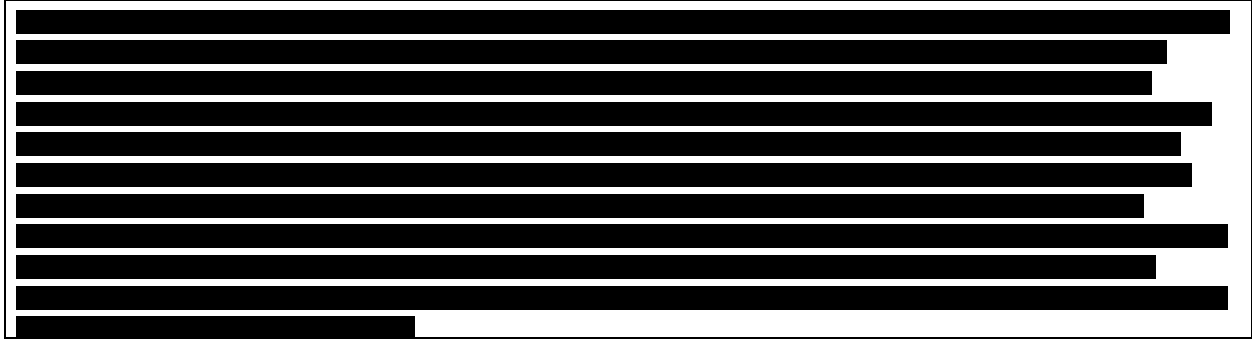


**Academy of the Arts Charter High School
Charter Application**

*Revisions submitted to Fayette County School District
on behalf of the founding team of Academy of the Arts Charter High School
by Lead Founder and Proposed Executive Director Mecca Jackson
May 27, 2021*



Academy of the Arts Charter High School’s Board of Directors and leadership team is in receipt of and has read the Federal Desegregation Consent order that Fayette County School District is currently under. AACHS’s board attorney, Myra Hamilton, has been diligent in leading the conversation around all required expectations set forth in the Consent Order. Upon extensive review, AACHS’s founding Board of Directors and leadership team will implement the following actions upon charter authorization to ensure support of FCBE’s continued efforts to obtain unitary status:

Per item 4 of the Consent Order: AACHS will implement a systematic and intensive publicity and recruitment plan to enhance the racial diversity of student applications to the AACHS school, including targeted advertisements in local media.

Per item M of the Consent Order - Faculty and Staff Assignments: AACHS shall assign teachers, administrators, professional support staff, and teacher assistants so that those assignments to the school reflect employee racial diversity. As used herein, the phrase “employee racial diversity” is +/-20 percentage points of the district-wide racial proportion of African-American and White staff for each class of employees at the relevant school levels AACHS shall comply. When there is a reduction in the number of principals, teachers, or other certified staff employed by AACHS that results in a dismissal or demotion of any such staff members, including any reductions in force attributable, AACHS will first adopt policies to ensure that the employees to be dismissed or demoted are selected on the basis of objective and reasonable non-discriminatory criteria.

Consistent with § 49-5-511 and § 49-2-301 of the Tennessee Code, any teacher or staff member who is terminated or demoted due to a reduction of force shall be considered for reemployment for any vacancy AACHS advertises or fills within two years of the individual’s termination, so long as the individual is qualified for the vacancy based on his/her training and experience. AACHS shall fill any such vacancies based on non-discriminatory factors.

Per item O of the Consent Order- Cultural Competency Professional Development: AACHS shall require the teachers and staff who work closely with students to take “Cultural Sensitivity and Competency” training as part of their professional development. This training shall teach employees how to work effectively with students and parents from diverse racial, cultural, and socioeconomic backgrounds.

AACHS also shall require teachers and staff to attend a seminar on “Poverty and Education,” and receive training on Positive Behavior Intervention Strategies. AACHS also shall confer with the Director of the Southeastern Equity Assistance Center and request information about possible technical assistance that the SEAC can provide AACHS.

AACHS shall implement all components of the Desegregation Plan in such a way that it assists the District to demonstrate it has eliminated the vestiges of segregation to the extent practicable through substantial good faith compliance with all components of the 2013 Consent Order.

[REDACTED]

AACHS will align itself to TN code § 49-6-2105 to ensure the bus routes developed do not exceed a 1 and ½ hour travel time for all students in the morning and afternoon. We will provide transportation as needed because we know there is a financial need to accommodate with prospective students. As confirmed during the recorded capacity interview on March 26, 2021, AACHS is prepared to offer multiple buses and develop the appropriate bus routes to support our students who need transportation daily.

As presented in the original application section 2.7 TRANSPORTATION, p. 153, transportation initial projections and accommodations are referenced:

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

Academy of the Arts founding team intends to secure a facility in Somerville, TN that is easily accessible to our target community and population. To ensure all students have access to our school, we will provide transportation. We have included in our budget one bus at \$55,000 beginning in Y1 and we will maintain this structure over time. We will provide one bus route beginning in Y1 and add additional bus routes as our school expands and as transportation needs are demonstrated. Our bus routes will be operative during regular school days and not for afterschool activities. Buses will be provided for field trips or other activities such as college or university trips that require transportation of students. In the event the cost of providing additional transportation impacts our budget, the proposed Executive Director will work with the Director of Operations and back office provider to iterate and revise a budget that will provide for these additional costs. The Board of Directors will review the budget and determine if it is acceptable or if other plans need to be made to accommodate the increased costs associated with transportation to ensure compliance with all state and federal laws and regulations. We plan to contract with a bussing company for the operation of all buses, and to work with the provider to form bus routes responsive to students' needs. The Board will solicit competitive bids and approve vendor selection. The Director of Operations will provide daily oversight of the bussing company and ensure that the company adheres to all aspects of our bussing contract.

In accordance with Tennessee code §49-6-2116, Academy of the Arts will adopt a transportation policy to ensure all students are transported safely. To make certain all students receive a free and appropriate education, transportation will be provided as specified in a child's I.E.P. We will make sure that personnel and staffing directly related to the students' transportation has the appropriate training regarding the needs of the student with disabilities. Every local board of education and charter school governing body shall adopt a transportation policy relative to the safe transport of students. Our bus policy will explicitly state all daily procedures, expectations and protocols for students and staff riding the bus. This policy will be included in the student and parent handbook and distributed to families upon acceptance into AACHS. Our bus policy will also be available and up to date on our school webpage for reference.

[REDACTED]

With the support of EdTec, an established financial consultancy firm that has developed charter school budgets nationally, AACHS presented a comprehensive budget outlining clear financial projections based on the appropriate assumptions. Contracted services, supplies and materials, facility acquisition, renovation and maintenance expenses are all fully outlined within the budget beginning in planning year 2021 through year 7. The budget has been reprinted in a different format and submitted again as **ATTACHMENT A** for review.

[REDACTED]

During the recorded capacity interview on March 26, 2021, AACHS leadership confirmed that while it is doing its due diligence to secure a facility and has identified 5 potential options for a building location in year 1, the ideal and prioritized location is Northwest Elementary, which is an underutilized/abandoned building within Fayette County.

To expand upon the initial challenges noted in the original application, AACHS is aware that the following challenges still exist when securing a facility:

- Deferred maintenance at all sites listed (Northwest Elementary School, Somerville Elementary School, Divine Purpose Church or the commercial property noted)
- Bringing buildings up to ADA Code (including Northwest Elementary School, Somerville Elementary School, Divine Purpose Church or the commercial property noted)
- All Life Safety Codes met in a new or existing building AACHS would work to acquire (including Northwest Elementary School, Somerville Elementary School, Divine Purpose Church or the commercial property noted).
- All sources of capital readily available to purchase a new building, start new construction or rent an existing space (including the purchase of an underutilized/abandoned building such as Northwest Elementary School, Somerville Elementary School; renting of a space such as Divine Purpose Church; or purchasing a building such as the commercial property noted).
-

As presented in the original application in section 2.2 START-UP PLAN, p.126, the following challenges as well as the steps AACHS would take are listed:

FACILITIES

- *Challenge:* Securing an adequate school building and ensuring it is up to code by August 2022.

Mitigation: The proposed Executive Director with the support of the founding Board are in conversations with multiple churches in Fayette County to secure a building conducive to our students needs and innovative art education program. We are working with Divine Purpose Church and House of Faith Ministries Church to secure a facility. AACHS is also actively working with a real estate agency in Somerville to consider commercial properties that would meet the requirements of our opening year program. We have also identified a vacant and underutilized school building within the Fayette County School District in which we are looking into as a potential facility to lease for year 1 and 2. Finally, we are in talks with 2 charter school funding corporations as potential options to purchase a space in year 1 if available and/or begin the process to identify land and begin a new construction. Academy of the Arts has positioned itself with upwards of 5 potential opportunities to secure a building in our opening years and with the support of the Board we will continue to maintain multiple facility options until we have secured a space for our opening year.



As indicated in the original application in section 2.4 PERSONNEL CAPITAL, p. 136, the proposed Executive Director and school leader for Academy of the Arts Charter High School is Mecca Jackson for year 1-3. Further confirmation was made during the recorded capacity interview on March 26, 2021 that upon charter authorization Mecca Jackson would serve as the immediate principal of AACHS in years 1-3.

AACHS proposed a dual certified Science/Social Studies teacher in year 1 and 3. If we are unable to hire 1 teacher with both certificates we will:

- Split the position and hire a separate Science and Social Studies teacher in years 1 and 3 permitting funds are available; or
- Hire 2 part-time consulting teachers at ½ the cost in years 1 and 3 (a part time Science teacher and part time Social Studies teacher)

AACHS proposed only a Director of Specialized Services in year 1 and 2 because our anticipated special education population can be supported by 1 teacher. In year 1, AACHS is only projecting 90 students. Mirroring the districts

special education numbers, we anticipate a 6% special education population in year 1, which would be approximately 6 students. One certified Director of Specialized Services position would be more than adequate and able to support a caseload of only 6 students. In year 2 when our enrollment doubles, we anticipate our special education population to double as well with 12 students. Once again, one certified Director of Specialized Services will possess the skills, qualifications and training to support a caseload of only 12 students, with the capability to go up to 20. Should our special education population exceed 20 students in year 1 or 2, we are prepared to contract out any additional services needed to support students at AACHS. As our personnel chart demonstrates in the original application, we will bring on board a special education teacher to support the work of the Director of Specialized Services in year 3.



AACHS will rely on the Standards for Professional Learning adopted by the State of Tennessee and the professional learning organization, Learning Forward when creating our professional development schedule and activities so that we intentionally enhance the skills of educators, leaders, and students.

Standards for Professional Learning

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

As AACHS creates and plans for professional learning each year, the school will use informal and formal observation data to gain a perspective of areas of strength and areas where growth is needed. Analyzing Individual Growth Scores for educators, departments/grade levels, and the school building as a whole are strong practices AACHS will also use to determine areas of focus.

In-service training topics will include, but are not limited to:

- Teaching of the components of the Juvenile Offender Act, compiled in title 55, chapter 10, part 7
- At least two (2) hours of suicide prevention education
- Prevention and intervention strategies for students in the area of behavioral/emotional disorders
- Understanding the warning signs of early-onset mental illness in children and adolescents¹
- Cultural Sensitivity and Competency
- Positive Behavior Intervention Strategies

¹

aw.justia.com/codes/tennessee/2010/title-49/chapter-6/part-30/49-6-3004/#:~:text=The%20commissioner%20shall%20require%20that%20in-service%20training%20include%20at,of%20suitable%20suicide%20prevention%20materials.

- Poverty and Education
- All TN required core content trainings, including Math and ELA sessions

When the instructional calendar is created, days will be set aside for professional learning per SBE Policy 5.200. In-service Days will be for educators to come together to learn from each other during their contracted work days. Hours spent learning on these designated days and hours spent in professional learning during the contracted work day count towards Professional Development Points (PDPs) for license renewal. AACHS will support its staff through the renewal and obtainment of appropriate TN teacher licensure by offering professional development opportunities annually that permits staff to earn the required Professional Development Points.

Professional Development Points (PDPs) may be earned through:

- (a) Professional development activities which may include, but are not limited to, state, school, or district sponsored professional activities, or professional academy, institute, seminar, or conference attendance;
- (b) Continuing education which consists of activities provided by institutions of higher education or professional associations which do not result in academic credit leading to a degree. The educator’s certificate or transcript must indicate the number of continuing education units awarded;
- (c) College or university coursework resulting in the awarding of credit which may be transferred or applied to a program that may result in the award of a degree. College or university coursework used for PDPs must be completed at regionally accredited institutions;
- (d) Serving as a clinical mentor in partnership with an approved educator preparation program;
- (e) An educator’s Level of Overall Effectiveness (LOE) rating²



AACHS has recently secured an MOU with “School Print: Charter School Project Management” (CSPM), which is a finance HUB that helps charter schools source and secure 100% of their facility needs. Upon charter authorization, CSPM will assist AACHS with identifying all sources of capital readily available, build out facility plan to address short and long term solutions, screen real estate service providers, provide technical assistance with finance, design and construction. An MOU between School Print: CSPM and AACHS can be referenced in ATTACHMENT B.

As presented in the original application in section 2.3 FACILITIES, p.130 - 132, AACHS plans to utilize the following options to secure a facility under the proposed timeline:

(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.

Academy of the Arts is working with multiple community organizations and agencies to secure a facility for our opening years as well as communicating with finance and loan corporations that would support a new construction build for schools with no operational history. Our current and potential facility options have been identified through partnerships and collaboration with local churches, research into commercial properties currently listed as well as investigation into underutilized and vacant school buildings within the Fayette County area. We plan to rent or lease a facility in Year 1 and Year 2 of operation that will allow our school to work and build a reserve to conduct a new construction build for our school that is fully operational at the start of Year 3. The process of identifying possible facilities considers:

- ✓ Cost to lease or rent
- ✓ Condition of facilities and renovation needs
- ✓ Transportation requirements
- ✓ Proximity to our target population
- ✓ Add on potential and growth

² <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2020-sbe-meetings/november-6%2c-2020-sbe-meeting/11-6-20%2011%20H%20Educator%20Licensure%20Policy%205.502%20Clean.pdf>

- ✓ Parking options for staff
- ✓ Safety and security of students and staff
- ✓ Outdoor space for activities

Our Executive Director, Director of Operations and Board finance committee will work collectively to identify potential spaces that are conducive to our art program and academic program equally. All facilities decisions will be reviewed and ultimately approved by our Governing Board. The facility that we choose must fit within our first year's facilities budget of 10%-12% of our overall spending. This includes an assumption of 120 square feet per student, with 10,800 square feet, in Year 1 and then 54,000 square feet in Year 5. In addition, a base rent assumption of \$4 per square foot with a 1.5% increase over a year has been included in our facilities budget beginning in Year 1.

The cost of any projected improvements and payment schedule will be considered carefully to make a fiscally responsible selection and negotiate the best possible lease rate. We have budgeted for \$50,000 loan in tenant improvements of any space we secure for the purpose of our opening year operation. This loan is available through the state credit enhancement fund run under the Tennessee Charter School Center. At this point in the application process, we are considering partnering with House of Faith Ministries Church to use the larger commercial space they own. The church owns a Fred's building that they are willing to allow AACHS to use, which is 10,000 sq. ft. This would satisfy our square footage needs in Years 1 and 2, especially with such as small slow growth model of only 190 students. We are also in conversation with Divine Purpose Church in Somerville in regards to using their building. Since they are in the process of a new construction build across from their current church, Bishop Alexander shared the possibility of AACHS using their current facility by August of 2022. Upon charter approval and AACHS has narrowed the site selection down to three or less feasible sites, the school will then look to engage an architect to evaluate and assess the viability of the properties based on health life safety requirements and ADA modifications that may need to be made.

Academy of the Arts is also currently engaged with 2 finance and loan corporations that work exclusively to support new charter schools secure funding to purchase a building, purchase land to build on as well as the actual construction for a new build.

- **Charter School Development Corporation:** Charter School Development Corporation help charter schools secure 100% financed facility and support newly founded charter schools acquire: 1) Partial, limited lease and loan guarantees; 2) Additional collateral; 3) Loan loss reserves and; 4) Debt service reserve funds.³ We have already been in conversation with Mark Zeizel, Vice President of Charter School Development Corporation, regarding our options to secure funding from them in support of a new construction build or a loan for the purchase of an existing space in the Somerville area. Upon charter approval, AACHS will be able to formally apply for their loan options and potentially move into a contract agreement that would meet our facility needs. Additional information regarding Charter School Development Corporation can be found here: <https://csdc.org/>
- **Performance Charter School Development:** As a contingency plan for financial resources, we will consider Performance Charter School Development as an option to secure a facility. They provide the school's ideal facilities through their experienced development team and by providing 100% of the capital needed to construct or acquire a new school building.⁴ Performance Charter School Development (PCSD) does not require any upfront money from the school and would not expect payment until AACHS is open and operating. PCSD is sponsored by Hawkins Companies, which is a leading national real estate firm that has been in business for over 40 years and has developed approximately 300 commercial projects totaling 12 million square feet across 26 states from Alaska to the Carolina's.⁵ We are currently in conversation with Jesse Shetlar, President of Performance Charter School Development, regarding funding and finance possibilities upon charter authorization. PCSD is a funding option that could support Academy of the Arts

³ <https://csdc.org/home/lease-and-loan-guarantees/>

⁴ <https://performancecharterschooldevelopment.com/about/>

⁵ <https://performancecharterschooldevelopment.com/about/>

with acquiring, financing, designing and building a new facility. Additional information about Performance Charter School Development can be found here: <https://performancecharterschooldevelopment.com/>

We understand that our facility will need to be suitable for use as a school beginning in our operating year and we will use all required contractors to assess, evaluate and determine if the facility is financially viable and suitable to our educational model. AACHS will RFP all the for profit and not for profit developers to ensure the school receives the best value. Facilities will be assessed for ADA accessibility and will be ADA compliant for usage; facilities will also be assessed for local accessibility via public transportation, walking, and bike riding. In our facilities search we will assess public transportation in Somerville as well as identified bus routes, traffic patterns and drive times to identify a space that is as accessible to our target community as possible. Once the facility has been vetted as fully affordable, suitable, accessible, and well positioned within the community, the Executive Director will bring a recommendation to the Board of Directors to finalize a lease for the facility, as the Board holds the fiduciary responsibility for Academy of the Arts and therefore will make decision on facility selection. If we are in contract with Performance Charter School Development or Charter School Development Corporation by this time, we will leverage their support to purchase or lease a property and make the necessary renovations that will meets all of AACHS needs and mission and aligns to its budget.

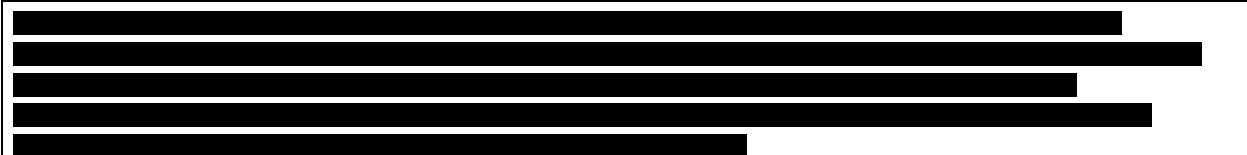
(f) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.

Our goal is to determine our options for a facility within our budget and inside our proposed recruitment area by the fall of 2021. Ideally, AACHS will work to secure a lease no later than December of 2021. Once we secure our lease agreement, we would work to bring in contractors and architects in January 2022 to oversee code compliance and any needed renovation to ensure the safety of all students and staff and comply with all state and local regulations. We would schedule the necessary renovations to begin in February/ March of 2022 so that these projects are completed by June 2022. This would allow us to conduct our scheduled staff “Summer Institute” as well as our student and parent orientations in July and August of 2022 with school officially opening in August of 2022. **Table 2.3 (a)** describes our specific timeline for facility selection, renovation, and occupancy.

Table 2.3 (a) - AACHS Timeline for Facility Selection, Renovation & Occupancy

Step	Stage	Goals/Tasks	Timeline
Identify Options	-Review and survey proposed areas -Create specific facilities options	Continue conversations with identified churches, real estate brokers and corporate funding sources.	January 2021 – June 2021
Select Potential Properties	-Analysis and evaluation of facilities options w/founding Board -Narrow options down to 2 sites	Collectively make a determination on site based on educational needs and current building systems and needs	August 2021
Refine Selection/ Space Planning	-Proposals and RFP’s for sites identified -Review RFP responses -Create floor plans -Response to RFP’s -Review counter proposals	Submission of RFP’s and proposals; compare cost to mission alignment; estimate renovation and upgrade costs; respond to RFP’s.	September 2021
Negotiation Strategy	-Narrow facilities options to 1 -Negotiate -Letter of Intent -Final facility needs assessment	Executive Director and Board determine best option based on RFP response, mission alignment and budget; work with architects to assist in the site narrowing process; draft and send intent letter; final negotiation with lease holder to any potential changes to building	October 2021 – November 2021

Final Negotiation	-Final terms and conditions -Negotiate lease agreement -Completion of lease agreement -Document additional amenities with property	Prepare and review lease agreement with Board and legal counsel; outline responsibilities and negotiations of lease; contracted negotiations services letter drafted; Meet with property owner to solidify maintenance agreement; lease signed by December 20,2021.	November 2021 - December 2021
Facility Occupancy	Facility acquired	Officially access and occupy facility.	January 2022
Renovation	-Confirm renovation and upgrades needed -Budget analysis -Determine security and technology infrastructure -Review project -Physical preparation of building for renovations/upgrades	Meet with contractors qualified to complete any renovations/upgrades identified; review budget to ensure alignment with projected facilities projects; send RFP's for required work; Fire Marshall inspection.	February 2022 – May 2022
Close Out	-Connect with vendors for furniture and cable needs -Identify contracted services for maintenance (If maintenance is not included in the lease agreement, it will be secured at this time)	Engage with architect; converse with vendors in response to RFP's received and secure contracts with identified vendors.	November 2021 - February 2022
Notice of Compliance	Notify authorizer of facility documentation and confirmation of compliance	Board Chair will communicate with authorizer and submit all required facilities documentation as proof of compliance.	May 2022 – June 2022



Through our conversation and established working relationship with Healthy Foods Initiative, they have confirmed that the following steps would occur should we select their services upon authorization to ensure safe food safety practices:

- Vendor prepares and package meals in Shelby County
- Delivery of the meals in a refrigerated truck
- School will have re-therm ovens to bring food to proper temperature
- Vendor has off-site cooking facility in Fayette County and delivers meals in proper holding equipment to keep food at proper temperature

As addressed in the original application in section 2.8 FOOD SERVICE, subsections A, B & C p. 154-155, all state required meal plans will be met in the following capacities:

(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.

Academy of the Arts plans to secure a contract with our own nutrition and meal service plan to have breakfast and lunch delivered to the school site. We will create an “invitation to bid” for meal services. The Board will evaluate the price per meal that will include: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. The total cost will also include the fee to provide food service personnel daily to support with packaging, serving and distributing breakfast and lunch to students. Vendors must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program. Sample contract provisions and expectations include:

- Maintaining Tennessee Health Department Bi-Annual inspection with a passing score
- Having a HACCP program in place to be able to provide proof of such
- Maintaining daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for food allergies
- Ensuring hot meals maintained at 140 degrees or above & cold meals at 40 degrees below prior to & during transportation & delivery
- Providing meals that are individually packaged and sealed
- All meals will be priced as a unit, which meets USDA requirements
- Any provider shall implement the “Traditional Menu Planning Approach”
- All menus and meals will appropriate to the age of the students at Academy of the Arts Charter High School
- The provider substitutes food components for a student with disabilities that restricts their diet

The Director of Operations will manage the vendor identified to provide our breakfast and lunch program. We will identify a location with warmers for the food and coolers for the milk to be stored at required temperatures. Contingent on the facilities space secured, breakfast and lunch may be served in a cafeteria or in classrooms. We will ensure compliance with all applicable district, state and federal guidelines and regulations pertaining to food service in schools. The practices and regulations of handling food and drinks will be closely monitored. We will also closely monitor how to discard waste and how to distribute food to 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).

Academy of the Arts anticipates serving a majority low-income student population of approximately 75% of our total student body. We will ensure all families report household income earnings so that free or reduced price lunch can be offered to all families who qualify. To collect information on students who qualify for free or reduced priced lunch, Academy of the Arts will ask families to complete an income verification form as a part of our enrollment packet. The families may elect to complete the form to determine students who are eligible for free or reduced price lunch.

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

Regulations require that all purchases made by schools, whether funded wholly or in part with child nutrition program funds, comply with all federal, state and local procurement requirements.⁶ In Tennessee, School Nutrition administers the USDA National School Lunch Program (NSLP) and School Breakfast Program across the state.⁷ To ensure our alignment with NSLP regulations, Academy of the Arts will comply with all rules and necessary steps

⁶ <https://www.cde.state.co.us/nutrition/procurementlocalfoodsforenp>

⁷ <https://www.tn.gov/education/health-and-safety/school-nutrition.html>

through the procurement process and make sure we receive foods and services that meet the needs of our students. We will follow the 5 procurement steps as outlined by the United States Department of Agriculture: 1) Planning; 2) Drafting specifications; 3) Advertising a solicitation; 4) Award a contract and; 5) Manage the contract.⁸ In considering a food service vendor, we will confirm that their breakfast and lunch programs can provide the following:

- ✓ Meal patterns and nutrition standards based on latest *Dietary Guidelines for Americans*⁹
- ✓ Meal patterns that set specific calorie limits to ensure age appropriate meals
- ✓ School breakfast and lunches that meet Federal meal requirements



A, revised letter from Banker's Insurance confirming their ability to provided AACHS with specific TSAA insurance to cover student athletes at the school upon charter authorization in ATTACHMENT C.

As presented in the original application in section 2.6 INSURANCE, p. 152 and confirmed in ATTACHMENT J, Bankers Insurance Company is prepared to provide AACHS with any and all coverages necessary to safely operate and protect student and staff attending the school:

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

Academy of the Arts has begun to search for the most cost effective and comprehensive insurance company to protect our students, staff and all of our assets and any foreseen or unforeseen matters. Bankers Insurance has provided AACHS with a reasonable and affordable quote that will include the following coverages:

- ✓ General Liability
- ✓ Property Insurance
- ✓ Abuse & Molestation
- ✓ EPLI
- ✓ Directors & Officers Coverage
- ✓ Workers Compensation
- ✓ Cyber Liability



As shown in the original application in section 1.9 SPECIAL POPULATIONS, p.84, the following mental health services will be provided by AACHS upon authorization:

-Guidance Counselor- Will provide equitable and appropriate services by addressing students' academic, career and social and emotional developmental needs in addition to balancing delivery methods, recognizing students learn in multiple ways. The counselor will be relevant in supporting special populations by completing any therapy or guidance requirements as indicated in student I.E.P.'s as well as supporting on the RTII team with Tier I, II and III interventions and conducting student observations during any evaluation process.

-Social Worker - Academy of the Arts will recruit and hire a school social worker to support to provide services to students to enhance their emotional well-being and improve their academic performance.¹⁰ The social worker will

⁸ <https://www.cde.state.co.us/nutrition/procurementlocalfoodsforenp>

⁹ http://district.schoolnutritionandfitness.com/wareshoalssd51/files/National_School_LunchProgram_Fact_Sheet.pdf

¹⁰ <https://www.socialworkers.org/LinkClick.aspx?fileticket=-vvUJM-JNAEM%3D&portalid=0>

serve the needs of both specialized and general populations to help students, families, and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems and also address issues such as substance abuse and sexuality issues in the higher grade levels.¹¹ AACHS will specifically recruit for clinically licensed social workers and licensed master social workers knowledgeable of the DSM 5.

-Director of Specialized Services – Will hold a TN special education license, responsible for identification, monitoring and coordination of services for students with disabilities and intellectually gifted students. We anticipate a 5% students with disabilities and intellectually gifted population, which is approximately 22 students when the school reaches maximum capacity with 448 total enrolled. The Director of Specialized Services will be responsible to screen students referred for services, oversee the compliance process for students with an I.E.P., schedule all meetings related to specialized services whether it is an initial meeting or annual meeting, and be responsible for regularly training staff on appropriate interventions, modifications and accommodations and serve as an active and vital member to the RTII/MTSS team at our school. This individual will also hold ESL certification to support ELL’s as needed.

2.Special Instructional Programs

- ✓ Related Services = To ensure students who require specialized services have their appropriate programming, we will contract with related services, such as nurses, speech and language pathologist, occupational therapist, etc., based on the needs included in the I.E.P.

In addition, AACHS is prepared to partner with organizations such as *Technology Lab* to provide our IT support and maintenance needs. AACHS has already established a relationship with *Technology Lab*, which is an IT management service that supports schools and already supports a private school in Fayette County. *Technology Lab* is the only Microsoft and Apple certified Managed Service Provider in Tennessee and would support AACHS in developing our IT network’s security and regulatory compliance plan upon charter authorization. AACHS would work with *Technology Lab* to develop our security management program upon authorization and also use their outsourcing options as needed.



Upon charter authorization, AACHS’s Board of Directors, Executive Director and Director of Operations will adopt and put in place a crisis plan as the one indicated below. The crisis plan presented will be expanded upon to include site specific procedures and protocols and name specific locations within the school facility.

Crisis Management Planning

A. DEFINITIONS

Crisis Management is that part of a school’s approach to safety which focuses ^{[[1]]}_{[[SEP]]} more narrowly on a time-limited, problem –focused intervention to identify, confront and resolve the crisis, restore equilibrium and support appropriate adaptive responses. ^{[[1]]}_{[[SEP]]}

Crises shall include but not be limited to situations involving the death of a student, staff member, or a member of a student’s immediate family by suicide, substance abuse, illness or accident. The school director shall have the authority to determine what is a crisis incident and to convene the Crisis Management Team. ^{[[1]]}_{[[SEP]]}

Critical Incidents shall include situations involving threats of harm to students, personnel or facilities. Critical incidents include but are not limited to natural disasters, fire, use of weapons/explosive, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.

The purpose of Crisis Intervention is to:

- Ensure that traumatic events are not ignored. ^{[[1]]}_{[[SEP]]}

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<https://www.socialworkers.org/LinkClick.aspx?fileticket=-vvUJM-JNAEM%3D&portalid=0>

- Provide assistance to those students, staff and parents in dealing with emotional responses usually associated with traumatic events. [L] [SEP]
- Decrease the spread of rumors by sharing facts. [L] [SEP]
- Provide support and counseling to minimize the effects of the traumatic event within the school.

Crisis Levels:

LEVEL 1: In-house, requiring the intervention of one staff person

LEVEL 2: In-house, requiring the intervention of more than one staff person

LEVEL 3: Involving the need for outside interventions.

B. TRAINING FOR STAFF, STUDENTS, PARENTS & OTHERS [L] [SEP]

The Executive Director/School Director or a designee shall meet not less than one time yearly with the school staff at which time an orientation will take place. All concerned persons will be familiarized with the Crisis Plan at this time. Various drills are mandated periodically throughout the school year. Students are trained in the correct procedures for both of these potential dangers. Volunteers and parents are informed that a Crisis Plan is on file in the school office. [L] [SEP]

Crisis Management Plan [L] [SEP]

- Important information will be gathered as quickly as possible. [L] [SEP]
- Students' safety will be a priority. [L] [SEP]
- The Executive Director/School Director will be notified immediately. [L] [SEP]
- The Executive Director/School Director will be the primary spokesperson for the media only after speaking with AACHS School Board. [L] [SEP]
- The Executive Director/School Director will be deemed the spokesperson for the staff. [L] [SEP]
- School personnel will emphasize to parents and staff that they have the right to refuse [L] [SEP] speaking to the media. [L] [SEP]

C. PREVENTION AND CURRICULUM

School Climate

- The school provides parents with a yearly survey in order for them to access the school climate. [L] [SEP]
- Results are used to evaluate and revise the existing safety plan. [L] [SEP]
- AACHS staff affords students the opportunity to provide feedback regarding school climate. [L] [SEP]

Discipline Plan [L] [SEP]

- The Parent/Student Handbook is disseminated to each child/parent each year. A signed notice of receipt is kept on file in each child's homeroom. [L] [SEP]
- Training is provided for faculty and staff by the school Executive Director/School Director. [L] [SEP]
- Students understand and respond to the discipline plan. [L] [SEP]
- Parents are aware of the discipline plan and their supporting role. [L] [SEP]
- The plan is consistently and fairly enforced for all students. [L] [SEP]
- All faculty/staff are visible throughout the school day to support the discipline plan. [L] [SEP]

Conflict Resolution/Peer Mediation/Mentoring Programs [L] [SEP]

- Instructors teach conflict resolution as a part of the curriculum.

D. PRIORITIZED PROCEDURES [L] [SEP]

Intruder:

Signs will be posted at the school entrance requesting that all visitors stop at the front office to receive a visitor's pass. Facilitators will be asked to monitor hallways as they are moving from area to area and escort anyone without a pass to the office.

Irate person:

- If the irate person is in the office or hallway, the administration will attempt to calm the person or ask them to move outside the building.
- If the irate person refuses to calm down, local police will be called by the office staff to assist administration.
- Should the irate parent enter the building and cause a scene in the classroom, the teacher must alert the administration by sending a student with the Red Card.
- Teachers will be alerted over the telephone/intercom system that our building be placed in Lockdown.
- Office personnel will be in charge of calling 911.
- Teachers should lock classroom doors and windows. Teachers and students should remain in the classroom and move away from the door so they are not visible to the intruder. Teachers and students will remain in this lockdown mode until an administrator instructs them otherwise.
- The administration will attempt to communicate with the individual in a calm manner to determine demands.

Administration will communicate demands to the police. Administration will turn the situation over to authorities at the appropriate time.

Shooting/Weapons:

Should gunshots be directed toward the school's campus from a moving vehicle or an individual outside the building:

Procedure when indoors:

- Take cover under table, desks, etc.
- Stay away from windows.
- Move from under light fixtures or other suspended objects.
- Lie flat on the ground and do not move.
- Remain still until you are positive the perpetrator is gone or you are directed to move.

Procedure when outdoors:

After the incident, teachers and students must write down all details that can be remembered

Fighting or Riots:

Procedure for stopping a fight:

- If the fight begins inside the classroom and the teacher needs assistance, another child will be directed to call or carry the "red card" to the office.
- Personnel will be speak loudly and let the participants know that the behavior should stop immediately.
- Other teachers should assist if they hear or see an incident occurring.
- If students began to gather at the scene, personnel should specifically call the names of students they see and demand that they step away.
- Teachers should yell for help if they the fight persists and especially if weapons are involved.
- Once students are separated, teachers should not use further confrontational behavior by making accusations toward those who were fighting.
- Students should be removed from the area and taken as quickly as possible to the office.
- Students should be given an opportunity to cool down in a calm setting.

Procedure for handling a riot:

- All personnel are encouraged to be sensitive to the emotional climate of the campus and attempt to diffuse any possible eruption of problems.
- In the event of a riot inside the building, the fire evacuation plan will be followed to remove students from the building. Students will remain outside until the Executive Director/School Director directs them that it is safe to return.
- In the event of a riot outside of the building, the lockdown procedures will be put into place to keep students safe from harm.
- Law enforcement will be notified of the disturbance and meet with the Executive Director/School Director at a predetermined site for information.

Fire

- At least one fire drill will be held at Legacy Academy of Excellence Charter School each quarter that school is in session.
- The fire drill shall require complete evacuation of the main.
- The fire alarm will sound to notify occupants in the building that an evacuation is needed.
- In event of a power failure, a bullhorn will be used.

A fire drill evacuation plans will be posted in all rooms. All exit doors will remain unlocked from the inside and clear of obstructions at all times.

D. Recovery After the Crisis:

The Role of the Executive Director/School Director and Staff

Executive Director/School Director's Role

- Support response efforts and be available for media.
- Be visible, available, and supportive to empower staff.
- Provide direction for teachers to alter the curriculum. Specifically, consider testing, if postponement is necessary.
- When appropriate, contact family of the deceased and inform staff and students about funeral arrangements.

Counselor/Instructional Facilitator's Role

- Be available by canceling other activities.
- Locate counseling assistance by checking community resources, and system "Crisis Plan."
- Provide individual and group counseling.
- Coordinate and greet support staff members and then take them to their assigned location.
- Contact parents of affected students with suggestions for support and further referrals.
- When appropriate, follow the schedule of the deceased and visit classrooms of close friends.
- Support the faculty and provide counseling as needed.
- Keep records of affected students and provide follow-up services.
- Establish a self-referral procedure. Make referral forms available.
- Review and distribute open-ended questions to assist teachers with classroom discussion.
- When applicable, assign a counselor or responsible adult to follow the deceased student's schedule for the remainder of the day.
- Monitor grounds for students leaving the building without permission.
- Arrange routine for the masses of parents who will pick up their children early.
- Ensure that students who are closest to the victims are picked up by parents at school.
- When appropriate, notify bus drivers of the victims in order for them to adjust and be aware of student emotions.
- When appropriate, notify feeder school so they can prepare siblings and other students regarding the crisis.

Teacher's Role

- Provide accurate information to students, which may dispel rumors.
- Lead classroom discussions, when warranted, that focus on helping students to cope with loss.
- Answer questions without providing unnecessary details.
- Recognize and honor the various religious beliefs that may help the students to cope.
- Be understanding and receptive to students' expressions of various emotions.
- Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing.
- Identify students who need counseling and refer to building support personnel.
- Provide activities to reduce trauma, such as artwork, music, and writing.
- Alter the curriculum as needed.
- Discuss funeral procedures when appropriate.
- Know how to get assistance from other professionals should the need arise.

E. EMERGENCY CODES

Codes of red, gray, black, blue, green and yellow are utilized when there is an immediate danger to students and/or staff. The Emergency Management Plan will be implemented immediately when any codes are communicated. When there is no apparent, immediate danger to students or staff, an announcement may be more appropriate.

Codes Description

RED	Fire Alarm (Follow evacuation procedures)
GRAY	Tornado (conditions are favorable in/close to the watch area)
GREEN	All clear
YELLOW	A danger exists in the community- SOFT LOCKDOWN
BLUE	Serious/volatile situation exists- HARD LOCKDOWN
BLACK	Tornado has been cited and/or imminent. The local tornado sirens may/may not sound. (Follow Tornado procedures)



AACHS has expanded upon the waivers initially presented in section 2.11 WAIVERS, p. 161 in the original application. The additional information is presented in the column entitled “Thoughtful Rationale” in the chart below:

To fully implement an art education model daily with authentic assessments, high levels of student exploration and collaborative study, Academy of the Arts requires autonomy in specific areas to meet the needs of students, while holding true to its innovative design model. In accordance with Tennessee Charter law, §49-13-111, AACHS is requesting the following waivers so that we may offer a high-quality core instructional program while allowing students the necessary time to train, practice and study in their selected performing art major each day:

T.C.A. Citation	Description of Statute	Proposed Replacement, Policy or Practice	How Waiver Will Increase Student Achievement	<u>Thoughtful Rationale:</u>
T.C.A. §49-3-306(a)	Licensed Personnel Salaries	We will ensure that all staff are paid appropriately, at regular intervals and in a timely manner, which will be disclosed at the start of each year. Our salary scale will be determined by facilitator experience, education level and evidence of	Our efforts will be to recruit the highest quality, mission aligned, innovative staff. Our competitive salary will be based on student achievement as well as educational level and experience.	<p><u>Flexibility to develop a salary scale will:</u></p> <ul style="list-style-type: none"> *Allow AACHS to recruit nationally & attract a diverse population of teachers from across the country. *Allow AACHS to recruit, hire & retain the most effective educators to support students. Research shows that paying teachers for their level of experience, achievement gains & education results in: <ul style="list-style-type: none"> -Improved teacher retention -Gains in student performance -Increases likelihood of hiring

		effectiveness based on observation ratings, TVAS and standardized tests.		teachers who earned top scores on their educator certification exams.
T.C.A. §49-5-503	Tenure	Academy of the Arts will contract facilitators and staff through at “at-will” status with the school.	To maximize student achievement and ensure all aspects of our art education model is implemented daily with fidelity, we require more demand over staffing infrastructure to retain, recruit and support the most effective talent.	<u>Flexibility to establish an “at will” agreement will allow AACHS & staff to:</u> *Make immediate decisions regarding employment so not to compromise the instructional program for students. * Recognizing that our innovative performing art model comes with unique expectations, AACHS wants to provide employees with the opportunity to remain at the school if it truly aligns with their professional goals and capacities.
T.C.A. §49-6-2206	Use of Unapproved Books and Instructional Materials	The Executive Director in partnership with consultants from Arts Impact and facilitators within the school will determine the curriculum necessary for each year, which may include textbooks not listed on approved instructional materials lists. Our leadership team will ensure that all materials used are in full alignment with TAS and students will participate in the state mandated assessments annually.	AACHS instructional approach is non-traditional. The personalized curriculum that we will create upon approval requires the autonomy to identify and purchase materials aligned to our creative art approach. To ensure that we prepare students for college and career within an art infused academic program, we require high amount of flexibility in our curriculum and instructional materials.	<u>Flexibility to use a variety of instructional materials & books will:</u> *Allow AACHS to offer books/materials directly connected to student interests. *Allow AACHS to research, select & utilize books/materials that are culturally relevant to the student population served. *Allow AACHS to commit to contracts secured with Arts Impact to develop a personalized, arts infused curriculum. *Allow AACHS to design authentic student assessments. *Allow AACHS to use materials and readings specifically aligned to the art courses offered.
T.C.A. §49-6-4002	Formulation & Administration of Behavior & Discipline	Under the direction of the Executive Director, Director of Operations, and Director of Specialized Services, Academy of the Arts will develop and implement a disciplinary policy	To implement an art education model that is heavily dependent on student and staff collaboration and interaction, we will implement non-traditional restorative approaches to uniquely develop our	<u>Flexibility to develop behavior & discipline policies/procedures will:</u> *Allow AACHS to implement and become a “School Wide Positive Behavior Intervention & Support” (PBIS) School. *Allow AACHS to implement and utilize our restorative justice practices and approaches that align

		that is fair, restorative in nature and meets the needs of all students to create a positive learning environment within our school community. Our disciplinary policy will ensure that there is no discrimination by race, gender, religion, disability or any other demographic factor.	positive culture and climate. In doing so, we require the autonomy to develop fair discipline policies and procedures in alignment with our core values and mission. We understand that behavior and academics are parallel and will heavily invest in the character development of our students.	with our mission, vision & core values. *Allow AACHS to partner with students and families to develop behaviors policies and procedures hat align with the mission, vision & core values of the school.
T.C.A. §49-6-3004	School Term	Our school calendar includes 15 professional development in the summer for staff, 4 data days, 18 half days for professional development days.	The capacity to facilitate professional development consistently throughout the year will be critical to upholding the effectiveness of our performing art design model.	<u>Flexibility to develop a professional development schedule will:</u> *Allow AACHS to meet with staff regularly to look at not only academic data, but also performing art data as relevant to the schools’ model. *Allow AACHS to build specific professional development time into the annual schedule that allows for the professional training provided by Arts Impact to occur while not compromising the required PD time to meet Tennessee’s required professional development requirements. * Allow AACHS the opportunity
T.C.A. §49-3-311	Capital Outlay	Academy of the Arts will ensure that the building we secure is ADA compliant and up to all safety code requirements. We are pursuing 3 facilities within our target community. There are church facilities that have offered their location for use and 1 commercial property which is available.	The capacity to make our own decision regarding a school facility gives AACHS the ability to find locations that align with our financial projections as well as the needs of our academic and art programs. This flexibility will help us ensure that we identify a school conducive to the work students are expected to produce	<u>Flexibility to secure a school facility within Fayette County will:</u> * Allow AACHS to rent, purchase or build a school facility that meets the requirements of the performing arts components of our model. Examples of non-traditional school areas that AACHS would need in a school facility are dance studios and music/recording studios.

			creatively through our art program	
T.C.A. §49-5-408,409	Tenure: Evaluations Contracts & Employment Termination	Academy of the Arts ability to recruit and hire staff fully invested in the mission and committed to implementing an authentic art education model will greatly impact our success. It is critical to the success of our core content and art education programs that we are able to design hiring, pay, promotion, benefits and evaluation systems that are aligned to our goals and vision. Facilitators will be assessed based on their performance. Facilitators and staff who retain the required levels of performance as outlined in their contracts will be offered another contract.	A component of our success will be the ability to attract, hire and retain staff that are committed to art education and have a passion for educating our youth. In order to provide staff with the motivation necessary to get the job done, it is essential that AACHS is able to design hiring benefits and a promotion and evaluation system aligned to our mission and goals.	<u>Flexibility to develop contracts and evaluation criteria will:</u> *Allow AACHS to use evaluation tools for staff that are inclusive of the goals and standards outlined in our performing art program. *Allow AACHS to develop teacher and staff contracts that center around the mission, vision and core values of the school to ensure alignment between the hiring of staff and the educational goals the school is designed to meet.
T.C.A. §49-5-101(a)	Basic requirements	Academy of the Arts would like to be able to recruit the most qualified candidates nationally to fulfill our mission. Teacher effectiveness has the greatest impact on student achievement. The ability to hire staff in full alignment with our mission, vision and goals will lead to greater student achievement through	AACHS's goal is to recruit the most qualified candidates around the country to manage and run the school daily.	<u>Flexibility to recruit and hire educators and individuals who are a good fit for the performing art model will:</u> *Allow AACHS to bring on board individuals who have the talent and skills aligned to the performing arts, specifically in dance, music, theater, fashion design and music to teach students. *Allow AACHS to recruit teaching staff from art programs and not exclusively teacher preparation programs. *Allow AACHS to utilize the teaching staff that will be provided by Arts Impact, the proposed art

		our arts education model.		education curriculum consultants, to work with students
T.C.A. §49-6-2106	Approval of Bus Routes	We want to ensure that students are not prevented from attending our school due to the lack of a bus route. Academy of the Arts intends to use bus routes to ensure we are able to enroll students who have strong interest and desire to study the performing arts.	Expanding the capability to bus students based on their desire to attend AACHS will give more students access to our art education model, which research supports improves academic performance as well as social skills.	<u>Flexibility to create and utilize bus routes within Fayette County will:</u> *Allow AACHS to recruit students equally from within the entire county. *Allow AACHS to provide an equitable transportation system & opportunity for any student who enrolls and is accepted into the school.
State Board of Ed. Rule/Policy	Description of Rule/Policy	Proposed Replacement Rule, Policy or Practice	How this waiver will increase student achievement	
0520-01-02-02	Salary Schedule	Academy of the Arts will create a system determining salary and bonuses of facilitators and staff based on experience, education level, and student achievement.	Student preparation for college and career are our priorities. We commit to hiring based on effectiveness and ensuring that the highest quality individuals who are mission aligned hold positions within our school.	<u>Flexibility to develop a salary scale will:</u> *Allow AACHS to recruit nationally & attract a diverse population of teachers from across the country. *Allow AACHS to recruit, hire & retain the most effective educators to support students. Research shows that paying teachers for their level of experience, achievement gains & education results in: -Improved teacher retention -Gains in student performance -Increases likelihood of hiring teachers who earned top scores on their educator certification exams.
0520-01-03.02(1)(b)2(i)	Length of Day for Students	We request to waive section (b)2(i) under the Length of School Day for Students, which states that “early dismissals shall not exceed the equivalent of 13 days and shall not exceed 3.5 hours in any week. We detail in our academic calendar and weekly schedule early dismissal days every	To consistently and effectively provide teachers with the skills they need to deliver effective and personalized instruction to students we provide 2.5 hours of professional development to staff bi-weekly. This flexibility will allow for ongoing PD of all staff.	<u>Flexibility to determine the length of the school day will:</u> *Allow AACHS to design the daily courses and activities of the instructional program to be fully inclusive of our unique performing art model. *Allow AACHS to strategically include professional development and data days into our calendar year in a way that teachers are provided with frequent and consistent training opportunities and collaborative sessions to work together.

		other Friday at 12 for students.		
0520-1-2-03(6)	Licensed Principals	Academy of the Arts would like to be able to recruit the most qualified candidates nationally to fulfill our mission. Teacher effectiveness has the greatest impact on student achievement. The ability to hire staff in full alignment with our mission, vision and goals will lead to greater student achievement through our arts education model.	AACHS's goal is to recruit the most qualified candidates around the country to manage and run the school daily.	<u>Flexibility to recruit and hire educators and individuals who are a good fit for the performing art model will:</u> *Allow AACHS to bring on board individuals who have the talent and skills aligned to the performing arts, specifically in dance, music, theater, fashion design and music to teach students. *Allow AACHS to recruit teaching staff from art programs and not exclusively teacher preparation programs. *Allow AACHS to utilize the teaching staff that will be provided by Arts Impact, the proposed art education curriculum consultants, to work with students.
0520-1-3-07(1)	Library Information Personnel	AACHS will not have a library information specialist. Instead we will have leveled classroom libraries with facilitators managing the use of each space.	All classes at AACHS will be required to build and sustain classroom libraries in their space for student access daily. Students will have continued access to local libraries as well.	



As presented in the original application in section 1.4 ACADEMIC PERFORMANCE STANDARDS p. 39 – 41, all of the goals are outlined with specific measurements for projected achievement gains listing the **ABSOLUTE MEASURE, COMPARATIVE MEASURE & GROWTH MEASURES:**

Table 1.4 (a) – AACHS Academic and Organizational Goals

Academy of the Arts ACADEMIC and ORGANIZATIONAL GOALS	
Goal 1: Students will be proficient in English Language Arts	
Absolute Measure	<ul style="list-style-type: none"> ● At least 50% of students who attend AACHS in 9th and 10th grade will score proficient or above on the English II EOC assessment at the end of 10th grade ● At least 50% of students who have attended AACHS for at least 2 consecutive years will show at least one year of growth as measured by STAR Math benchmark
Comparative Measure	In each testing year, students who have attended AACCS for 2 or 3 consecutive years will achieve proficient or above at a rate of 5-10 percentage points higher than the district average on the English EOC assessments.

Growth Measure	In a cohort analysis of longitudinal growth, the average annual percentile increases among AACHS students on the Reading Measures of Academic Progress (MAP) will average a minimum of 5 percentile points until the average score is 70.
Goal 2: Students will be proficient in Math	
Absolute Measure	<ul style="list-style-type: none"> At least 50% of students who attend AACHS in 9th, 10th & 11th grade will score proficient or above on the Integrated Math III EOC at the end of 11th grade At least 60% of students who have attended AACHS for at least 2 consecutive years will show at least one year of growth as measured by STAR Math benchmark
Comparative Measure	In each testing year, students who have attended AACHS for 2 or 3 consecutive years will achieve proficient or above at a rate of 5-10 percentage points higher than the district average on the Math EOC assessments.
Growth Measure	In a cohort analysis of longitudinal growth, the average annual percentile increases among AACHS students on the Math Measures of Academic Progress (MAP) will average a minimum of 5 percentile points until the average score is 70.
Goal 3: AACHS will have a 100% high school graduation rate	
Absolute Measure	Every 12 th grade student who attended Academy of the Arts for 4 consecutive years will graduate on time and in good academic standing. earn the Tennessee required credits class will demonstrate a 100% graduation rate from Academy of the Arts
Comparative Measure	In each graduating class, (beginning in 2026), students who have attended AACHS for 4 consecutive years will receive at least 1 acceptance letter to a college or university. Then college and university acceptance rate of AACHS students will be 2-4 percentile points higher than the district college acceptance rate.
Growth Measure	In an annual analysis among each graduating cohort, 100% of seniors who attend AACHS for 4 consecutive years will graduate on time.
Goal 4: AACHS will have a 100% student college acceptance rate	
Absolute Measure	Every 12 th grade student who attends Academy of the Arts for 4 consecutive years will earn at least 1 acceptance letter into a college or university. With support of our guidance counselor, every 11 th grade student will be required to apply to 3 colleges or universities during their junior year. In alignment with our mission to prepare students for success in college and career, we will ensure that all students have secured the option to attend a college or university after graduation, even if they choose an alternative pathway.
Comparative Measure	In each graduating class, (beginning in 2026), students who have attended AACHS for 4 consecutive years will earn a high school diploma from AACHS. The graduation rate will be 2-4 percentile points higher than the district high school graduation rate.
Growth Measure	In an annual analysis among each graduating cohort, 100% of seniors who attend AACHS for 4 consecutive years will receive at least 1 acceptance letter to a college or university.
Goal 5: AACHS will maintain good standing under TN ESSA accountability system	

Absolute Measure	AACHS will never be identified as a “priority school” or meet the criteria of an “at risk” school as determined by the state’s ESSA accountability system. ¹²
Goal 6: AACHS will be fully enrolled with high levels of attendance and reenrollment rates	
Absolute Measure	<ul style="list-style-type: none"> ● 85% of students who begin the school year at AACHS will remain in the school throughout the academic year ● 90% of students will re-enroll each year (with the exception of geographic location) ● AACHS will maintain a 95% or higher average daily attendance ● AACHS will meet projected enrollment numbers and maintain this enrollment throughout the year.
Goal 7: Parents and students will demonstrate satisfaction with the art & academic program	
Absolute Measure	<ul style="list-style-type: none"> ● 90% of families who complete the annual parent satisfaction survey will be satisfied or very satisfied with AACHS ● 85% of students will indicate they are satisfied or very satisfied with AACHS on annual survey ● 80%-85% completion rate on family surveys annually ● 100% completion rate on student survey’s annually
Goal 8: AACHS will maintain high levels of staff retention and satisfaction	
Absolute Measure	<ul style="list-style-type: none"> ● 90% of facilitators and staff will agree or strongly agree that AACHS is an innovative, warm and collaborative professional learning environment on the annual survey ● 80% facilitator and staff retention rate annually in years 1-3; 85% facilitator and staff retention rate annually in years 4-6; 90% facilitator and staff retention rate annually in years 7 on.
Goal 9: The Board and Directors will provide effective and sound oversight of the school	
Absolute Measure	<ul style="list-style-type: none"> ● The Board will conduct a formal annual review of the Executive Director ● The Board will conduct an annual self-evaluation to measure effectiveness ● The Board will conduct a formal annual review of bylaws and policies ● The Board will conduct an annual review of organizational strengths and weaknesses
Goal 9: Art Education Goal	
Absolute Measure	<ul style="list-style-type: none"> ● Students at AACHS will earn state, local or national recognition annually for their innovative art products.



As presented in the original application section 1.4 ACADEMIC PERFORMANCE STANDARDS, subsection D, p. 42-43, AACHS’s RTII model is defined:

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

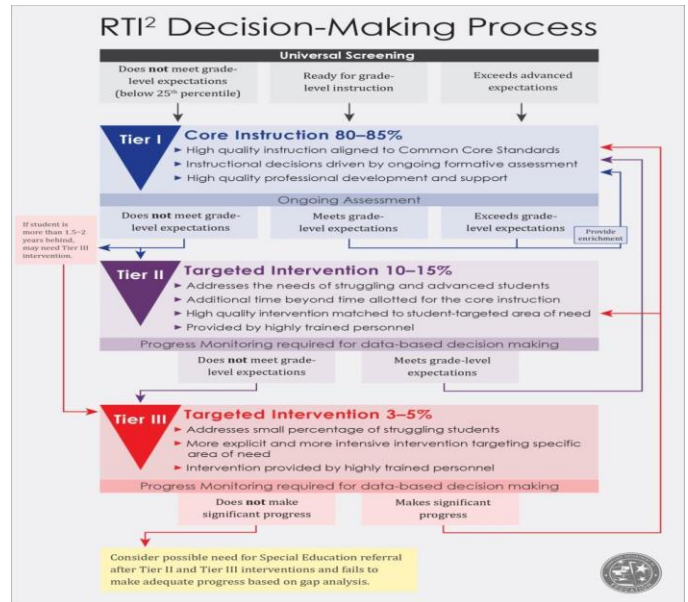
¹² https://www.tn.gov/content/dam/tn/education/documents/ESSA_school_accountability_fact_sheet.pdf

In alignment with Tennessee’s RTI² Implementation policies and procedures, we will administer the NWEA MAP to 9-12 grade students three times per year (Fall, Winter, Spring). We will use a triangulation of data to determine Tier groups for RTI² placement and use benchmark results to compare data for placement of our students in the RTI² model. We will review the benchmark data within one week of administration; students performing at or below the 24th percentile in one or more area will then receive further assessment so that we can determine the Instructional Level in which to deliver interventions and monitor progress. The school will establish an RTI² Team composed of RTI² Coordinator, the Executive Director, Director of Specialized Services, Guidance Counselor, Principal (when hired) and classroom teachers. We will follow all guidelines outlined in the RTI² District Implementation Guide to accelerate student growth through targeted support.

Academy of the Arts Charter High School will be proactive and aggressive in regards to early identification and consistent support of students in need of remediation or a personalized response to intervention. AACHS will take the following approach to support all students who are underperforming and need additional approaches to reach academic proficiency. AACHS is prepared to implement the following structures for RTII:

Early Identification: In an effort to detect and support underperforming students at the first sign, facilitators and leadership team members will review all incoming student performance data to identify students who are not on their appropriate Math and ELA grade level. Students who are 2 or more grade levels behind based on 8th grade ACT results, benchmark data and student report card grades will automatically be enrolled into a “skill build” course for Math, ELA or both dependent upon their academic need.

*General screening information from the previous year’s summative assessment will also be used to identify students who did not meet or who only just met grade-level performance benchmarks. Through this process the RTII team can determine approximately how many students will require intervention the following school year. This data will be confirmed by a benchmark test administered at the beginning of the next school year to all students.



Skill Build Remediation Courses: The “skill build” courses are remediation courses designed to give students those critical Math and ELA skills to be successful in general education high school courses. “Skill Build” courses are not meant to be permanent assignments and students will have the ability to show mastery of grade level content and test out of a “skill build” course each marking period. Course content will be developed and personalized to student needs based on benchmark and diagnostic data.

RTII Referral Process: Student performance data (such as homework, attendance, classwork, formative and summative assessments) will be analyzed weekly by facilitators during their PLC block. This will be a facilitator’s continuous formal opportunity to highlight students who are not meeting grade level standards or mastering content. PLC will be used to discuss and determine a plan of action for remediation and intervention to address deficit in student learning weekly and turn around for full implementation the following week. When necessary, AACHS will use Star test item banks and software to test as often as weekly, for short term progress monitoring.

*As stated in the original application in section 1.9, subsection B, p. 85

- ✓ **RTII/MTSS Decision Making Process** – At Academy of the Arts, we will use the Response to Intervention (RTII) Framework to serve as a guide for our tiered support for ALL students, and we fully embrace the guiding principles of the RTII Framework in Tennessee that emphasize the importance of leadership in implementing the framework; a culture of collaboration that includes educators, families and the

community focused the achievement of both struggling and advancing students; and a data-driven focus on prevention and early intervention.

Our program is fully aligned to the RTII Decision-Making Framework presented here for ease of reference. Per this framework, our goal is to meet the needs of 80-85% of AACHS students through our rigorous, differentiated Tier I instruction; to meet the needs of 10-15% of AACHS students in our Tier II targeted interventions; and to meet the needs of 3-5% of AACHS students through more intensive Tier III targeted interventions.

As stated in the original application in section 1.7 ASSESSMENTS, subsection C, p.77-79, student progress monitoring is addressed:

(c) Collect and Analyze Student Academic Data:

Academy of the Arts Charter High School, the leadership team, facilitators and students will have a shared sense of responsibility when it comes to collecting and analyzing student academic data. The results from universal screeners, benchmark assessment, formative and summative assessments will be analyzed collaboratively each week by facilitators during their Professional Learning Communities (PLC’s), where the team of teachers use the data to adjust their lesson plans, approach and remediation strategies. In alignment with our mission to provide students with the academic skills to succeed in college and career, the following systems and procedures described in **Table 1.7 (c)** will be implemented to ensure consistent and transparent reflection and analyzation of student performance data:

Table 1.7 (c) – *Collecting and analyzing academic data*

	Diagnostic	Benchmark	Formative Assessments	Summative Assessments
Collect	Instant student results populated and summarized through STAR online portal for facilitators to access	Instant student results populated and summarized through STAR online portal every 4-6 weeks for facilitators to access	Facilitators will bring samples of their customized assessments (exit tickets, quizzes, etc.) to weekly PLC meetings; post student work samples in classroom space	Facilitators will bring samples of their customized end of unit assessments to weekly PLC meetings
Analyze	Data Team, Facilitators, Leadership Team will review individual student academic performance and growth measures based on STAR data	Leadership Team will analyze data to report summary findings and support, coach develop teachers. Facilitators will analyze data and determine/re-adjust Tier II & III groups.	PLC leads and facilitators will analyze results to reteach lessons, create interventions and address skills not mastered.	PLC leads and facilitators will analyze results to reteach lessons, create interventions and address skills not mastered.

-Professional Learning Communities (PLC) – Each week, facilitators will have protected time in their schedule where they will meet in their PLC’s collaboratively. During this block of time, facilitators will be required to examine current student work, benchmark assessments and/or formative and summative assessments they have administered. Each PLC lead will determine what data point is brought to the meeting to be analyzed. PLC’s will

have a normed template to use where they will document the data point they are examining, the trends in student learning they pulled from this data and their targeted next step to address the trend. All facilitators will be required to document how they progress monitored each week as well as the results from this monitoring. PLC leads will provide the Executive Director with a copy of the team conversation and decisions and this data will be shared with the leadership team. This weekly system of collaboration among facilitators around a targeted student data point will allow AACHS to provide the appropriate instruction to all students, make adjustments quickly throughout the year to support students individual learning needs and consistently analyze student performance for school-wide goal alignment and adjustment if needed.

-Leadership Team Meetings – Every week the leadership team will meet to review school-wide academic and cultural data to ensure adequate progression towards AACHS goals. The leadership team will consist of the Executive Director, Director of Specialized Services, Director of Operations, and Assistant Principal of Instruction (year 3/ongoing). During these weekly meetings, the team will review and analyze data points such as benchmark results, student attendance, and progress monitoring data submitted by PLC Leads. This data analysis and review meeting with AACHS leaders will help to determine the professional development needs of the staff and intervention resources needed for students, while keeping a steady pulse on Academy of the Arts trajectory to meeting school-wide goals.

-Data Days/Professional Development Days – To maintain consistent and structured time to reflect on instructional practices and effectiveness, Academy of the Arts will hold monthly data days with all staff to analyze data and make informed decisions around next steps as a school. It is important to stop and look at the student academic performance every 3-4 weeks as a whole school community so that we can see the collective efforts of our work, conduct gap analysis of student achievement and recalibrate our instructional plans to help students demonstrate adequate yearly growth. Data days will be facilitated by various school leaders, PLC leads, outside trainers and consultants depending upon the topic and the expertise needed to guide the conversation. During data days, we will look at snapshots of our school-wide data from STAR Math and Reading evaluations, attendance and culture data from our SIS student information system, benchmark results and student report card grades when available

-Monthly Board Review – The Academic Committee on our Governing Board will be presented with school-wide data such as STAR Reading and Math benchmark data and STAR Universal Screening results each month. The committee will be tasked with reviewing this data and recommending corrective actions if student performance shows consistent underperformance toward any goals. The committee chair will lead the discussion with the Board of Directors in reviewing the monthly school achievement data.

As stated in the original application in section 1.4 ACADEMIC PERFORMANCE STANDARDS, subsection C, p 42, the corrective action plan is described as follows:

(c) Corrective Action Plans if the School Falls Below State, District and/or its own Academic Achievement Goals:

If Academy of the Arts should fail to meet our annual goals and falls below district and state academic expectations, the following corrective action steps will occur:

✓ **Board Corrective Action Plan:**

- The Board will work to develop a corrective action plan for the school and hold the Executive Director accountable for completing all steps identified in the plan. Once the corrective action plan is developed and reviewed with the Executive Director, the ED will meet with the leadership team to discuss the team roles, responsibilities and timeframe for all deliverables set forth in the plan. To ensure the corrective action plan is being implemented with fidelity, the Executive Director and the Board Chair will meet monthly to review progress towards newly identified goals. Progress made will be formally presented monthly during Board meetings. Should there be no significant progress made within 2 months of implementation of the corrective action plan, the

Board will meet bi-weekly with the Executive Director to progress monitor and evaluate steps taken to set the school on the appropriate courses.

✓ **Follow on Support:**

- As a “High Tech High – New School Creation” fellow, the proposed Executive Director would leverage the support of the HTH experts in the education field. As a direct support, HTH would be utilized as a consultant to observe and analyze the current standing of Academy of the Arts and lend their educational expertise to support the leadership team through the corrective action plan process. They would be called to come on site and observe, evaluate, give feedback, lead professional development, analyze data, and help to determine immediate next steps.

✓ **Authorizer Requirements** – In addition to the corrective action plan determined by the Board of Directors, AACHS will follow any authorizer requirements for taking corrective action.



AACHS believes in establishing and maintaining a positive school culture that is a safe and joyous space for learning to occur. Our beliefs are supported by our 5 core values of *Empowerment, Innovation, Diversity, Resiliency & Community* and rooted in our restorative practices that include: Morning Meeting; “Pick Me Ups”; Peer Mediation; Restorative Justice Circles and; Social & Emotional (SEL) Curriculum.

In addition to these Tier 1, or universal supports, AACHS will establish itself as a PBIS School upon charter authorization and implement School-Wide Positive Behavior Supports, which will be determined by the founding leadership team during the planning year. School-wide Positive Behavioral Interventions and Supports (SW-PBIS) is an evidence based, multi-tiered framework designed to support all students across all school settings.

As a fully established and official PBIS school, AACHS will implement a behavioral system with clear rewards, incentives, consequences and interventions that support all Tier 1 (universal), Tier 2 (targeted) and Tier 3 (intensive) students as well as all special populations. *AACHS will always first follow behavior plans outlined in students IEP to ensure needs are met through their individualized program. Examples of interventions that will be used as part of the behavioral system for students with special needs are:

Check In Check Out:

Check In Check Out (CICO: Crone Horner & Hawken, 2010) The CI/CO card is for students who are engaging in more intense “at risk” behaviors that result in an office discipline referral (i.e. skipping class, repeated class disruptions, repeated latenesses, etc.). CI/CO is a system for maintaining a daily behavioral report card to prompt students of the school-wide expectations and provides a schedule for recruiting teacher feedback. Students begin their day checking in with a positive, supportive adult. Throughout the day they receive positive, written feedback from their classroom teachers, contingent on demonstration of school-wide expectations. The CI/CO card concurrently functions to remind teachers to “catch” students engaging in positive behaviors and provide feedback acknowledging the positive behavior.

Check & Connect

Check & Connect is an intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue, through weekly meetings to review school progress, for students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school. Due the individualized nature of the intervention, it is aligned more with Tier 3 level of support.



AACHS believes in establishing a safe and positive school culture so that all students can achieve academically! To ensure the continued safety of students and staff, AACHS will adopt an “Ant-Bullying” policy such as below upon charter authorization:

“Anti-Bullying Policy”

Bullying is prohibited:

1. During any school-sponsored or school-sanctioned program or activity;
2. In school, on school property, on school buses or other AACHS provided transportation, and at designated locations for students to wait for buses;
3. Through the transmission of information via electronic communication from an AACHS computer or computer network, or other electronic school equipment;
4. When the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require AACHS to staff or monitor any non-school-related activity, function, or program;

Definitions:

“Bullying,” including “cyberbullying,” means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically (i.e., cyberbullying), directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

1. Placing the student in reasonable fear of harm to the student’s person or property;
2. Causing a substantially detrimental effect on the student’s physical or mental health;
3. Substantially interfering with the student’s academic performance; or
4. Substantially interfering with the student’s ability to participate in or benefit from the services activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyberbullying, harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

“Cyberbullying” means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

Reporting:

If a student believes they or a peer has been the victim of bullying, they should report the situation to an advisor, teacher, or school administrator. Parents should report the situation directly to the Principal or the Guidance Counselor. Anonymous reports are also accepted. No disciplinary action will be taken solely on the basis of an anonymous report that has not been substantiated in the course of an investigation. Students and parents/guardians should also report violations of the bullying policy to school personnel.

Investigation:

When a report is received, school personnel will collaborate with parents and students to agree upon a course of action and will work as quickly as is possible to ensure the safety of students, gather information, and clarify facts.

School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying. Appropriate school personnel will be involved, as needed. Consistent with AACHS policy on student privacy, school personnel will provide parents and students involved in the bullying incident with information about the investigation and an opportunity to meet with the Principal or other administrator to discuss the investigation, the findings, and the actions taken to address any bullying that is found to have occurred.

Interventions may be provided, as needed, to the parties involved in the bullying, including but not limited to school social worker services, restorative measures, counseling, and others.

No Retaliation:

Reprisal or retaliation against any person who reports an act of bullying is a violation of AACHS’s policy and will be treated as bullying for purposes of determining interventions and consequences according to this Policy. A student will not be punished for reporting bullying or supplying information, even if AACHS’s investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

Consequences:

If a student is determined to have engaged in bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student’s age and past behavior, and the circumstances surrounding the events. Disciplinary actions may include a series of graduated consequences and, in severe cases, suspension. Disciplinary actions will be thoughtfully taken in an attempt to promote student safety and well-being, change and improve behavior, and uphold the school’s Mission, Philosophy, and Core Values.

Regarding rude, mean, or bullying behaviors exhibited outside of school and among AACHS students, teachers and administrators may get involved if students’ actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully with students and parents to determine the best course of action.

Policy Evaluation:

The Principal shall assist the Board of Trustees with its evaluation and assessment of the policy’s outcomes and effectiveness. This process shall include, but is not limited to, factors such as:

1. The frequency of victimization.
2. Student, staff, and family observations of safety at a school.
3. Identification of areas of a school where bullying occurs.
4. The types of bullying being utilized.
5. Bystander intervention or participation.



To ensure the safety of students and staff during arrival and dismissal specifically as well as throughout the course of the school day, AACHS will implement the following safety procedures:

ARRIVAL/DISMISSAL SAFETY PLAN:

- ✓ AACHS will ensure student safety from the parking lot to the front door of the school building in any location we secure.
- ✓ At the identified parent drop off/pick up location, an AACHS assigned staff member will open and close car doors for students as they exit ensuring they walk safely to the sidewalk.
- ✓ Traffic patterns in this area will be directed “one way” to limit the amount of vehicles driving by as students are dropped off in the morning and picked up in the afternoon.
- ✓ Traffic patterns will be designed so that no student has to walk in front of a moving car.

- ✓ Staff will be assigned arrival and dismissal locations to manage and support students walking to school, exiting or entering school buses or exiting or entering a car.
- ✓ Safety equipment and signage will be purchased and placed appropriately around the school facility (whether it is a purchased building or rented space) to ensure clear direction is visible for students, staff and community members to follow. Orange cones outlining traffic patterns to walk and drive through will be placed around the school facility; barricades will be placed strategically in the street to outline traffic patterns for busses and cars to follow as necessary; restriction to parking areas will be implemented to ensure students have safe spaces to walk through during arrival and dismissal.

SECURITY MEASURES:

- ✓ AACHS will ensure there are limited access points in the facility we secure.
- ✓ AACHS will implement a 2-step entry process at our main entrance.
- ✓ Check in will be verified at main entrance by individuals first verbally identifying themselves through a monitor and showing ID before being granted access into the building.
- ✓ Upon entry, ID will be checked and verified by AACHS staff member. Once confirmed, person will be granted access to the building.
- ✓ AACHS will implement magnetic locks and swipe access control system at our main entrance, which will be our primary entrance in any facility secured.
- ✓ Main entrance will serve as the mandatory, one point of access for everyone entering the school.
- ✓ AACHS will secure a contract with a company such as “Protect CO.” to provide our security needs such as access point cameras, fob access points and magnetic locks.
- ✓ If AACHS secures a space that is co-occupied, we will restrict access into ½ of the building and lock the other side out so that our students and staff remain on the designated side of the facility. All doors will be able to be used as an “Exit” in emergency purposes, but will be locked from the outside to prevent individuals not associated with AACHS to enter our school facility.
- ✓ Safety measures will be revised, added and adjusted on a regular basis to keep our student and staff at AACHS.

[REDACTED]

AACHS is not privy to and does not have access to Fayette County School Districts annual budget, and therefore cannot provide data relative to any impact regarding the school districts’ financial conditions. However, upon authorization by FCBE, Academy of the Arts Charter High School would operate as a public school that is a part of and fully inclusive of Fayette County School District. As stated on the Tennessee Department of Education website, funding for students in public charter schools and non-chartered public schools follows the child to the entity they attend. As an authorized charter school by FCBE, the funding for any and all students who attend AACHS would remain within the Fayette County School District.

The purpose to create and establish AACHS in Fayette County is to bring a unique educational model to students that would help to address the achievement gap in the county and offer an additional school option for student’s secondary needs. AACHS aims to attract not only students who are interested in exploring the arts, but also children in the “home school” community whose families are open to additional educational models. Authorization of AACHS also has the potential to increase student enrollment within Fayette County School District and retain students who would select Fayette Academy for high school since a performing art public high school does not currently exist in Fayette County School District. The authorization of AACHS in Fayette County School District has the potential to grow student enrollment and redirect funding back into the public school’s system within the county. The authorization of AACHS would also bring employment opportunities to Fayette County.

[REDACTED]

At AACHS, the development of the curriculum starts with the Tennessee Academic Standards (TAS). AACHS recognizes that the TAS are the standards all students must master and agree they are the right standards to use.

AACHS CURRICULUM DEVELOPMENT PROCESS:

- ✓ Start with TAS
- ✓ Define priority objectives to help students achieve mastery of the standards
- ✓ Develop scope and sequence over course of a year that is inclusive of TAS and prioritized objectives
- ✓ Identify content that is rigorous and engaging for students and aligned to state/ local assessments
- ✓ Design authentic student assessments that allows students to demonstrate mastery of standards

AACHS CURRICULUM DEVELOPMENT STEPS:

With a unique instructional performing arts model, such that AACHS is proposing, there are clear areas that will be designed, developed and constructed during the planning year in collaboration with leadership team members and various consultants. In partnership with Arts Impact, leadership team members and the educational committee chair on AACHS's founding Board of Directors, the following steps will be taken to develop the curriculum, as also described in the original application in section 1.3 ACADEMIC FOCUS, subsection E, p. 34-45:

(e). Curriculum and Basic Learning Environment:

Academy of the Arts curriculum and course offerings have been strategically designed to meet the unique needs of students coming to our school with various and diverse backgrounds and experiences. AACHS will implement the following steps to develop our curriculum:

- **STEP 1 – Develop Curriculum Maps:** During the planning year, the proposed School Leader will develop subject specific curriculum maps, aligned to the appropriate standards based on the Tennessee Academic Standards (TAS). This work will be informed by the School Leader's experience in curriculum development and resources from existing high performing schools serving similar populations, such as Charter Tech High and The Philadelphia High School for the Creative and Performing Arts, as well as commercial curricular materials.
- **STEP 2 - Develop Scope and Sequence:** Academy of the Arts believes that facilitators have a critical role to play in curriculum development, but also know that relying on teachers to develop the entire curriculum while also building a school is not an efficient or sustainable approach. To achieve the right balance and ensure investment in our highly skilled teachers, AACHS approach is to provide teachers with clear curricular guidance and then provide them with the time and support to build on the guides and develop classroom level implementation. Specifically, for each of the first four years, we plan to provide teachers with a clear curriculum guide for each new course that includes a standards-based scope and sequence, and instructional strategies, assessments, and resources for each unit.
 - These standards-based guides will give teachers the 'what' in their lessons and the map for the year so that there is transparency with regard to what students should know and be able to do when they are promoted from each grade level.
 - These guides will allow teachers to focus their instructional planning on daily and weekly instruction within each unit.
- **STEP 3 – Facilitators Design Lesson Plans & Authentic Student Assessments:** During summer professional development prior to opening, teachers will begin to own the curriculum by building on the guides and working individually and in teams with the School Leader (the Principal in subsequent years) to develop classroom level assessments, units, and daily/weekly plans. In the following years, i.e., during the second year when the 9th grade ELA teacher is teaching the course again, teachers will have more skills and experience to refine and revise the course curriculum as needed.

Weekly and daily plans, based on the guides will be developed using the approach outlined in *Understanding by Design* by Wiggins and McTighe. Utilizing this process to design units of instruction and assessments focuses learning on developing a deeper understanding of the important concepts in each subject area. The backward design process involves planning in four steps that focus on the following questions:

- Step 1: Identify desired results. What is worthy of or requires student understanding?
- Step 2: Determine acceptable assessment evidence. How will you know if students have reached the goals?
- Step 3: Identify specific daily objectives and potential misunderstanding. What learning experiences and teaching methods will promote understanding, interest, and excellence? What potential misunderstandings will you encounter?
- Step 4: Sequence objectives logically and calendar the unit/week. What needs to be taught each day in order to ensure mastery of unit objectives?

AACHS expect our facilitators to spend their instructional planning time thinking deeply through the above steps, particularly Step 3, with a focus on how to reach and teach each student. To support teachers in designing differentiated learning opportunities for students, we will utilize a variety of curricular resources in each subject area as well as provide intensive initial and ongoing training to our teachers. This will allow teachers to tailor the guided and independent practice portions of the lessons to students’ Personalized Learning Profiles.

AACHS CURRICULUM DEEVLOPMENT (PROPOSED) TIMELINE:

Curriculum Development	Executive Director & Director of Operations	<ul style="list-style-type: none"> · Review curriculum and ensure alignment with TAS 11/21 · Determine Math and Literacy curriculum 12/21 · Ensure instructional program is aligned with mission/values 12/21 · Finalize all instructional staff job descriptions 11/21 · Finalize curriculum plans and timelines 12/21 · Outline benchmarks aligned with state standards and curriculum frameworks 11/21 · Develop scope and sequences for each subject 11/21 · Procure and encumber materials and textbooks 1/22 · Procure and encumber standardized testing materials 3/22 	<i>November 2021 – March 2022</i>
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AACHS ARTS INFUSED CURRCIULUM DEVELOPMENT: As described in the original application, AACHS will work collaboratively to develop, design and implement a personalized, arts infused curriculum that will be aligned to TAS. Samples of Math and ELA lesson plans from school districts who have partnered with Arts Impact to help build their art infused curriculum can be reviewed as ATTACHMENT D. In addition, a “Logic Model” from Arts Impact highlighting the supports they would provide AACHS through the design process of the arts infused curriculum can be reviewed in ATTACHMENT D. Any curricular plans developed for AACHS will be TAS aligned.

(p. 7) Partnering with “Arts Impact”, we will provide a personalized art infused curriculum to all students. The model is based on best practices in professional learning as well as standards driven arts integrated instruction. We will teach concepts-based arts infusion, in which students learn core ideas that mean the same thing in the arts as in Reading, Math or STEM. Examples of an arts infused concepts include equivalence in Visual Arts and Math, inference in Theater and English, and fractions in Dance and STEM. The arts infused concept based curriculum will offer students multiple ways to demonstrate proficiency visually, through movement and even through creative graphic designs.

(p. 19) Through a partnership with “Arts Impact”, AACHS will have a personalized and innovative arts infused curriculum designed by experts in the field. The curriculum does not currently exist and will be designed in collaboration with Arts Impact experts, the Executive Director of Schools and facilitators within the school. Since the arts infused curriculum will be designed based on our specific student needs and aligned to the Tennessee Academic Standards (TAS), we are able to more effectively implement this model and see academic results as they are aligned to targeted student needs.



To provide multiple rigorous instructional opportunities for students, AACHS will offer honors and advanced placement (AP) courses to students in grades 9-12. While the school will follow known best practices to include honors and AP courses based on student interest as well their achievement results, AACHS will initially offer the following courses and make adjustments based on schoolwide data:

GRADE:	HONORS COURSES OFFERED:	AP COURSES OFFERED:
9 TH	Math, English, Science, Social Studies	N/A
10 TH	Math, English, Science, Social Studies	N/A
11 TH	Math, English, Science, Social Studies	AP Calculus & AP English Lang & Composition & AP History
12 TH	Math, English, Science, Social Studies	AP Statistics & AP Lit & Composition

Beginning in year 1 of operation, all incoming 9th grade students will work with the guidance counselor to decide if they will be enrolled in a honors course. Determining factors of enrollment into an honors course will include performance levels on screeners, benchmark assessments, overall GPA and general interest in enrolling in an advanced level course. Should AACHS have low enrollment into an honors course offered, the school will utilize “Odysseyware”, which is an online virtual learning platform that allows districts with low enrollment in courses (or may not have a teacher on staff for a specific course) to offer the course through instruction with certified teachers. All transfer students will have the same opportunity to meet with the guidance counselor upon enrollment into the school to determine if honors or AP courses are appropriate.

AACHS will follow all protocols and procedures outlined by CollegeBoard regarding AP courses offered at the school. AP courses will not be offered until year 3 of operation when the school receives its first 11th grade class of students.



As presented in the original application in section 1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS, subsections A, B & D p. 63 - 71, all graduation and work based learning requirements are clearly listed:

(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 11 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.

In alignment with Tennessee’s Diploma Project of 2009, Academy of the Arts will hold all students to a minimum of 22 credits to be considered for high school graduation. In accordance with Tennessee SBE Policy 2.103, students who attend Academy of the Arts shall: 1) Earn 22 prescribed credits; 2) Complete the ACT/SAT prior to graduation and; 3) Have satisfactory attendance and discipline. As a mission driven public charter school to operate in the state of Tennessee, Academy of the Arts Charter High School will adhere to the Tennessee Department of Education

graduation requirements and will include school based requirements students must meet to earn their high school diploma. **Table 1.6 (a)** reflect the credits per course students in Tennessee are required to earn in order to graduate high school:

Table 1.6 (a) – *Tennessee High School Graduation Credit Requirements*

Course	Required Credits
Math	4
English	4
Science	3
Social Studies	3
Foreign Language	2
Physical Education	1.5
Personal Finance	0.5
Fine Arts	1

AACHS will implement coursework that is fully aligned to the Tennessee Academic Standards and will use a 4.0 grade point average scale. Students will earn 1 credit for each Tennessee prescribed course completed and passed with a 70% average or higher and satisfactory attendance. As a student attending an art based school, all AACHS students will be required to complete 8 additional credits (2 per year) in their performing art area of study. A breakdown of the additional required credits per course are explained in **Table 1.6 (b)** below. Students will be required to earn a 70% average in their performing art class as well to earn full credit for participation. Students will take End of Course (EOC) examinations as required by Tennessee’s graduation policy. AACHS will ensure that students enrolled in the following classes take an EOC as required: English I, English II, English III, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, U.S. History, Biology I, and Chemistry. Academy of the Arts board policy will reflect that all EOC courses will have a weight of 15% on the student’s final average. **Table 1.6 (a)** reflects AACHS scoring scale that will be used to calculate student averages and determine if the required credits have been earned for high school graduation.

During our Summer Infusion program with incoming freshman, students will explore their interests, complete a project, and participate in a workshop where they will create a 4-year Learning Plan of focused and purposeful goal and expectations as outlined in State Board policy 2.103.¹³ This initial plan will be created with the support of our guidance counselor who will facilitate this workshop with incoming 9th grade students in the summer and it will be reviewed and updated annually with students as part of guidance counselors’ duties. This will allow AACHS to learn student’s academic and career goals so that we connect the student's academic and career goals to their school experience

In a continued effort to meet Tennessee’s graduation requirements, AACHS will inform and educate students and parents on the local, state and national assessments administered at the school and by the state. We will include all assessment policies in student and parent handbooks to ensure clarity around expectations and requirements as well as post these policies on our school website for continued access and reference. Through our service learning experiences, students will meet Tennessee’s work-based learning graduation requirements. Students at Academy of the Arts will be exposed to service learning activities through our partnership with organizations such as Junior Achievement, Memphis Brooks Museum of Art, STAX Museum and New Ballet Ensemble as well as the mandatory service learning project facilitators of core content courses are required to create each year.

In accordance with T.C.A. § 49-6-1010, which requires every candidate for graduation to have received a full year of computer education at some time during the candidate’s educational career, Academy of the Arts will offer a digital art and graphic design course to ensure students meet this requirement.

(b) Graduation Requirements:

13 <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/rulespolicies/2.103%20High%20School%20Policy%204-20-18.pdf>

According to the Tennessee Department of Education, the federal Every Student Succeeds Act (ESSA) lists the arts and music as a part of a “well-rounded” education.¹⁴ Academy of the Arts performing art model is designed to offer students a competitive academic program balanced with a unique arts education program to prepare students to succeed in college and/or career. In addition to the high school graduation requirements determined by the state of Tennessee, all students at AACHS will be required to complete additional credits in the performing art area in which they study. Tennessee graduation requirements ([SBE Policy 2.103](#)) stipulate one full credit of fine arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance, media arts, theatre, and vocal and instrumental music.¹⁵ AACHS students will be required to earn an additional 8 credits within their major over the course of 4 years. **Table 1.6 (c)** represents the total credits students will be required to graduate from Academy of the Arts by year. **Table 1.6 (d)** represents the required art credits students must earn each year and the course name by artistic major.

Table 1.6 (c) – AACHS Overall Required High School Graduation Credits

9 th Grade Credit Requirements		10 th Grade Credit Requirements		11 th Grade Credit Requirements		12 th Grade Credit Requirements	
Math	1	Math	1	Math	1	Math	1
English	1	English	1	English	1	English	1
Science	1	Science	1	Science	1	Science	0
Social Studies	1	Social Studies	1	Social Studies	1	Social Studies	0
Foreign Language	0	Foreign Language	1	Foreign Language	1	Foreign Language	0
Physical Education	1	Physical Education	0	Physical Education	.5	Physical Education	0
Personal Finance	1	Personal Finance	1	Personal Finance	1	Personal Finance	1
Fine Arts	2	Fine Arts	2	Fine Arts	2	Fine Arts	2
TOTAL	8	TOTAL	8	TOTAL	8.5	TOTAL	5

Academy of the Arts career and technical education (CTE) courses in the performing arts will afford students the option to enter the workforce in the field of dance, fashion design or film/media/theater immediately after high school graduation. Offering this CTE pathway will prepare our students with the capabilities to be workforce ready when they leave our school. Training students for 4 years daily in performing art areas such as Dance, Music, Fashion Design, Visual Art, and Film/Video/Drama will prepare them to apply and attend a post-secondary college or university. The credit requirements in AACHS art education model will prepare students to attend one of the current 68 community colleges that have an art program offering an associate degree in visual and performing art. Earning 8 credits through our arts education model also prepares to students to attend 1 of the over 100 four year colleges, such as the University of Memphis, that offer a bachelor degree in majors such as Drama, Theater and Music. The required courses outlined above in our 4-year art program will ensure readiness for students to continue their art education on the collegiate level.

Pursuant to T.C.A. § 49-6-6001, all public-school students must participate in a postsecondary readiness assessment such as the ACT or SAT.¹⁶ All students at Academy of the Arts will participate in the ACT their junior year in compliance with Tennessee’s high school graduation policy. To ensure our students are college ready and prepared for the ACT, we will provide students with skill build sessions and training by consultants with ACT. This additional support will help students reach success on this high stakes assessment to gain entrance into college should they decide to attend.

¹⁴ <https://www.tn.gov/education/state-of-the-arts--sota-.html>

¹⁵ <https://www.tn.gov/education/state-of-the-arts--sota-.html>

¹⁶ <https://www.tn.gov/education/assessment/act-sat.html>

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

Academy of the Arts mission is to educate students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and career. To ensure attainment of the entrepreneurial focus in our mission, AACHS will offer the following career opportunities and experiences for students beginning as freshman at the school:

- **CTE Pathways** = Any AACHS student majoring in Fashion Design, Film/Media/Theater and Visual Art will have the opportunity to complete coursework that will afford them a CTE certificate in one of these 3 majors upon high school graduation. Offering students' the opportunity to become certified in their potential workforce area while in high school will prepare them to attain employment at the age of 18.
- **Junior Achievement 3DE financial courses** = JA offers a 10-course financial literacy program geared towards students in grades 9-12. The courses are 1 semester in length and cover the following topics:
 1. *Equips high school students with foundational personal finance skills*
 2. *Examine financial capabilities from a business perspective, focusing on banking, economics, business planning, and risk management*
 3. *Examine financial capabilities from a business perspective, focusing on employee benefits, ethics, business investment, and international business operations*
 4. *Teaches basics of starting a business, including developing entrepreneurial abilities, identifying a business opportunity, creating a business plan, economics, and the stages of business growth*
 5. *Focus on communication skills necessary to succeed in business, including communicating up, down, and across organizations, talking about performance, and writing in a business setting*
 6. *Introduces high school students to the basic skills necessary to succeed in business such as personal skills like teamwork, innovation, decision making, and ethics. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively*
 7. *Introduces high school students to the basic skills necessary to succeed in business such as personal skills like innovation, management functions, and accounting. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively.*
 8. *Introduces high school students to marketing and some basic marketing techniques.*
 9. *Students learn about marketing in the world around them and potential careers in the field.*
- **Junior Achievement Be Entrepreneurial program** = JA *Be Entrepreneurial* is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. Students completing all three modules use Design Thinking, a problem-solving approach, to create business ideas. Students also learn to transform their ideas into concise, effective, and actionable one-page business plans. JA *Be Entrepreneurial* is part of the JA Entrepreneurship Pathway. Participating students will have the opportunity to compete in a new national virtual competition, JA Social Innovation Challenge, which provides a platform for them to share their innovative ideas for improving their communities and to compete for national honors.
- **Internships** = Through initial conversations establishing partnerships with Academy of the Arts, local organizations such as the Brooks Museum of Art, the Memphis Public Library and the Stax Museum are willing to discuss internship opportunities for students upon approval of the charter application. Internship opportunities will be reserved for students pursuing CTE certifications in Fashion Design, Dance and Film/Media/Theater. Academy of the Arts internship structure will be modeled after Big Picture Learning's "*Learning Through Interests Systems*".
- **Service Learning Opportunities** = Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade

levels.¹⁷ Through our partnerships with community organizations such as the Memphis Public Library, Stax Museum and the Brooks Museum, Academy of the Arts will coordinate thoughtful organized service learning opportunities for students including a requirement to complete 8 hours of community service at a local organization of choice by graduation. Facilitators will be required to include one service learning activity in their content class per year. In addition, our guidance counselor will create and maintain a system to organize and track student service learning hours over the course of 4 years and also offer a minimum of 3 additional service learning opportunities to ensure students complete their required hours. Studies have validated the positive effects of service-learning on at-risk students (Follman, 1998; O'Bannon, 1999).¹⁸ Through our service learning opportunities, different learning materials and instructional methods will be used, students will have access to alternative assessments and will ultimately see that learning is fun. AACHS will use this strategy as a powerful vehicle for school reform to engage at-risk students and deter them from dropping out.



Considering the unprecedented time we live in with the Covid-19 pandemic still a global threat, AACHS has looked to how schools currently in operation are addressing safety precautions within their buildings in relations to Covid - 19. AACHS will implement the following procedures should restrictions remain in place due to the Covid -19 pandemic upon authorization and opening in August 2022. AACHS will follow CDC a quarantine and isolation guidelines as well. Upon authorization, AACHS Board and leadership team would adjust the policy as best practices from current schools are continued to be observed and as the CDC provides recommendations to keep students, staff and community members safe within a school:

AACHS Covid-19 Policy:

If a student in a learning pod or a staff member assigned to a learning pod tests positive for COVID-19, the entire learning pod must begin a cautionary quarantine following the guidelines set out below. That pod will transition to virtual learning for 10 days (count includes weekend days).

Families will need to complete screener questions for their student each day before dropping their students off at the school or the bus, where students will have their temperatures checked. Students will be sent home in instances where there is concern about illness based on the screener:

Breakfast & Lunch:

- **Ventilation** - When meals begin windows will always be open with doors closed.
- **Social Distance** – Students will be seated at least 6 ft from others. Students will remain seated throughout. If an emergency arises students will put on masks before they leave their seats. Staff members will bring trash bins to students, so they won't need to leave their seats to clean-up.
- **Handwashing** – Students will sanitize hands before and after eating
- Students will eat right as they arrive.
- Staff will clean-up as students finish eating.
- Students will then put on masks and get logged into class.
- Students will eat in two shifts. Students not eating will keep masks on.
- Staff will clean-up as students finish.

Restricted Visitor Access:

Campus visitors will be limited to only those who are necessary to the school's operations. Necessary visitors include, but are not necessarily limited to, maintenance personnel, SCS and state education personnel, governing board members, delivery drivers, postal workers, and local health officials.

¹⁷ https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf

¹⁸ <https://dropoutprevention.org/effective-strategies/service-learning/>

Families will be permitted to enter only the main office area when necessary to pick up or drop off their children. All visitors are required to properly wear masks and practice distancing. If visitors show proof of full vaccination, they may be allowed on campus in a limited capacity.

Universal Face Masks:

- All students, staff, and visitors are required to wear a facemask over their nose and mouth at all times during the school day. The only exception is when eating during designated times.
- Staff may remove masks when working alone in a classroom or office.
- For students, masks are also required during arrival, dismissal, and on the bus.
- Additionally, AACHS will maintain a stock of additional PPE and classroom sanitation supplies to ensure we maintain a safe environment.

Physical Distancing:

- All staff and students are required to maintain at least six feet of distance as feasible during the school day.
- Classroom desks will be spaced six feet apart, and students should not move around classrooms, hallways, or common spaces in ways that decrease physical distancing.
 - Sometimes six feet of distancing is impractical, and in that case, staff and students will adhere to other safety measures to mitigate potential exposure to COVID-19 and other infectious diseases, limiting close contact as much as possible.
- Staff will avoid gathering in groups in hallways, classrooms, and common areas.

Handwashing & Disinfecting:

- Students will wash hands at both restroom breaks
- Student will sanitize hands after each block, before and after lunch, and upon arrival to the building

Ventilation in Classrooms:

- AACHS will follow CDC guidelines
- Windows in classrooms and hallways will be opened to allow outdoor air to flow throughout the building as weather permits.
- In areas where fresh air is limited, fans may be used to direct fresh air into those areas. HVAC systems will undergo regular maintenance.
- Air flow patterns will be analyzed throughout the day using carbon dioxide monitors, especially during the first few weeks of in-person learning. These devices allow school staff to determine if exhaled air is accumulating in confined spaces such as classrooms.

Cleaning and Sanitation:

- AACHS will follow CDC cleaning and sanitation guidelines
- Custodial staff will routinely clean all classrooms and common areas throughout the school day.
- All classrooms used for in-person learning will be disinfected daily after dismissal.
- Frequently touched surfaces such as desks, doorknobs, light switches, and toilets will be sanitized multiple times throughout the day.

Staff Testing:

All staff who are working from the school building will be tested weekly. In the event of a positive test, the following procedure will be followed:

- If an employee is asymptomatic and the test result is negative, the employee will continue to work from the building. If an asymptomatic employee tests positive, the employee will take a PCR test and immediately go home to isolate until the result comes back negative.
- If an employee is symptomatic and at the building, the employee will immediately be tested and sent home. If the test result is positive, the employee will stay home and quarantine.

Other Safety Precautions:

- ✓ Student PODS - Students will be placed into classroom pods where they will remain throughout the day.
- ✓ Meals -Breakfast and lunch will be consumed in the classrooms, and movement throughout the building will be limited to the extent practical.
- ✓ Restroom- Restrooms breaks will adhere to six feet of physical distancing. Students will be escorted to non-break restroom visits.

- ✓ Water - Water bottles will be provided by the school, and students will be encouraged to fill them at home prior to coming to school.

*Should the country move towards a fully virtual instructional setting, AACHS will implement a fully virtual educational model that ensures no learning is lost and all students and staff can continue to teach and acquire the skills necessary to meet graduation requirements and college ready expectations.



As confirmed during the recorded capacity interview on March 26, 20121, founding board members and leadership team members have visited the following charter schools at various times during the application process to observe different components of the educational and operational model at each location:

1. Memphis Merit Academy

4775 American Way
Memphis, TN. 38118
Mrs. Lakeena Booker (Founder & CEO)

2. KIPP Memphis Collegiate High School

2110 Howell Ave.,
Memphis, TN 38108
Mr. Henderson (Principal)

3. Memphis Academy of Health Sciences (MAHS)

3925 Chelsea Ave.,
Memphis, TN. 38108
Dr. Michael Miles (Principal)

In addition, AACHS leadership has visited:

Camden Big Picture Learning Academy to observe and learn about their innovative high school internship and student work based model.

The High School for the Creative and Performing Arts to observe and learn from a nationally recognized high school performing art model.

San Antonio Prep to gain a better understanding of their assessment strategies and organization of their physical school structure.



In alignment with State Board Policy 3.207, all ESL services that AACHS provides shall be aligned to the Tennessee (WIDA) English language development standards and founded on evidence-based educational practices. AACHS will ensure that all ELs who may have a disability are located, identified, and evaluated for special education and related services in a timely manner, in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and T.C.A. § 49-10-101, et seq.

ESL Identification:

AACHS will follow this 2-step process for the identification of non-English language background (NELB) students and qualification for ESL services:

- ✓ Administer the Home Language Survey (HLS) to all students upon initial enrollment.
- ✓ Assess all NELB students with the state-approved English language proficiency screener to determine whether the student qualifies for ESL services.

AACHS will use the following criteria to determine entrance into the ESL program:

- ✓ Students in grades 9-12 will be screened using the WIDA screener.
- ✓ Students who are screened who score below 4.5 composite or 4.0 or below on any domain on the WIDA screener shall be entered into the ESL program and shall qualify for ESL services.

AACHS will communicate information related to testing, placement, and ESL services to all LEP parents in the language and method that the parent can understand, to the extent practicable. Parents shall be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the child was assessed for entrance to services, and options related to program types if available. Parents of ELs shall be informed of the right to refuse placement of their children in ESL programs.

ESL Accommodations:

- ✓ Dependent upon the level of need of individual students, AACHS will work to implement the following service delivery models as needed and appropriate:
 - (1) Sheltered English Instruction
 - (2) Structured English Immersion;
 - (3) Specially Designed Academic Instruction in English(SDAIE)
 - (4) Content Based Instruction (CBI)
 - (5) Heritage Language
 - (6) Virtual ESL classes
 - (7) Pull-out instruction
 - (8) Other model approved by the Department
- ✓ In content area classes, teachers will accommodate instruction and assessments to make content area standards accessible to ELs.
- ✓ Neither Response to Intervention and Instruction (RTI2) nor special education services shall be used in place of ESL direct services.



As presented in the original application in section 1.7 ASSESSMENTS, p. 72- 78, formative and summative assessments will be provided and monitored in the following capacity:

Table 1.7 (a) – AACHS Internal Assessments

Type of Assessment	Grade Level	Title	Frequency	Purpose	Data Collection & Use
Nationally Normed Diagnostic	All grades	MAP Universal Screener	August & upon enrollment for transfer students.	MAP Universal Screener is known nationally for effectively screening for proficiency against state standards, RTII/MTSS intervention and further evaluation for Dyslexia.	We will use this student data to provide Tier II & III supports for students and drive next steps for daily curricular planning.
Benchmark	All grades	STAR Reading & STAR Math	Every 6-8 weeks	The purpose of STAR assessment is to measure progress towards proficiency of Tennessee Academic Standards (TAS) and college ready standards. It allows us to evaluate student achievement in comparison to other schools with similar demographics.	We will review student performance by grade, content and individual score reports to find trends and set instructional priorities. We will follow data protocol analyzing data on a designated data day.
Formative Assessment	All grades	Internally created daily/weekly assessments that assess student proficiency,	Two to three times a week in classrooms after a lesson	The purpose of daily & weekly assessments is to measure & track	We will use daily & weekly data to assess and adjust instruction, gauge individual

		created by facilitators modeled on benchmark assessments.		performance and progress towards our academic goals on a daily basis and to assess instructional effectiveness.	student proficiency of objectives, and determine targeted supports for students where needed. Data will be posted inside classrooms for students and facilitators to review weekly performance towards standards proficiency.
Summative Assessment	All grades	End of Unit (Engage NY) for Math and internally created assessments for English, Science and History created by the Executive Director in yr 1-2 and by the Assistant Principal of Instruction yr 3/ongoing with support of Executive Director.	Given after each unit in all subjects	The purpose of unit assessments is to measure our students progress towards proficiency of standards covered in a unit of study.	We will use data to assess and inform instruction, curriculum, supports and interventions, including adjusting Tier I instruction. The Executive Director will train PLC leads, Director of Specialized Services and Assistant Principal of Instruction (as hired) to lead facilitators in analyzing student work to determine student misconceptions and plan for small group instruction, remediation or adjustment to curriculum.
State Mandated Assessment	Students enrolled in an EOC (end of course) class – English I & II; Biology; US History/Geography; Alg. I & II, Geometry, IM I, II & III	TCAP	Fall & Spring	The purpose TCAP is to assess the Tennessee Academic Standards through mastery of concepts and skills in core subjects.	We will use TCAP data to plan curricular priorities for upcoming years and student placement.
College Ready Testing	9 th , 11 th & 12 th grade students	ACT	Incoming 9 th grade students will take the ACT as a benchmark. Spring junior year & fall of senior year for retake if needed	The ACT will inform us if students are prepared with the knowledge and skills to succeed in college and career.	We will use 9 th grade cohort ACT results to plan curricular priorities for upcoming years and student placement.
Art Assessments	All grades	Portfolios, Processfolios, Showcases/Exhibitions, Performances, Capstone Projects, Student Peer & Self Assessments	Students will engage in authentic assessments daily, quarterly and annually within our art education program	Authentic assessments will provide students with alternative ways to demonstrate understanding & growth.	We will use data from authentic assessment to evaluate student skill gaps, determine effectiveness of art program & make curricular plans.
Other Assessments	English Language Learners (ELL's)	ACCESS 2.0	Upon enrollment for students who may be eligible for ESL services	The purpose of the ACCESS 2.0 is to annually measure English language learners' progress in reading, writing, listening, and speaking.	The ACCESS 2.0 assessment is an accountability measure to provide us with information to determine ELL placement in courses. Student results on ACCESS 2.0 guide decisions regarding student participation in content area classrooms, as well as

					their need for English as a Second Language (ESL) services. s to gain valuable information to evaluate the effectiveness of our programming and support for ELLs.
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➤ **Diagnostic & Screener**

- AACHS will assess every student through our MAP Universal Diagnostic to screen for proficiency, RTII/MTSS and Dyslexia and identify any current gaps in their content understanding. All students will be assessed in August and the results from the initial screening will afford facilitators the opportunity to build specific remediation opportunities into their lesson plans. This initial screening will give us insight as to what students will need immediate Tier II & III supports and facilitators will be able to incorporate appropriate strategies into their daily lessons.

➤ **Benchmark Assessments**

- Students will be given a benchmark that will be taken 3 times within the year. Benchmark assessments will be administered in October, December and February of each year to measure student progress made towards hitting and exceeding grade level instructional goals. A mid-year benchmark will be given in December to measure and mark progress made within the first 3 months of instruction. A final benchmark will be given to students in February as a performance indicator for state assessments and to measure the academic growth that was made throughout the year.
- AACHS will use STAR Reading and STAR Math as our benchmark tool, which are computer-administered, adaptive measures of general achievement in their respective subjects. The assessment’s computer-adaptive structure matches students to items of appropriate difficulty, which in turn may help to reduce student frustration during testing. This skill measurement provides a crucial component in progress monitoring. As students learn new skills in the state standards or growth within a response to intervention plan, Star Reading can assess the level of achievement.
- STAR Reading and STAR Math fully automate every aspect of a testing program, including test administration, scoring, record-keeping, and report preparation. A core component of these assessment systems is a longitudinal database that contains permanent records of every test administered to a student, both within and across school years. Both are, by design, brief. They place a minimal burden on teacher time, as they can be self-administered, are automatically scored by their internal software, and generate a variety of reports. Star scores range from 0 to 1400 and use a vertical scale to create a grade independent test score.

➤ **Formative Assessments**

- Students will routinely participate in teacher created formative assessments in core content areas such as Math, English, History, and Science to determine daily and weekly progress. Formative assessments will be given daily and weekly to track student progress and see if adjustments to the lesson should be made. Students will participate in weekly teacher created formative assessments in each content area such as exit tickets, quizzes, to determine daily and weekly progress.

➤ **Summative Assessments**

- Teacher created summative assessments will be given every 2-3 weeks, dependent upon the content matter being assessed. Summative assessments will be used to help facilitators make

instructional decisions around student regrouping, re-teaching and/or adjusting the pacing of content maps.

➤ Table 1.7 (c) – *Collecting and analyzing academic data*

	Diagnostic	Benchmark	Formative Assessments	Summative Assessments
Collect	Instant student results populated and summarized through STAR online portal for facilitators to access	Instant student results populated and summarized through STAR online portal every 4-6 weeks for facilitators to access	Facilitators will bring samples of their customized assessments (exit tickets, quizzes, etc.) to weekly PLC meetings; post student work samples in classroom space	Facilitators will bring samples of their customized end of unit assessments to weekly PLC meetings
Analyze	Data Team, Facilitators, Leadership Team will review individual student academic performance and growth measures based on STAR data	Leadership Team will analyze data to report summary findings and support, coach develop teachers. Facilitators will analyze data and determine/re-adjust Tier II & III groups.	PLC leads and facilitators will analyze results to reteach lessons, create interventions and address skills not mastered.	PLC leads and facilitators will analyze results to reteach lessons, create interventions and address skills not mastered.

- **-Professional Learning Communities (PLC)** – Each week, facilitators will have protected time in their schedule where they will meet in their PLC’s collaboratively. During this block of time, facilitators will be required to examine current student work, benchmark assessments and/or formative and summative assessments they have administered. Each PLC lead will determine what data point is brought to the meeting to be analyzed. PLC’s will have a normed template to use where they will document the data point they are examining, the trends in student learning they pulled from this data and their targeted next step to address the trend. All facilitators will be required to document how they progress monitored each week as well as the results from this monitoring. PLC leads will provide the Executive Director with a copy of the team conversation and decisions and this data will be shared with the leadership team. This weekly system of collaboration among facilitators around a targeted student data point will allow AACHS to provide the appropriate instruction to all students, make adjustments quickly throughout the year to support students individual learning needs and consistently analyze student performance for school-wide goal alignment and adjustment if needed.
- **-Leadership Team Meetings** – Every week the leadership team will meet to review school-wide academic and cultural data to ensure adequate progression towards AACHS goals. The leadership team will consist of the Executive Director, Director of Specialized Services, Director of Operations, and Assistant Principal of Instruction (year 3/ongoing). During these weekly meetings, the team will review and analyze data points such as benchmark results, student attendance, and progress monitoring data submitted by PLC Leads. This data analysis and review meeting with AACHS leaders will help to determine the professional development needs of the staff and intervention resources needed for students, while keeping a steady pulse on Academy of the Arts trajectory to meeting school-wide goals.



AACHS has recently acquired additional signatures from individuals who reside within Fayette County. Their signatures and addresses are recorded on the online petition referenced as ATTACHMENT E. As provided in the original application as attachments in section E, AACHS provided the following documentation of community support:

Letters of Commitment from the following organizations:

The University of Memphis	Stax Museum of American Soul Music
Memphis Brooks Museum of Art	New Ballet Ensemble & School
New Ballet Ensemble and School	Southwest Tennessee Community College
Arts Impact	The Brotherhood B2M
EdTec	Museum of Science & History – Pink Palace
Hamilton Entertainment Employment Law LLC	Salem Baptist Church of Mason, TN
High Tech High Graduate School of Education	Divine Purpose Church of Arlington, TN
Camden Big Picture Learning Academy	Alumni Chapter of Kappa Alpha Psi, Jackson, TN
The Philadelphia High School for the Creative & Performing Arts	

Letters of Commitment from the following parents/staff/community members in Fayette County:

Haley Vanelli	Stephanie Hoskins	Amanda Waggoner
240 Magnolia Garden Lane	20912 US HWY 64	5708 Montpelier Drive
Oakland, TN 38060	Somerville, TN 38068	Bartlett, TN 38134
Jessica Roberts	Corri Argenti	April Whyte
122 Pearl Street	6830 Rockbrook Drive	16175 HWY 64
Halls, TN 38040	Memphis, TN 38141	Somerville, TN 38066

An iPetition that collected 274 signatures indicating support of the establishment of AACHS.



AACHS plans to be managed by a board of 6-9 members and will continue to interview candidates until we find individuals in alignment with our mission and vision. During our continued search to grow our founding Board of Directors, AACHS has officially brought on board Ms. Emily Bibb, a Fayette County resident and entrepreneur. Ms. Bibb is the founder and owner of “A new Life Herbs” shop located at 123 W. Market St., Somerville, TN. 38068. A copy of Ms. Bibb’s resume is attached as ATTACHMENT F with proof of residency in Fayette County. Ms. Bibb brings her entrepreneurial skills and talents to the board along with her genuine ties to the community.

In addition, we are currently in the process of interviewing Mr. Calvin Davis for a board position. Mr. Davis is a lifelong resident of Fayette County, a product of Fayette County School District and proud graduate of Fayette Ware High School. Mr. Davis is currently an educator and offers AACHS’s board additional educational knowledge and experiences. Mr. Davis resume is included in ATTACHMENT F.



In section 1.3 ACADEMIC FOCUS AND PLAN, subsection d., p. 30, AACHS referenced multiple studies and sited several pieces of evidence validating the positive impact arts education programs have on students, specifically student populations that mirror Fayette County’s current demographical make up. AACHS’s target population are minority students and students from low-socioeconomic backgrounds. The performing arts educational program AACHS is proposing directly targets the student population described.

Low Income Students: Fayette County shows a poverty rate of 13.5% overall, with a poverty rate of 23% for individuals under 18. AACHS is targeting students from low socioeconomic backgrounds and the data bellows confirms the positive impact the art education program proposed would have on students in this population.

- Education researcher Milbrey McLaughlin, while conducting a longitudinal study of the lives of youth in low-income neighborhoods found that those who participated in arts programs were more likely to be high academic achievers, be elected to class office, and participate in a math or science fair (McLaughlin, 2000).¹⁹
- Anthropologist Shirley Brice Heath studied non-school youth organizations in low-income neighborhoods. Her research showed that those students who were involved in arts education for at least nine hours a week were four times more likely to have high academic achievement and three times more likely to have high attendance (Heath, 1998). Heath's findings are especially credible because she was not specifically studying arts education; the findings were an unexpected outcome of another investigation.²⁰
- Americans for the Arts has assembled a series of e-books entitled *Arts Education Navigator* that notes the following quantitative data based on research, survey and reports that outline the benefits of arts education in schools. According to their facts and figures, the following statistics are some of the benefits of an arts education²¹:
 - **50%** of low-income students who are highly engaged in the arts are gainfully employed vs. 40% of their peers
 - **44%** of low-income students who are highly engaged in the arts earned an associate's degree vs. 27% of their peers
 - **37%** of low-income students who are highly engaged in the arts earned a bachelor's degree vs. 17% of their peers
 - **37%** of low-income students who are highly engaged in the arts volunteer vs. 20% of their peers
 - Low-income students who are highly engaged in the arts are **twice as likely** to graduate college as their peers with no art education.

Minority Students: Fayette County has a minority student enrollment of over 60%. AACHS is targeting minority populations. Here is data confirming the positive impact the performing art education model AACHS is proposing would have on students in this population:

- Probably the most extensive and systematic study of the benefits of arts integration is associated with North Carolina's network of A+ Schools (which now have been established also in Oklahoma and Arkansas). A+ Schools are a comprehensive education reform model that is based on using arts-integrated instruction, incorporating Gardner's theory of multiple intelligences, recent brain research findings, and dance, drama, music, visual art, and creative writing. More than twelve years of research about the A+ Schools in North Carolina tracked consistent gains in student achievement, the schools' engagement of parents and community, and other measures of learning and success. Most notably, the A+ Schools with higher proportions of disadvantaged and minority students performed as well on statewide reading and mathematics assessments as students from more advantaged schools. This is doubly impressive considering that while other schools have focused on basic skills in response to high stakes testing, the A+ Schools have been able to achieve reading and mathematics gains on statewide accountability tests without narrowing the curriculum (Corbitt, McKenney, Noblit, and Wilson, 2001).²²
- A Montgomery County, Maryland study with a rigorous evaluation design provided a more fine-grained look at the results of arts integration; the study compared three arts integration-focused schools (AIMS) to three control schools over a three-year period. During that time AIMS schools substantially reduced the achievement gap between high-poverty minority students and other students. The AIMS school with the highest percentage of minority and low-income students reduced the reading gap by 14 percentage points and the math gap by 26 percentage points over a

19 https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-Arts_Education.pdf

20 https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-Arts_Education.pdf

21 <https://www.miated.org/pdf/AFTA-Arts-Education-Navigator-Facts-Figures.pdf>

22 https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-Arts_Education.pdf

three-year period. In the comparison schools, the number of proficient students actually decreased by 4.5% over the same time period (RealVisions, 2007). The AIMS schools with the lowest number of proficient students in reading and mathematics at the outset of the study experienced a 23% increase in the number scoring proficient over a three-year period.²³

ALL High School Students: Fayette County has reported Math and ELA proficiency rates both under 20%, which is a clear indication of a need for an alternative educational model to support student learning. The research below confirms the positive impact the quality performing art education model AACHS is proposing would have on the students within Fayette County School District:

- Students who take 4 years of art and music classes **average almost 100 points better** on their SAT scores than students who take only one-half year or less
- Data pulled from The College Board 2005 shows evidence of high school students who study the performing arts for consecutive years earned higher scores on the SAT. “Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores.... Notably, students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT”.²⁴
- A longitudinal study by the National Endowment for the Arts (NEA) confirmed that arts education predicts better graduation rates, regardless of a student’s socio-economic status. After tracking more than 22,000 students for 12 years, the NEA researchers found that students with high levels of involvement in the arts were five times more likely to graduate high school than those with low involvement in the arts.
- Students in the art are **4 times more likely** to be recognized for academic achievement
- An arts education increases students’ ability to manage behavior, make decisions, and maintain a positive self-concept (Holochwost, Palmer Wolf, Fisher, & O’Grady, 2016).
- An arts education has been shown to raise students’ ability to critique themselves, their willingness to experiment, their ability to reflect, and also to learn from mistakes (Robinson, 2013).
- In 2013, Kenneth Elpus at University of Maryland published findings using data from the National Longitudinal Study of Adolescent to Adult Health, finding that arts students were 20% less likely to have an out-of-school suspension for each year of arts studied. Additionally, former students of the arts were 29% more likely than former non-arts students to have earned a four-year college degree by age 24 to 32. Moreover, each additional year of arts coursework was associated with a 12% increase in the likelihood that adolescents would eventually earn a four-year college degree.



Quality Charter Authorizing Standards 2 (c). Rigorous approval criteria:

A quality authorizer requires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.

-AACHS has presented an explicit and thoughtful mission, clearly defined in section 1.1 on p.3. of the original charter application. The mission to “*educate high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life*” clearly names the population to be

²³ https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In_Arts_Education.pdf

²⁴ <https://nasaa-arts.org/wp-content/uploads/2017/05/critical-evidence.pdf>

served, the performing arts model to be offered inclusive of an entrepreneurial program, as well as the outcome of the school's work, which is to prepare students for college and any avenue they decide to choose in life.

-AACHS has provided evidence that a quality educational program will be built upon authorization that will be personalized to the needs of students, specifically developed around the TAS and will be art infused with authentic assessments. Arts Impact, the company AACHS will partner with upon authorization, is an established organization that has produced quality curriculum and lesson plans for schools around the country, including Nashville School District.

-AACHS has demonstrated community support through written letters of commitment as well as electronic signatures indicating a desire and agreed upon need for an additional secondary school option within Fayette County. The school has gathered written support from churches, parents and organizations directly within Fayette County Community. AACHS has also secured commitment from large established organizations in the surrounding areas of Tennessee such as Junior Achievement of Memphis, Stax Museum, University of Memphis, New Ballet Ensemble, Southwest Tennessee Community and the Brooks Museum – all who are willing to support the students at AACHS upon charter authorization. In addition, AACHS has secured support nationally from dynamic schools such as The Philadelphia High School for the Creative and Performing Arts, who has an exemplary performing art model, and Camden Big Picture Academy, who is recognized for their innovative student internship model and blended learning model. AACHS's efforts to secure community support has resulted in over 300 signatures and letters of support combined, clearly demonstrating the voice of the people in support of this innovative design model.

-AACHS has presented a solvent and sustainable budget along with multiple contingency financial plans. The proposed budget was developed in a conservative manner, not assuming full amounts of any anticipated finding. We have identified 5 options to secure a facility along with 3 corporations who work exclusively with charter schools to secure funding for a facility through multiple avenues. Our proposed budget clearly shows a positive cash flow and operational status in the first 7 years of operation with a reserve for all anticipated emergencies and unforeseen expenses. In an effort to continue AACHS' budget is fiscally sound each year, we have secured back office services with EdTec, a renowned financial organization with high level experience developing and support charter school budgets around the country.

-AACHS has presented effective governance and management structures with a founding team of diverse and necessary capabilities. Our current founding team has educational, financial/accounting, entrepreneurial, religious and legal capabilities – all of which are necessary skills to effectively manage a school. In addition, AACHS's founding team brings extensive curriculum and instructional knowledge, school operational experience and public relations expertise, which are clearly represented in their resumes submitted. Finally, AACHS's intentional search for a founding team has structured a board of varying ages, races, experiences and talents, which demonstrates diversity and compliments the community it will serve and support.



Similar to Fayette County's "Controlled Choice Program" for enrollment, AACHS will mirror the District's proof of residency requirements and work in alignment with the expectations in the Consent Order to enroll students:

- **School Choice:** Students will have the option to attend AACHS and will not be accepted or denied based on their address. Students have a right to apply to AACHS as long as they reside within Fayette County.
- **Available Seats:** The number of students that will be admitted to AACHS will align with our maximum enrollment capacities.
- **Stability of Assignment:** Students enrolled at AACHS will not face mandatory reassignments.
- **Student Transportation:** AACHS will provide efficient yellow bus transportation that is effective and equitable to students who attend the school as needed.
- **Enrollment Fairness Guidelines:** Upon charter authorization, AACHS will take the following steps to ensure implementation of fair enrollment practices:
 - Non-discriminatory Enrollment Policy: The Board of Directors and leadership team will work to develop and implement a fair and equitable enrollment policy that is non-discriminatory. The

Board of Directors will hold AACHS accountable to following the non-discriminatory enrollment policy and will review the effectiveness and fairness of policy annually.

- Transparent Application Process: To continue to ensure fair and equitable enrollment practices that match the residency requirements outlined by Fayette County School District, AACHS will implement a transparent application process that is accessible to all parents, students and families within Fayette County. All documentation will be printed and distributed in families' home language.
- Outreach and Recruitment: AACHS will work diligently to ensure parents within Fayette County Community are clearly aware of the school and its existence as a secondary option for their high school student. AACHS will advertise equitably within the county and partner with churches, community centers and other local groups to recruit students from **ALL** neighborhoods.

ATTACHMENT A: **BUDGET** (*Separate attachment*)

ATTACHMENT B:
M.O.U.

MEMORANDUM OF UNDERSTANDING

(SCHOOLPRINT: Charter School Project Management – Academy of the Art Charter High School)

THIS MEMORANDUM OF UNDERSTANDING (this “MOU”) is made on this 10 day of May, 2021 by and between LOCAL INITIATIVES SUPPORT CORPORATION, a New York not-for-profit corporation (“LISC”), and Academy of the Arts Charter High School, a _____ (the “School”; LISC and the School, each a “Party” and collectively, the “Parties”).

BACKGROUND

LISC, in conjunction with the Walton Family Foundation’s Building Equity Initiative, has created SCHOOLPRINT: Charter School Project Management (“SCHOOLPRINT”), an initiative to provide technical assistance to charter schools in need of guidance in the realms of real estate development and financing. The primary objective of SCHOOLPRINT is to create transparency from the onset of the facilities development process, saving schools time and money and creating the best possible learning environment for students.

Through SCHOOLPRINT, LISC aims to achieve that objective by working with charter schools at any stage of facility development; screening real estate service providers; offering technical assistance in all aspects of charter school development projects, including finance, design and construction; offering vendor choices that are local to charter schools; and monitoring progress, with such services being provided in a manner that is affordable and efficient. The Walton Family Foundation’s Building Equity Initiative has provided LISC with grant support to create and implement the SCHOOLPRINT initiative.

The School has identified a need for certain real estate expertise. Accordingly, the School has requested that LISC provide certain technical and other assistance as further outlined in this MOU.

This MOU establishes a working relationship between the Parties for the School to access the support and services available through SCHOOLPRINT.

SCOPE OF WORK

LISC and the School will engage jointly in one or more of the activities described below, to be mutually agreed upon between LISC and the School (the “Scope of Work”). A more specific and tailored list of activities, including project objectives, responsibilities and timelines, may, at the option of the Parties, be further set forth and described in a separate written scope of work to be created, maintained and monitored by the Parties, herein attached to this MOU as Exhibit A

LISC is prepared to provide a range of technical advice, assistance and services, which are generally outlined as follows:

- Finance, Design, Construction, & Technical Assistance
- Providing access to a database of facilities financing options
- Providing access to a database of pre-screened Owner's Representatives ("O/Rs")
- Assistance in developing a scope of O/R services
- Assistance with the vendor selection process
- Performance monitoring and troubleshooting

Depending on the specific circumstances of the School, the School may elect to access one or more such services.

The School agrees that the following will apply to its utilization of the SCHOOLPRINT services:

- LISC reserves the right to make referrals to other service providers if appropriate. The School may elect, in its sole discretion, whether to engage any such service providers or consultants, but LISC may determine and recommend that additional or different help is needed to implement the Facilities Project.
- If requested, LISC will assist the School in structuring and soliciting applications, bids or proposals for O/Rs and will advise on structuring the scope of services and assist with the preparation of contracts and budgets. However, the School will be solely responsible for interviewing, evaluating, selecting and engaging an O/R (or not) and for selecting and engaging any other consultants, agents and advisors.
- Similarly, if requested, LISC will assist the School in identifying financing sources and submitting financing applications, but the School will be solely responsible for obtaining financing proposals and commitments and shall make all decisions as to what specific financing sources to utilize (or not).
- The School will report on cost and facilities data to LISC during and after the period of its engagement with LISC. This data will be anonymous and used for LISC's continued understanding of current and developing market trends. Occasional project updates will be conducted to collect this data. The School will cooperate with LISC in determining the appropriate number and frequency of updates. In addition to collecting this data, the project reviews will be used to evaluate the success of any school-vendor pairing, school satisfaction, and any unique project conditions.
- LISC is an independent contractor, engaged by the School to provide the services described in this MOU. LISC is not a construction manager or development services provider, nor is LISC an employee, agent, joint venture or partner of the

School. LISC is not an agent or fiduciary of the School and neither the execution of this MOU nor the provision of any services pursuant hereto shall be construed as making LISC an employee, agent, joint venture or partner of the School or as imposing any fiduciary responsibility on LISC.

MUTUAL AGREEMENTS

The Parties commit to being candid and explicit in communications with each other and to being transparent in carrying out the work contemplated by this MOU.

The Parties view the collaboration as a shared learning opportunity and will incorporate points of reflection into the process as they may determine to be appropriate or helpful.

MANAGEMENT

Each of the Parties will each designate a representative (who may be replaced from time to time as needed) to serve as the point person for this MOU and the work contemplated hereby. The daily management of this collaboration will be the responsibility of the designated individuals. Each of the Parties will also provide a dedicated project team and will use reasonable efforts to develop and expand its staff as required to carry out the intent of this MOU.

FEES AND COSTS

LISC will not charge a fee for the SCHOOLPRINT services provided under this MOU.

Each of the Parties will be responsible for its own out-of-pocket costs and overhead in connection with this MOU and the Scope of Work. The School shall be responsible for all fees, expenses and other costs incurred with respect to the Facilities Project, including, without limitation, all fees and costs payable to any O/R or other consultants, agents and advisors engaged by the School and all financing costs of the Facilities Project.

WORK PRODUCT

The Parties acknowledge and agree that all work product arising in connection with this MOU will by its nature be designed to be shared by LISC, in furtherance of the SCHOOLPRINT initiative, and the School.

PUBLICITY, PUBLICATIONS AND CONFIDENTIALITY

The Parties will cooperate and coordinate with respect to any press conferences, any release materials to the public, advertising, or otherwise publicizing the Facilities Project and the School's utilization of the SCHOOLPRINT services. The School will not release or publicize this MOU, the services provided by LISC under this MOU or any other information related to the SCHOOLPRINT initiative without the prior written consent of LISC.

In the course of carrying out the work contemplated by this MOU, each Party may be given access to, or come into possession of, confidential and proprietary information with respect to the other Party, the Facilities Project and/or SCHOOLPRINT, including without limitation business plans, development plans and contracts, financial information, financing commitments, software, designs, formulas, methods, know how, processes, materials provided to a party in connection with the Scope of Work under this MOU, and technical, business and financial data of any nature whatsoever (referred to herein as "Confidential Information"). Each Party agrees that it will not disclose any Confidential Information, directly or indirectly, or use any Confidential Information in any manner, either during the term of this MOU or at any time thereafter, except as required in carrying out the Scope of Work or other purposes of this MOU. Confidential Information does not include information that is (i) rightfully in the receiving party's possession without obligation of confidentiality prior to receipt from the disclosing party; (ii) a matter of public knowledge through no fault of the receiving party; (iii) rightfully furnished to the receiving party by a third party without restriction on disclosure or use; or (iv) independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information. Neither Party will be in violation of the terms of this paragraph if it discloses Confidential Information pursuant to a valid order of a court or authorized government agency, provided that the party required to make the disclosure has given the disclosing party prompt notice so that the disclosing party will have an opportunity to defend, limit or protect against such disclosure.

OTHER BUSINESS

The School expressly acknowledges, understands and agrees that the intended purpose of SCHOOLPRINT is to serve and assist the charter school industry generally and that LISC intends to implement SCHOOLPRINT on a national basis. The School also expressly acknowledges, understands and agrees that LISC and its affiliates are actively engaged in providing financing and advising services for charter schools and other community development businesses throughout the United States, separate and apart from the SCHOOLPRINT initiative. Accordingly, LISC has worked, is working and will continue to work with charter schools throughout the United States, including schools operating in the same geographical location(s) as the School. LISC owes no duty of exclusivity to the School, and nothing in this MOU will in any manner be deemed to limit, or preclude, the right of LISC to enter into any business, consulting, financing or other arrangement with any other school, whether pursuant to the SCHOOLPRINT initiative or otherwise. The School hereby knowingly waives and releases any and all claims of exclusivity and any and all actual or potential conflicts of interest related to this MOU and SCHOOLPRINT generally.

TERM

This MOU will become effective when signed by both Parties and will remain in effect until the earlier of (i) written termination by either Party, or (ii) performance of all services by LISC and any post-completion reporting and assessment by LISC and/or the School. This MOU may be modified or supplemented at any time by written agreement of the Parties.

COUNTERPARTS, ETC.

This MOU may be executed in two or more counterparts, each of which shall be deemed to be an original of this MOU, and all of which taken together shall constitute one and the same agreement. Each Party to this MOU agrees that the respective signatures of the Parties may be delivered by fax or PDF and that the Parties may rely on a signature so delivered as an original.

NON-LEGALLY BINDING

Notwithstanding anything herein to the contrary, this MOU is solely and expressly intended to reflect a mutual understanding of the Parties and is not designed or intended to impose any legally binding obligations, duties or responsibilities on any Party. The Parties agree that no implied or oral contract has been formed, and neither Party will have any liability or obligation until and unless legal binding agreements are approved and executed by duly authorized representatives of the Parties

This MOU only sets forth the framework by which LISC and the School agree to work together. Nothing in this MOU shall be construed as a contractual agreement by LISC or as a commitment or an offer to provide financing for the School's project.

No third party may or should rely on anything contained in this MOU.

PRESENTATION AS A COLLABORATION

The arrangement between LISC and the School described in this MOU comprises only a non-binding working collaboration that may be terminated by either party at any time for any reason upon written notice. In no event shall such collaboration be construed as a partnership, joint venture, or other legal entity or arrangement. In carrying out the activities contemplated in this MOU, LISC and the School shall generally present their joint efforts to third parties as a non-binding working collaboration.

[Signature page follows]

IN WITNESS WHEREOF the Parties hereto have executed this Memorandum of Understanding as of the day and year first above written.

LOCAL INITIATIVES SUPPORT CORPORATION

By: _____
Name:
Title:

Academy of the Arts Charter High School

By: 
Name: Mecca Jackson
Title: Executive Director

ATTACHMENT C: TSAA INSURANCE

Bankers Insurance, LLC
630 Peter Jefferson Pkwy, Ste. 300
Charlottesville, VA 22911

May 14, 2021

To Whom It May Concern:

Please be advised that I am assisting Mecca Jackson on behalf of Academy of the Arts, LLC in acquiring commercial insurance in Tennessee for the Academy of the Arts Charter High School.

I can confirm that we will be able to help her place K-12 Voluntary Student Accident Insurance to cover injuries to students participating in interscholastic athletics.

If I can be helpful to you in any way, please do not hesitate to contact me.

Sincerely,

Jay Stalfort, CIC
Commercial Sales Executive
(434) 327-1638
jastalfort@bankersinsurance.net

ATTACHMENT D:
LOGIC MODEL & LESSON
PLAN SAMPLE (*Separate*
***attachment*)**

**ATTACHMENT E:
COMMUNITY SUPPORT/
PETITIONS**



Academy of the Arts Charter High School is an innovative new school design currently being proposed in the Fayette County School District in western Tennessee. Our performing art model and art-infused curriculum will provide students from all backgrounds the opportunity to experience a high-quality education while studying their passion in one of these five areas: Fashion Design, Dance, Visual Art, Music, and Film /Video/ Drama. To prepare students for college and career, we will offer entrepreneurial courses also a career and technical education certification program (CTE).

Academy of the Arts will not only focus on the arts, an underrepresented discipline, it will also focus on the underrepresented groups within the arts. Academy of the Arts will be a gateway for students to have exposure to the arts and the unimaginable opportunities that come with them. Many of these students will be from diverse cultural and social-economic backgrounds, in addition to the talented staff that we are building. This diversity will allow for a school culture that welcomes the unique differences that we all possess while also learning and growing from those differences.

To support Academy of the Arts Charter High School through our charter application and advocate for arts in education, please sign our petition!



Timestamp	Username	First Name	Last Name	Address: Street	Agree To Sign	Other Thought
2021/05/16	jessicarobert	Jessica	Roberts	122 Pearl St.	YES	TEST
2021/05/16	roderickcorn	Roderick	Cornelius	1205 Maple	Agree	
2021/05/16	neshiadacna	Caneshia	Davis	2605 Thorpe	Agree	
2021/05/16	rlsd0911@g	Regina	Davis	280 Bernard	Agree	
2021/05/16	tyclark13@m	Tyler	Clark	7440 Highwa	Agree	
2021/05/17	justinyts@ya	Justin	Yates	142 Kay Lane	Agree	
2021/05/17	jerrinchris@	Jerri	Jones	5165 Hwy 19	Agree	
2021/05/17	colissiab@ya	Colissia	Barbee-Doug	4565 Old Fift	Agree	
2021/05/17	andrewharve	Catina	Harvey	305 Wilder R	Agree	
2021/05/17	loirhyme201	Lee	Ivory	250 Waterm	Agree	
2021/05/17	kiachearis@g	Gakia	Chearis	75 Nicholas	Agree	None
2021/05/17	tiffanymoore	Tiffany	Moore	421 Bernigan	Agree	
2021/05/17	rlsd0911@g	Regina	Davis	280 Bernard	Agree	
2021/05/17	lamarcushes	Lamarcus	Hester	300 Stuart	Agree	
2021/05/17	breauna.tayl	Breauna	Tatum	13350 N. Mail	Agree	
2021/05/17	Yatesthomas	Thomas	Yates	306 Jones St	Agree	
2021/05/19	anewlifeherb	Emily	Giles	1530 Sides	Agree	Super excited
2021/05/19	holmes9230	Antorrious	Holmes	540 Bateman	Agree	
2021/05/19	kfleener5139	Kayla	Fleener	99 The Main	Agree	
2021/05/19	stokesdavion	Davion	Stokes	70 Habitat	Agree	
2021/05/19	jedaiahbeard	Jedaiah	Beard	11155 Poind	Agree	
2021/05/19	dwannadwas	Dwanna	Shelton	905 Great Hol	Agree	
2021/05/19	cdavis96@g	CaDesha	Davis	280 Bernard	Agree	
2021/05/19	malone_waq	Waquesha	Benson	PO Box 336	Agree	
2021/05/19	Kenyattajone	Kenyatta	Dodson	145 Wagon	Agree	
2021/05/19	lilenicole@ya	Ebony	Tisdale	Tuckers place	Agree	I am a Fayette
2021/05/19	marioholmes	Stacey	Cleaves	15085 Hwy 2	Agree	
2021/05/19	ashleymcbrid	Ashley	McBride	5125 Hwy 59	Agree	Class of 2010
2021/05/19	codymoe95@	Cody	Moore	1720 cherry	Agree	
2021/05/20	shanette03@	Shanette	LottWebb	35 Willow Sp	Agree	The High Sch
2021/05/20	williams.cam	Camesha	Williams	3278 Cosmic	Agree	
2021/05/20	dobias24@g	Dobias	Giles	90 Grant Rd.	Agree	N/A
2021/05/20	oliviadd59@	Olivia	Douglas	38057	Agree	
2021/05/20	merrirob92@	Robert	Merriweathe	1280 West Pe	Agree	

My signature and information below confirms my support of Academy of the Arts Charter High School, a proposed new high school to serve students in Fayette County School District:

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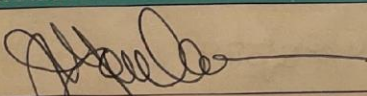
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ATTACHMENT F: RESUMES



Emily Giles
anewlifeherbs@gmail.com
901-497-1286
1530 Sides Dr. Moscow, TN 30857

Work Experience

- Owner and operator of A New Life Herbs, LLC** 2015- present
- formulate and prepare herbal remedies
 - manage an online store
 - manage a full coffee bar and restaurant
 - organize community events such as bible studies, educational classes, Work Life Program, recovery meetings, etc
- Baptist Trinity - Physical Therapist Assistant** 2005- 2016
- provided physical therapy for patients in the home setting through out all of Fayette County
 - managed my own patient load and scheduling
- Baptist East Hospital- Physical Therapist Assistant** 2001-2005
- provided physical therapy services on all floors of the hospital including the Skilled Nursing Facility

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Volunteer

- Director of Fayette County Work Life Program- 2017- present
- This is a program designed to help people that are struggling to find or hold onto meaningful employment. It is a 19 session course designed to build relationships and help people overcome their own obstacles. We assist our participants in finding work along with encouraging them to continue their education.
- Team member of Judge Gallagher's Recovery Court 2019- present
- Active member of Fayette Baptist Church 2013- present

Calvin Davis

Staff Worker - Corporate Kids

Dallas, TX

calvindavis79_dvs@indeedemail.com

2143158145

Hello my name is Calvin Davis Jr and I am an experienced Level 5 English and Language Arts, Reading, and Writing teacher.

Authorized to work in the US for any employer

Work Experience

Staff Worker

Corporate Kids - Chattanooga, TN

January 2017 to Present

Assist lead teacher in conducting increased learning experience for students in assigned area.

- Perform a variety of non-instructional duties
- Tutor students independently or in small groups
- Carry out supportive and clerical task
- Maintain discipline of students in absence of teacher
- Prepare instructional materials and classroom displays

English Language Arts Teacher

ACADEMY OF DALLAS CHARTER SCHOOL

Present

Looking for better opportunities and career advancement

English Language Arts Reading Teacher

Haywood County Schools - Brownsville, TN

August 2018 to July 2019

Site Director

YMCA of Middle Tennessee

January 2017 to August 2017

Oversee after School Program of 120 kids

- Implement Activities that encouraged safety, arithmetic, lifetime wellness
- Oversee staff to ensure roles and responsibilities are carried out to fulfill program's standards
- Maintain consistent communication with parents regarding program details
- Act as disciplinarian and mediator for child conduct and behavior issues
- Manage financial budget and obligations of the program

Staff Worker

Brown Academy School - Chattanooga, TN

August 2013 to May 2014

Observed student's performance and documented both positive and negative points.

* Assisted with design of lesson plans focused on age and level-appropriate material. * Maintained clerical records and arranged required reports * Helped with care of classroom * Administered students' arrival and departure time. Teacher Assistant Brown Academy School - Chattanooga, TN August 2010 to May 2014 Enforce rules for behavior and procedures for maintaining order among a class of 25 students. * Instruct students under direction and guidance of teachers. * Utilize variety of teaching methods including lectures, media, group discussions, and role-playing. * Work with students on individual and small group basis to reinforce learning concepts, help complete assignments, and improve performance. * Implemented student discipline measures, decreasing classroom disruptions by 80% Staff Worker Boys and Girls Club - Chattanooga, TN May 2012 to August 2012 Coordinated after school tutoring hours with teachers to help students in need of extra attention. * Received high remarks for the creativity of classroom lesson plans and instructional techniques from students, parents, and faculty. * Maintained safe, positive learning environment. Education Bachelors of Science in Business & Communication Middle Tennessee State University - Murfreesboro, TN December 2017 Bachelor of Arts in English University of TN at Chattanooga - Chattanooga, TN University of TN Chattanooga teaching University of Tennessee - Chattanooga, TN Skills • Best Practices (Less than 1 year) • Problem Resolution (Less than 1 year) • Process Improvements (Less than 1 year) • testing (Less than 1 year) • Teaching • CPR • Public Speaking