing associated SPED costs and staffing depending on the number of SPED students enrolled in the school.

ATTACHMENT P

Network Financial Plan

This is not applicable to ReThink Forward. ReThink Forward does not have a network budget nor does it extract any revenues from the schools it operates. The school level budgets reflect the budgets for ReThink. We rely on partnerships with established providers with expertise to deliver the services we need to support our schools. Rethink Forward does not have any employees at the network level nor do any members receive compensation. All employees are school-based staff and reflected in their respective school budgets.

As we add additional schools, we are being thoughtful in mitigating risk to the foundation and its schools by not co-mingling assets or cross collateralizing financial obligations of schools. Our objective is for each school to stand on its own financially.

- Attachment Q - Student Achievement/Growth - ReThink only has one school, and we already outlined the data in Attachment H



Nashville Collegiate Prep Annual Report

January 1, 2023

Attachment R- Annual Report



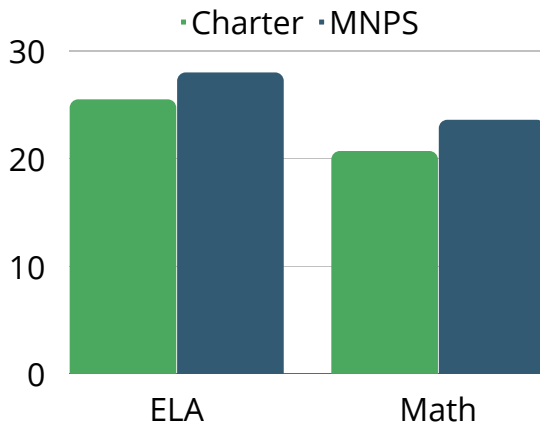
NASHVILLE COLLEGIATE PREP

MISSION

Nashville Collegiate Prep provides a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Students will leave NCP with the skills and mindset necessary to not only face reality but create improvements for the next generation.

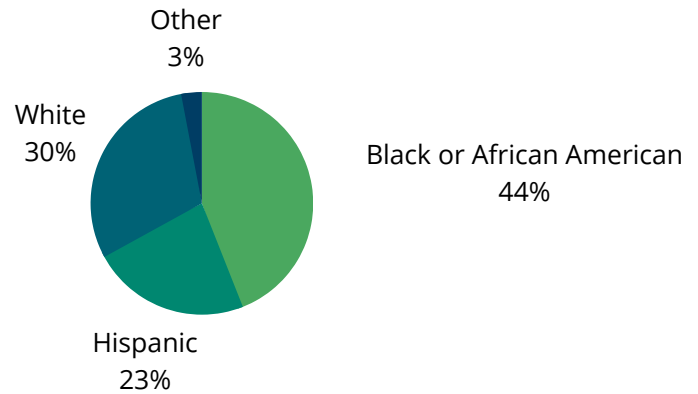
PROFICIENCY

School Performance Compared to Resident District



DEMOGRAPHICS

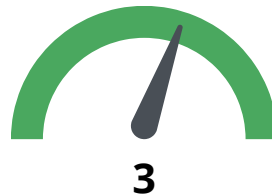
Student Information



ENROLLMENT

318 Students Enrolled

TVAAS



GRADES

K-5 Grades Served

School Performance

Measure	Rating
Academic Performance	Does Not Meet
Financial Performance	TBD
Organizational Performance	Meets Standards



Nashville Collegiate Prep

General Information		
School Name	Nashville Collegiate Prep	
Governing Board	ReThink Forward, Inc.	
Charter Management Organization	Noble Education Initiative	
Contracted Services	N/A	
Address	1638 Bell Road, Nashville, TN 37211	
Phone	(615) 747-6059	
Website	https://www.nashvillecollegiate.org/	
School Leader	Christine Stoudt, principal@nashvillecollegiate.org	
Model	Learning Community Model	
Operating Status	Open and operating	
Year Opened	2021	
Grades Served in 2021-22	K-5 (expanding to K-8)	
Enrollment in 2021-22	318 students	
Approved Waivers	View here	
Other Information		
Population	School	Metro Nashville Public Schools
Black/Hispanic/Native American	68%	71%
Economically Disadvantaged	32%	35%
Students with Disabilities	<5%	12%
English Learners	30%	27%



A Message From Nashville Collegiate Prep

Nashville Collegiate Prep (NCP) opened its doors for its inaugural school year on August 10, 2021. Our first year of operation was filled with success thanks to the hard work of teachers, staff, students, and parents. NCP worked to provide an engaged, supportive, and rigorous classroom experience to all our students through our unique classroom community model. The students rose to the challenge and the NCP Lion Pride was born!

NCP's core values include a belief that great schools enroll families, not just students. We deeply value making NCP a second "home" in the community where teachers, leaders, students, and families feel safe, supported, and loved. As such, family engagement is a vital part of NCP's culture. To engage with our families outside of the school walls, NCP hosted several community/family events, including Math and Literacy Night, Family Bowling Night, Family Rock Climbing Night, and Coffee Chat with the Principal and Community Members at a local coffee shop. We also continued to engage the community by hosting a Kindergarten Open House and seven school Information Sessions throughout the school year. NCP also offered Chess, Crochet, Game Board, Dance, and Art clubs in its first year of operation.

At NCP, we believe that leaders model the practices they want to permeate classrooms. As such, we took opportunities to recognize our staff who went above and beyond in their efforts to serve students. ROCK STAR awards were presented to staff members monthly and three of NCP's employees were recognized as New Teacher of the Year, Staff Member of the Year, and Teacher of the Year. Additionally, we emphasized the importance of our core values in students by recognizing them in an award ceremony; students were awarded certificates for character trait awards such as integrity and courage.

After a successful opening year, NCP looks forward to continued growth and offering a thriving school option to everyone in our community.



I. Academic Performance**DOES NOT MEET**

The academic performance for Nashville Collegiate Prep in 2021-22 based on the Commission's School Performance Framework is as follows:

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
STUDENT ACHIEVEMENT		
Absolute performance in ELA	25.5% scoring on-track/mastered	Does Not Meet
Absolute performance in math	20.7% scoring on-track/mastered	Does Not Meet
Growth	TVAAS Level 3 Composite	Meets Standard
Chronic Absenteeism	26.23% chronically absent	Falls Far Below
English Language Proficiency Assessment	39.3% meeting or exceeding growth standard	Falls Far Below
COMPARATIVE PERFORMANCE		
School comparative performance to Metro Nashville Public Schools ("MNPS") in ELA	MNPS 28.0% in grades 3-4	Meets Standard
School comparative performance to MNPS in math	MNPS 23.6% in grades 3-4	Meets Standard

II. Financial Performance**TBD**

The financial performance for Nashville Collegiate Prep in 2021-22 is as follows:

INDICATORS AND MEASURES	RATING
NEAR TERM FINANCIAL HEALTH	
Current Ratio	TBD
Unrestricted Days Cash	TBD
Enrollment Variance	Meets Standard
Debt Default	TBD
FINANCIAL SUSTAINABILITY	
Total Margin	TBD
Debt to Asset Ratio	TBD
Cash Flow	TBD
Debt Service Coverage Ratio	TBD

III. **Organizational Performance****MEETS STANDARD**

The organizational performance for Nashville Collegiate Prep in 2021-22 is as follows:

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Meets Standard
English Language Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	Meets Standard
Generally Accepted Accounting Principles	TBD
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard
STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS	
Rights of Students	Meets Standard
Attendance	Meets Standard
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	
All Other Obligations	Meets Standard

ATTACHMENT S

School Financials

The 2021-22 audit work has been completed except for one outstanding audit adjustment that is holding up submission of the audit. The Tennessee Public Charter Schools Commission is waiting on MNPS to certify the amount of outstanding receivables due to our school from last fiscal year. Our auditor has recommended we wait until this number is certified before submitting the audit. The draft audit presented to the ReThink board was a clean audit and we are told the adjustment will not affect the overall findings of the audit. The auditor will submit the final audit to the State of TN Comptroller's office when it is complete. At the time of production of this revised application, the outstanding receivables matter was recently resolved and the audit was submitted on May 25, 2023. The 2021-22 audit is attached.

NASHVILLE COLLEGIATE PREP

FINANCIAL STATEMENTS

As of and for the Year Ended June 30, 2022

And Reports of Independent Auditor

NASHVILLE COLLEGIATE PREP

TABLE OF CONTENTS

ROSTER OF BOARD OF DIRECTORS AND EXECUTIVE STAFF	1
REPORT OF INDEPENDENT AUDITOR.....	2-4
MANAGEMENT’S DISCUSSION AND ANALYSIS.....	5-8
FINANCIAL STATEMENTS	
Statement of Net Position	9
Statement of Activities	10
Balance Sheet	11
Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities	12
Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds.....	13
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities.....	14
Notes to the Financial Statements.....	15-22
SUPPLEMENTARY AND OTHER INFORMATION	
Schedule of Expenditures of Federal Awards and State Financial Assistance.....	23
Notes to the Schedule of Expenditures of Federal Awards and State Financial Assistance	24
INTERNAL CONTROL AND COMPLIANCE REPORT	
Report of Independent Auditor on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	25-26
Report of Independent Auditor on Compliance for Each Major Program and on Internal Control over Compliance Required by Uniform Guidance.....	27-28
Schedule of Findings and Questioned Costs	29
Schedule of Prior Year Audit Findings.....	30

NASHVILLE COLLEGIATE PREP
ROSTER OF BOARD OF DIRECTORS AND EXECUTIVE STAFF

JUNE 30, 2022

Board of Directors

Dr. Dan Boone
Thomas H. Lee
Dr. Sharon Smith
Rebecca Dinda
Steve Cherrico

Board Chair
Secretary
Director
Treasurer
Parent Representative

Executive Staff

Tamara Abbott

Executive Director



Report of Independent Auditor

To the Board of Directors
Nashville Collegiate Prep
Nashville, Tennessee

Report on the audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of Nashville Collegiate Prep (the "School") as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the School as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying schedule of expenditures of federal awards and state financial assistance as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is also not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and state financial assistance is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Roster of Board of Directors and Executive Staff but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated May 24, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Nashville, Tennessee
May 24, 2023

NASHVILLE COLLEGIATE PREP MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

Our discussion and analysis of Nashville Collegiate Prep (the "School") annual financial performance provides an overview of the School's financial activities for the year ended June 30, 2022. This section should be read in conjunction with the financial statements which follow this section.

FINANCIAL HIGHLIGHTS

- The assets of the School exceeded its liabilities by \$621,254 at June 30, 2022.
- Net position increased by \$500,748 during the year ended June 30, 2022.
- Outlays for new capital assets totaled \$12,432,108 during the year ended June 30, 2022, of which approximately \$12.1 million relates to the recognition of a right to use asset and lease liability with the implementation of Governmental Accounting Standards Board ("GASB") Statement 87, *Leases*.
- Total 2022 government wide revenues of \$5,798,435 were comprised of federal pass-through funds – 17%, district funds – 79%, and other – 4%.

OVERVIEW OF THE FINANCIAL STATEMENTS

This financial report consists of a series of financial statements, notes to those statements, required supplementary information, and other information. The statements are organized so the reader can understand required other information and the School as a whole and then proceed to a detailed look at specific financial activities of the School.

Reporting the School as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the School is better off or worse off as a result of the year's activities. The statement of net position and statement of activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page 9.

The statement of net position reports the School's net position (total assets plus deferred outflows less total liabilities and deferred inflows). Private sector entities would report retained earnings. The School's net position balance at year-end represents available resources for future growth. The statement of activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled statement of operations, which reports net income. The statement of activities provides the user a tool to assist in determining the direction of the School's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

NASHVILLE COLLEGIATE PREP MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

Reporting the School's Funds

Fund Financial Statements:

The School's fund financial statements, the balance sheet, and the statement of revenues, expenditures, and changes in fund balances of governmental funds, begin on page 11. They provide detailed information about the School's most significant funds, not the School as a whole. Funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

The School's funds are categorized as "governmental funds". Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government-wide financial statements to report on the School as a whole. The relationship between governmental activities, as reported in the statement of net position, and the statement of activities, and governmental funds, as reported in the balance sheet and the statement of revenues, expenditures, and changes in fund balances, is reconciled in the basic financial statements on pages 12 and 14.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net Position

The School's assets exceeded its liabilities at the close of the 2022 fiscal year, resulting in net position of \$621,254. The School's net position includes \$387,212 of cash. The School also implemented GASB 87 during fiscal year 2022 resulting in a recognition of a right to use asset and lease liability of approximately \$12.1 million.

A summary of the School's net position is as follows as of June 30:

	<u>2022</u>	<u>2021</u>
Assets:		
Cash and cash equivalents	\$ 387,212	\$ 68,875
Accounts receivable	983,058	366,904
Prepaid expenses	60,120	-
Property and equipment, net	12,055,587	376,877
Deposits	<u>35,345</u>	<u>3,750</u>
Total Assets	<u>13,521,322</u>	<u>816,406</u>
Liabilities:		
Accounts payable	690,567	85,138
Accrued expenses	440,703	610,762
Capital lease	<u>11,768,798</u>	<u>-</u>
Total Liabilities	<u>12,900,068</u>	<u>695,900</u>
Net Position:		
Net investment in capital assets	286,789	376,877
Unrestricted	<u>334,465</u>	<u>(256,371)</u>
Total Net Position	<u>\$ 621,254</u>	<u>\$ 120,506</u>

NASHVILLE COLLEGIATE PREP MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

Changes in Net Position

The School's total net position increased by \$500,748 during the 2022 fiscal year. The increase in the School's net position indicates the School had more incoming revenue than outgoing expenses during the year. The School began preparing for its first year of operations during fiscal 2021 which resulted in limited activity. Fiscal 2022 represents the first full year of operations with enrollment of 308 students and BEP funding of \$14,953 per student. Total revenue generated from district funding, government grants, student fees, lease and other income were \$5,798,435 during the 2022 fiscal year.

A summary of the School's revenue and expenses is as follows for the years ended June 30:

	<u>2022</u>	<u>2021</u>
Federal grants	\$ 970,452	\$ 366,904
District funding	4,610,307	-
Student fees	64,917	-
Lease and other income	152,759	-
Total Revenue	<u>5,798,435</u>	<u>366,904</u>
Salaries, wages, and benefits	2,425,184	84,412
Interest expenses	332,963	-
Occupancy cost	350,090	51,918
Transportation	126,555	-
Contracted services	779,692	-
Direct student expenses	193,134	21,593
Depreciation and amortization	753,397	-
Technology	5,417	-
General administrative	295,808	88,475
Travel and entertainment	1,448	-
Staff development	33,999	-
Total Expenses	<u>5,297,687</u>	<u>246,398</u>
Change in Net Position	<u>\$ 500,748</u>	<u>\$ 120,506</u>

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

The School's funds, as presented on the balance sheet on page 11, reported a general fund balance of \$334,465 at June 30, 2022. The School reports as one general fund representing its operations. The School has no other major funds. Due to the different basis of accounting, there is a difference between the amounts reported under the School's funds and the amounts reported as organization wide. For the year ended June 30, 2022, the difference consists of capital assets and lease liabilities which are not reported in the School's funds.

NASHVILLE COLLEGIATE PREP MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2022

SCHOOL ACTIVITIES

The School is a public charter school for families, focused on providing an elementary and college prep education to students from culturally diverse communities and socioeconomic backgrounds. The core values of the School reside in the School's focus on teaching and supporting the whole child, building a decision-driven data culture, and embracing the power of Collective Teacher Efficacy.

The School believes great schools enroll families, not just students. The School places extraordinary investments in School-family connections, meaningful use of technology, and robust teacher collaboration that learns from real-time feedback and data. We are confident that through teamwork, we can cultivate a school community that attends to student's social-emotional and academic needs.

The School design includes teaching the whole child and places students in a community classroom model that allows personalized attention and extensive teacher collaboration. The School values individualized learning at both the academic and social emotional levels. This is represented in our "Success" academic period and our SEL block. The School provides wrap-around support through summer and winter learning camps and afternoon school clubs to provide the intense support needed to enrich every child.

The School is demographically diverse, including African American, Latino/Hispanic, Arabic, Kurdish, Haitian, Creole, Somali, Asian, and Caucasian individuals. A majority of students are on free/reduced price lunch.

The School focuses on our strengths and opportunities for improvement. We get smarter through hard work, taking risks, and learning from failure; we value the small, persistent steps that it takes to be great; we know that greatness in anything is the result of continual, intentional planning and practice over long periods of time. All challenges met by the School present a new opportunity for our team to work together and improve. This kind of culture is one that students, parents, and the community recognize as authentic and focused on continuous improvement.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET (FORECAST)

Enrollment: Enrollment for the 2022 - 2023 year is forecasted to be approximately 432 students and includes grades K-5. This is an increase from the 2021 - 2022 year of approximately 124 students. *Revenues:* State and federal and other revenues are forecasted at approximately \$7,500,000. *Expenses:* Expenses are forecasted to approximate \$6,132,000. This results in an operating surplus for the 2022 - 2023 year. Annual operating surpluses are expected to increase as enrollment increases.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

If you have questions about this report or need additional financial information, contact, Tamara Abbott, Executive Director of the School. The School is located at 1638 Bell Road, Nashville, Tennessee 37211. Ms. Abbott can be reached by telephone at (615) 810-8370 ext. 5055 or by email: tamara@nobleeducationinitiative.com.

NASHVILLE COLLEGIATE PREP
STATEMENT OF NET POSITION

JUNE 30, 2022

ASSETS

Cash and cash equivalents	\$ 387,212
Accounts receivable	983,058
Prepaid expenses	60,120
Property and equipment, net	12,055,587
Deposits	<u>35,345</u>
Total Assets	<u><u>13,521,322</u></u>

LIABILITIES

Accounts payable	690,567
Accrued expenses	440,703
Lease obligations	<u>11,768,798</u>
Total Liabilities	<u><u>12,900,068</u></u>

NET POSITION

Net investment in capital assets	286,789
Unrestricted	<u>334,465</u>
	<u><u>\$ 621,254</u></u>

The accompanying notes to the financial statements are an integral part of these statements.

NASHVILLE COLLEGIATE PREP
STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2022

	<u>Total</u>	<u>Student Instruction and Services</u>	<u>Administration</u>
Expenses:			
Salaries, wages, and benefits	\$ 2,425,184	\$ 1,818,888	\$ 606,296
Interest expenses	332,963	316,315	16,648
Occupancy cost	350,090	332,586	17,504
Transportation	126,555	126,555	-
Contracted services	779,692	109,156	670,536
Direct student expenses	193,134	193,134	-
Depreciation and amortization	753,397	715,727	37,670
Technology	5,417	5,147	270
General administrative	295,808	87,792	208,016
Travel and entertainment	1,448	1,448	-
Staff development	33,999	33,999	-
Total Expenses	<u>5,297,687</u>	<u>3,740,747</u>	<u>1,556,940</u>
Program Revenues:			
Program-specific operating grants and contributions	<u>970,452</u>	<u>970,452</u>	<u>-</u>
Net Program Expenses	<u>\$ 4,327,235</u>	<u>\$ 2,770,295</u>	<u>\$ 1,556,940</u>
General Revenues:			
District funding	4,610,307		
Student services	64,917		
Lease and other income	<u>152,759</u>		
Total General Revenues	<u>4,827,983</u>		
Change in net position	500,748		
Net position, beginning of year	<u>120,506</u>		
Net position, end of year	<u>\$ 621,254</u>		

The accompanying notes to the financial statements are an integral part of these statements.

**NASHVILLE COLLEGIATE PREP
BALANCE SHEET**

JUNE 30, 2022

	<u>General Fund</u>
ASSETS	
Cash and cash equivalents	\$ 387,212
Accounts receivable	983,058
Deposits	35,345
Prepaid expenses	<u>60,120</u>
Total Assets	<u>\$ 1,465,735</u>
LIABILITIES AND FUND BALANCES	
Liabilities:	
Accounts payable	\$ 690,567
Accrued expenses	<u>440,703</u>
Total Liabilities	<u>1,131,270</u>
Fund Balances:	
Nonspendable	95,465
Unassigned	<u>239,000</u>
Total Fund Balances	<u>334,465</u>
Total Liabilities and Fund Balances	<u>\$ 1,465,735</u>

The accompanying notes to the financial statements are an integral part of these statements.

NASHVILLE COLLEGIATE PREP
RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES TO NET POSITION
OF GOVERNMENTAL ACTIVITIES

JUNE 30, 2022

Total governmental fund balances	\$ 334,465
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the governmental fund balance sheet.	12,055,587
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at year-end consist of:	
Lease liabilities	<u>(11,768,798)</u>
Net position of governmental activities	<u>\$ 621,254</u>

The accompanying notes to the financial statements are an integral part of these statements.

NASHVILLE COLLEGIATE PREP**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS***YEAR ENDED JUNE 30, 2022*

Revenues:

Program:

Federal grants	\$ 970,452
District funding	4,610,307

General:

Student services	64,917
Lease and other income	152,759

Total Revenues	<u>5,798,435</u>
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Expenditures:

Current:

Student instruction and services	3,208,446
Administration	1,335,843
Capital outlay	12,432,108
Principal	287,106

Total Expenditures	<u>17,263,503</u>
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Other Financing Sources:

Leases issued	<u>12,055,904</u>
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Total Other Financing Sources	<u>12,055,904</u>
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Change in fund balances	590,836
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Fund balances, beginning of year	<u>(256,371)</u>
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Fund balances, end of year	<u><u>\$ 334,465</u></u>
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The accompanying notes to the financial statements are an integral part of these statements.

NASHVILLE COLLEGIATE PREP**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF
ACTIVITIES***YEAR ENDED JUNE 30, 2022*

Net change in fund balances - total governmental funds	\$ 590,836
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**Amounts reported for governmental activities in the
statement of activities are different because:**

Capital outlays reported as expenditures in governmental funds are shown as capital assets in the statement of net position.	12,432,108
Depreciation and amortization expense on governmental capital assets is included only in the governmental activities in the statement of activities.	(753,398)
Issuance of lease liability recognized as other financing sources in the fund statements.	(12,055,904)
Repayment of debt are expenditures in the governmental funds, but the repayments reduce long-term liabilities in the statement of net position, so the expenses do not appear in the statement of activities:	<u>287,106</u>
Change in net position of governmental activities	<u>\$ 500,748</u>

The accompanying notes to the financial statements are an integral part of these statements.

NASHVILLE COLLEGIATE PREP

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2022

Note 1—Summary of significant accounting policies

ReThink Forward, Inc. is a Florida not-for-profit established in 2008. Pursuant to the Tennessee Public Charter School Commission Charter Agreement, ReThink Forward, Inc. has been approved to establish and operate a public charter school, Nashville Collegiate Prep (the "School"). The School began classes in August 2021 serving grades K-4. The School expanded to serve grades K-5 during the 2022-2023 academic year.

Basis of Accounting – The School is considered a special purpose governmental entity that is engaged in governmental activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose government financial statements.

Basic Financial Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). The School's primary activities are all considered to be governmental activities and are classified as such in the government-wide and fund financial statements.

The government-wide financial statements of the School have been prepared on the accrual basis of accounting. Under the accrual basis, revenue is recognized when earned and expenses are recognized when incurred.

The fund financial statements are presented on the modified accrual basis of accounting. Revenue under the modified accrual basis is recognized when measurable and available and expenditures are recognized when the related liability is incurred.

Government-Wide Financial Statements

The government-wide financial statements focus on the sustainability of the School as an entity and the change in the School's net position resulting from the current-year's activities.

In the government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

Governmental financial reporting standards require the classification of net position into three components: net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

Net Investment in Capital Assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation, and reduced by outstanding balances (if any) of bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvements of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors, or laws or regulations of other governments, or constraints imposed by law through constitutional provisions or enabling legislation.

Unrestricted – This component of net position consists of net position that does not meet the definition of restricted or net investment in capital assets. When both restricted and unrestricted assets are available for use, it is the School's policy to utilize restricted assets first, then unrestricted assets as needed.

NASHVILLE COLLEGIATE PREP

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2022

Note 1—Summary of significant accounting policies (continued)

Government-Wide Financial Statements (continued)

The government-wide statement of activities reports both the gross and net cost of the School's functions. The functions are also supported by general revenue (general revenue is primarily made up of district funding, federal subrecipient grants, other grants, and miscellaneous contributions to the general funds). The statement of activities reduces gross expenses by related function revenues, grants, and miscellaneous contributions. Program revenue must be directly associated with the function. The net costs by function are normally covered by general revenue. The School allocated indirect cost among functions.

Fund Financial Statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenses.

The emphasis on fund financial statements is on the major funds. Nonmajor funds by category are summarized in a single column. Governmental accounting reporting standards set forth minimum criteria for the determination of major funds. The School's major funds represent the operations as one general fund. The general fund accounts for all financial resources of the School, except those required to be accounted for in another fund.

The funds' focus is upon the determination of financial resources, their balance, sources, and use, rather than upon net income. The School follows guidance that classifies fund balances as: nonspendable, restricted, committed, assigned, or unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order: committed, then assigned, and lastly, unassigned funds. The classifications of fund balances are defined as follows:

Nonspendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors, or laws or regulations of other governments, or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as nonspendable, restricted, or committed. In addition, general fund balances the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's controller and personnel under the supervision of the controller tasked with financial recording responsibilities.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as nonspendable, restricted, committed, or assigned.

NASHVILLE COLLEGIATE PREP

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2022

Note 1—Summary of significant accounting policies (continued)

Fund Financial Statements (continued)

Functional Allocation of Expenses – The costs of providing various programs and other services have been reported on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the student instruction and services and administration, based on estimates made by management.

Cash and Cash Equivalents – The School considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents. As of June 30, 2022, the School's cash and cash equivalents were deposited in one financial institution. The School may at times maintain deposit balances in excess of federally insured limits with certain financial institutions. There was an uninsured balance of \$151,517 as of June 30, 2022 (see Note 7).

Capital Assets – Property and equipment are recorded at acquisition cost less accumulated depreciation, if purchased, or the estimated fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures which materially extend the economic lives, change capacities, or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation is removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to seven years, or over the term of the lease for leasehold improvements, if less. The School follows the practice of capitalizing all expenditures for property and equipment items over \$500.

Right-to-use Assets and Lease Obligations – The School leases its building under a lease agreement. Leases are included in right-to-use assets as property and equipment and lease obligations on the statement of net position. A right-to-use asset represents the School's right to use an underlying asset for the lease term. Lease obligations represent the School's liability to make lease payments arising from the lease agreement. Right-to-use assets and lease obligations are recognized based on the present value of the lease payments over the lease term, where the initial term exceeds 12 months. Right-to-use assets are amortized using a straight-line basis over the shorter of the lease term or useful life of the underlying asset.

Grants – The School received federal financial assistance through state agencies. The expenditure of funds received from state agencies generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the general fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material, adverse effect on the overall financial position of the School as of June 30, 2022.

Income Taxes – The School is a not-for-profit organization that is exempt from federal income taxes under the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes.

Pensions – The School participates in the following the defined benefit pension plan:

- Certified Employees* – Tennessee Consolidated Retirement System (collectively, the "TCRS").
- Teacher Hybrid Retirement Plan

For purposes of measuring the applicable net pension asset and liability, deferred outflows of resources, and deferred inflows of resources related to pensions and pension expenses, the information about the fiduciary net position of the pension plans, and additions to/deductions from the plans' fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the pension plans. Investments are reported at fair value.

NASHVILLE COLLEGIATE PREP

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2022

Note 1—Summary of significant accounting policies (continued)

Fund Financial Statements (continued)

Estimates and Uncertainties – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Budgetary Comparison Statement – The School is not required to adopt a legally binding budget; therefore, no budgetary comparison statement of the School's funds has been presented.

Adoption of Accounting Pronouncement – The School implemented Governmental Accounting Standards Board ("GASB") Statement 87, *Leases*, effective July 1, 2021. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. Under the new guidance, a lease is defined as "a contract that conveys control of the right to use another entity's nonfinancial asset for a period of time in an exchange or exchange-like transaction".

Governmental lessees will report a liability for the present value of lease payments over the lease term. The liability is offset with an intangible asset representing the right to use an underlying asset. Governments will amortize the intangible asset over the shorter of the asset's useful life or the lease term and the liability will be reduced by lease payments offset by interest expense. In the governmental funds, lessees will report an expenditure and an offsetting other financing source in the period the lease is initially recognized at an amount equal to the present value of the lease liability. Subsequent lease payments should be budgeted and accounted for as debt service principal and interest expense using the modified accrual basis of accounting.

Note 2—Property and equipment

Capital assets consist of the following for the year ended June 30, 2022:

	<u>June 30, 2021</u>	<u>Additions</u>	<u>Disposals</u>	<u>June 30, 2022</u>
Right-to-use asset - building	\$ -	\$ 12,055,904	\$ -	\$ 12,055,904
Furniture and fixtures	-	323,070	-	323,070
Computer hardware and software	<u>376,877</u>	<u>53,134</u>	<u>-</u>	<u>430,011</u>
	376,877	12,432,108	-	12,808,985
Less accumulated depreciation and amortization	<u>-</u>	<u>(753,398)</u>	<u>-</u>	<u>(753,398)</u>
	<u>\$ 376,877</u>	<u>\$ 11,678,710</u>	<u>\$ -</u>	<u>\$ 12,055,587</u>

Depreciation and amortization expense totaled \$753,398 for the year ended June 30, 2022.

NASHVILLE COLLEGIATE PREP

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2022

Note 3—Federal funds

The School received direct federal funds totaling \$231,966 for the Charter School Program from the U.S. Department of Education.

The School receives pass-through funding from the National School Lunch Program through the Tennessee Department of Agriculture. National School Lunch Program revenue totaled \$230,905 for the year ended June 30, 2022.

The School receives pass-through funding from various grants through the Tennessee Charter School Commission. The School Wide Pool revenues totaled \$119,375 for the year ended June 30, 2022. Individuals with Disabilities Education Act revenue totaled \$5,610 for the year ended June 30, 2022. Coronavirus Aid, Relief, and Economic Security Act (“CARES Act”) revenue totaled \$299,748 for the year ended June 30, 2022. Other direct federal funding totaled \$82,848 for the year ended June 30, 2022.

Total grants receivable outstanding as of June 30, 2022 is \$95,137.

Note 4—Concentrations

The School received approximately 79% of its funding for operations from the Tennessee Charter Commission based on the state of Tennessee’s Basic Education Program (“BEP”) for the year ended June 30, 2022. BEP funding is designated to the School based on student attendance. Gross BEP funding for the year ended June 30, 2022 was \$4,610,307.

Note 5—Retirement plans

Teacher Hybrid Retirement Plan

General Information about the Pension Plan

Plan Description – The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies>.

Teachers employed by the School with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost-sharing, multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Hybrid Retirement Plan became effective July 1, 2014 for teachers employed by LEAs after June 30, 2014. The Teacher Hybrid Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The School has not recorded a pension liability (asset) or deferred inflows (outflows) as of the measurement date June 30, 2021, the latest actuarial reported completed by the plan.

NASHVILLE COLLEGIATE PREP NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2022

Note 5—Retirement plans (continued)

Teacher Hybrid Retirement Plan (continued)

General Information about the Pension Plan (continued)

Benefits Provided – Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Hybrid Retirement Plan are eligible to retire with an unreduced benefit at age 65 with five years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to July 2 of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than 0.5%. A 1% COLA is granted if the CPI change is between 0.5% and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Hybrid Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis.

Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

The School has no pension liability (asset) or deferred outflow or inflows of resources to report as of the measurement date June 30, 2021. Contributions to the pension plan during fiscal year 2022 subsequent to the measurement date were not considered material to the financial statements.

TCRS Stabilization Trust

Legal Provisions – The School is a member of the TCRS Stabilization Reserve Trust. The School has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated, Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the School.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The School may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances – Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust ("TRGT"). The TRGT is not registered with the Securities and Exchange Commission as an investment company. The state of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares. Contributions to the Stabilization Trust during fiscal year 2022 were not considered material to the financial statements.

NASHVILLE COLLEGIATE PREP
NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2022

Note 6—Leases obligations

The School entered into a long term lease agreement for its building commencing on August 1, 2021. The lease contract expires in 2041. The right-to-use asset is recorded in capital assets as a right to use – building as noted in Note 2.

The School has used the implicit interest rate to calculate the present value of lease payments. The School includes lease extensions and termination options in the lease term, if after considering relevant economic factors, it is reasonably certain the School will exercise the option.

The following represents the future minimum lease payments required under the lease arrangement as of:

<u>Years Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 335,497	\$ 353,348	\$ 688,845
2024	358,876	343,737	702,613
2025	385,134	331,541	716,675
2026	411,548	319,461	731,009
2027	439,067	306,562	745,629
2028-2032	2,648,154	1,309,736	3,957,890
2033-2037	3,527,409	842,420	4,369,829
2038-2041	3,663,113	240,138	3,903,251
	<u>\$ 11,768,798</u>	<u>\$ 4,046,943</u>	<u>\$ 15,815,741</u>

Note 7—Risk of loss

As of June 30, 2022, the School had cash and cash equivalents subject to a risk of loss.

Cash and Cash Equivalents – Custodial credit risk is the risk that in the event of bank failure, the School's deposits may not be returned to it. The School does not have a policy for custodial credit risk. As of June 30, 2022, the School has not experienced any loss in the depository account and considers this to be a normal business risk. Uninsured balances total \$151,517 as June 30, 2022.

Category 1 includes cash and cash equivalent balances that are uncollateralized. Category 2 includes bank balances that are collateralized with securities held by the pledging financial institution. Category 3 includes bank balances that are collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor's (School's) name:

June 30, 2022		
Custodial Credit Risk Category		
1	2	3
<u>\$ 151,517</u>	<u>\$ -</u>	<u>\$ -</u>

Insurance – The School is exposed to various risks of loss similar to a commercial business, such as general liability, errors and omissions, and other situations. The School purchases commercial insurance for the significant risks of loss. Settled claims have not exceeded the insurance coverage limits during the past three fiscal years.

NASHVILLE COLLEGIATE PREP
NOTES TO THE FINANCIAL STATEMENTS*JUNE 30, 2022*

Note 8—Commitments and contingencies

From time to time, the School is involved in routine legal matters that arise in the ordinary course of business. There was no pending, significant legal proceedings to which the School is a party for which management believes the ultimate outcome would have a material, adverse effect on the School's financial position.

Note 9—Subsequent events

The School evaluated subsequent events through May 24, 2023, when these financial statements were available to be issued.

SUPPLEMENTARY AND OTHER INFORMATION

NASHVILLE COLLEGIATE PREP
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND
STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2022

Federal Grantor/State Grantor/ Program Title/Pass-through Grantor	Federal Assistance Listing #	Contract Number	Expenditures
FEDERAL AWARDS			
U.S. Department of Education:			
Charter Schools	84.282	None	\$ 231,966
Title I: Grants to Local Educational Agencies (Passed through School Wide Pool)	84.010A	None	77,366
Title II: Grants to Local Educational Agencies (Passed through School Wide Pool)	84.367A	None	8,695
Title III: Grants to Local Educational Agencies (Passed through School Wide Pool)	84.365A	None	5,412
Title IV: Grants to Local Educational Agencies (Passed through School Wide Pool)	84.424A	None	5,947
Individuals with Disabilities Education Act (Passed through School Wide Pool)	84.027A	None	21,955
Education Stabilization Funds - American Rescue Plan - Elementary and Secondary School Emergency Relief (Passed through Tennessee Public Charter School Commission)	84.425U	None	299,748
Education Stabilization Funds - American Rescue Plan - Elementary and Secondary School Emergency Relief (Passed through Tennessee Department of Education)	84.425U	None	82,848
Special Education (IDEA) Grants to States (Passed through Tennessee Public Charter School Commission)	84.425U	None	5,610
Total U.S. Department of Education			739,547
U.S. Department of Agriculture:			
National School Lunch Program (Passed through Tennessee Department of Agriculture)	10.553-CL	None	230,905
Total U.S. Department of Agriculture			230,905
Total Federal Awards			\$ 970,452
STATE FINANCIAL ASSISTANCE			
State of Tennessee Department of Education:			
Facilities Grant	n/a	None	\$ 16,999
Total State Financial Assistance			16,999
Total Federal Awards and State Financial Assistance			\$ 987,451

NASHVILLE COLLEGIATE PREP
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND
STATE FINANCIAL ASSISTANCE

JUNE 30, 2022

Note 1—Basis of presentation

The accompanying Schedule of Expenditures of Federal Awards and State Financial Assistance (the "Schedule") includes the federal and state grant activity of Nashville Collegiate Prep (the "School"). The information in this Schedule is presented in accordance with the requirements of the state of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the Schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements. Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position or changes in net position.

Note 2—Summary of significant accounting policies

Basis of Accounting – Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the provisions of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Pass-Through to Subrecipients – The School had not passed through any funding to subrecipients during the year ended June 30, 2022.

Note 3—Indirect cost allocation

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

INTERNAL CONTROL AND COMPLIANCE REPORT



Report of Independent Auditor on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Nashville Collegiate Prep
Nashville, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Nashville Collegiate Prep (the "School"), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated May 24, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cherry Bekaert LLP

Nashville, Tennessee
May 24, 2023



Report of Independent Auditor on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Directors
Nashville Collegiate Prep
Nashville, Tennessee

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Nashville Collegiate Prep' (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the *Auditor's Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Nashville, Tennessee
May 24, 2023

NASHVILLE COLLEGIATE PREP
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2022

Section I—Summary of Auditor’s Results

Financial Statements

Type of auditor’s report issued on whether the consolidated financial statements were prepared in accordance with U.S. GAAP

Unmodified

Internal control over the financial statements:

- Material weakness(es) identified? yes no
- Significant deficiency(ies) identified that are not considered to be material weaknesses? yes None reported

Noncompliance material to financial statements reported? yes no

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? yes no
- Significant deficiency(ies) identified that are not considered to be material weaknesses? yes None reported

Noncompliance material to federal awards? yes no

Type of auditor’s report issued on compliance to major federal programs

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

yes no

Identification of major federal programs:

Assistance Listing Number

84.425U

Name of Federal Program or Cluster

Education Stabilization Fund

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

The School was determined to not be a low-risk auditee yes no

Section II—Findings – Financial Statement Audit

None

Section III—Findings and Questioned Costs – Major Federal Award Programs Audit

None

NASHVILLE COLLEGIATE PREP
SCHEDULE OF PRIOR YEAR AUDIT FINDINGS

YEAR ENDED JUNE 30, 2022

None.

ATTACHMENT T

Litigation Documents

This is not applicable – there have been no litigation or arbitration proceedings.



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