

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter Schools Program (CSP); Grants to Non-SEAs; Planning, Program Design, Implementation

CFDA # 84.282B

PR/Award # U282B160007

Grants.gov Tracking#: GRANT12005125

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/02/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-0547275"/>	* c. Organizational DUNS: <input type="text" value="0573454540000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="6158006814"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-082115-001

* Title:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation
CFDA Number 84.282B

13. Competition Identification Number:

84-282B2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Knowledge Academy @ the Crossings (Public Charter School)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="700,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="700,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Arthur Fuller</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>Knowledge Academies, Inc.</p>	<p>DATE SUBMITTED</p> <p>10/02/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Knowledge Academies, Inc.
* Street 1: 5320 Hickory Hollow Parkway Street 2: _____
* City: Antioch State: TN: Tennessee Zip: 37013
Congressional District, if known: 5th

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____
* Last Name Not Applicable Suffix _____
* Street 1 _____ Street 2 _____
* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name Not applicable Middle Name _____
* Last Name Not applicable Suffix _____
* Street 1 _____ Street 2 _____
* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Arthur Fuller
* Name: Prefix _____ * First Name Art Middle Name _____
* Last Name Fuller Suffix _____
Title: President Telephone No.: 6158006814 Date: 10/02/2015

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PR/Award # U282B160007

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Knowledge Academies, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Art"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Fuller"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="President"/>	
* SIGNATURE: <input type="text" value="Arthur Fuller"/>	* DATE: <input type="text" value="10/02/2015"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:



Abstract Narrative Form – Knowledge Academy @ the Crossings

Knowledge Academy @ the Crossings is the second publicly authorized charter middle school of Knowledge Academies, Inc., (Antioch, TN 37013), designed to transform the lives of our students and surrounding community, one of the fastest growing in Tennessee. Our model provides exceptional support for personalized learning, every day, for every learner (youth – adult), including a less than 9 to 1 student to staff ratio, and the launch of the **Center for Personalized Learning**. The **Center** will serve as a “Learning Hub” to connect families to workforce development, industry credentials, and economic development priorities, as identified by the Nashville Area Chamber of Commerce, [Partnership 2020](#).

Located in one of Tennessee’s most diverse neighborhoods, our student population is comprised of over 90 percent on free / reduced priced lunch, including 12 percent of students with disabilities and 18 percent of students that receive English Language Learner (ELL) services. Our team's track record includes recognition as a top 5% Tennessee Reward School for Academic Learning Gains ([2014](#)), the launch of KA High, designated a [National K-12 Breakthrough Model for College](#), recognition as a [2015 NEXT AWARDS FINALIST](#) by the Nashville Area Chamber of Commerce, and newly authorized [school transformation provider](#) for the Tennessee Achievement School District.

This project will support exceptional academic achievement and learning gains for students, with the support of their families, using innovative talent development initiatives and rigorous program evaluation, connected to the economic development needs of one of the nation’s fastest growing metropolitan areas (Nashville, TN).

Positive Words. Helpful Action. Best Effort.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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FY 2016 ABSOLUTE PRIORITIES, COMPETITIVE PREFERENCE PRIORITIES, AND INVITATIONAL PRIORITIES

The FY 2016 Non-SEA Competition identifies one Absolute Priority, three Competitive Preference Priorities, and one Invitational Priority.

I. Absolute Priority

Supporting high-need students [students living in poverty]: projects that are designed to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.

Note: Applicants must also address the applicable selection criteria in this notice, and may choose to respond to the application requirements in the context of its responses to those selection criteria.

Knowledge Academy @ the Crossings (KA @ the Crossings) will serve the following demographic of students, which includes a high concentration of students living in poverty, at percentages that are higher than our local school district (Metro Nashville Public Schools).

	AFA M%	HISP %	ARABIC %	CAUCASIAN %	ASIA N%	MALE %	FEMALE %	SPED %	ELL %	POVERTY %
KA @ THE CROSSINGS	43.0	34.0	17.5	5.0	0.5	51.0	49.0	12.0	18.0	>90%
Local District	44.9	19.6	TBD	31.1	4.0	50.9	49.1	12.4	15.3	72.7%

II. Competitive Preference Priorities (optional; up to 8 points)

1. Supporting high-need students [rural, students with disabilities, English learners]: projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students, (a) students served by Rural Local Educational Agencies, (b) students with disabilities, (c) English learners. (up to 3 points)

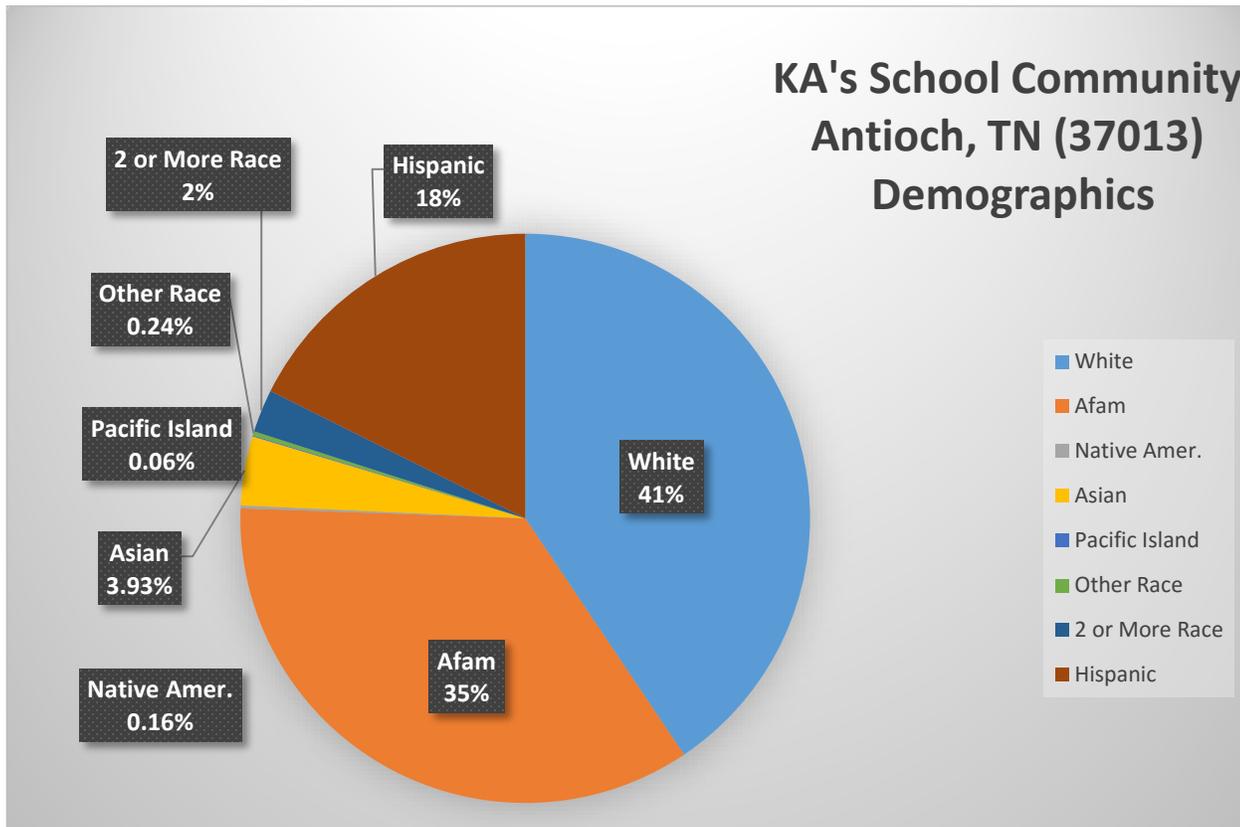
As referenced in the table above, KA @ THE CROSSINGS will serve a student population that is 12 percent students with disabilities (parallel to the district) and 18 percent English language learners (higher than the district). These projected levels indicate our team’s focus on meeting the needs of b) students with disabilities, and c) English language learners.

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

III. Invitational Priority (optional)

Promoting diversity: the Secretary is particularly interested in applications from charter school developers planning schools, or from charter schools, that are designed to attract and serve students from diverse backgrounds, including students from different racial and ethnic groups and educationally disadvantaged students as reflected in the (a) charter school’s mission statement, (b) vision of the charter school, or (c) charter or performance agreement between the charter school and its authorizer.

KA @ THE CROSSINGS will be one of the most diverse schools in Nashville, Tennessee, and is located in one of the state’s fastest growing and most diverse geographic regions. Last year, our team’s first middle school was the only public charter school in the district to meet all 6 subcategories for diversity, as published in the district’s annual student diversity report (pg. 21) ([2014-2015](#)), including student diversity, racial / ethnic diversity, income, language, disability diversity, and staff diversity (certificated and non-certificated personnel). This second school will serve a similar community of students. The overall demographics of KA’s primary region, 37013, is outlined below¹.



¹ <http://www.city-data.com/zip/37013.html>

FY 2016 SELECTION CRITERIA

(a) **Selection Criteria for Planning, Program Design, and Initial Implementation Grants (CFDA number 84.282B).**

(1) **Quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)) (up to 15 points).**

KA @ THE CROSSINGS will serve grade levels 5 – 8, beginning Fall 2016, educating over 400 students, at capacity. Our program design begins with each student discovering the method by which he or she best receives information. This provides the ability for every learner to take ownership of their learning, and provides the maximum opportunity for students, teachers, and families to work together towards transformational life and learning outcomes.

The *[Learning Combination Inventory \(LCI\)](#)* (Johnston C., 1997)² codifies the learning styles we prefer, and informs the best opportunities for meeting personalized learning needs, every day. Students and teachers, at KA, are provided the time to deeply discover and communicate their learning style preferences to their peer(s) (written & verbal). This process integrates core classes, school electives, and family workshops, which occur monthly.

Application of the LCI to Students with Disabilities and English Language Learners. An additional benefit of the LCI is that it provides an evidence based framework to more effectively identify and serve the learning preferences of students classified as ELL and/or students with disabilities.

The LCI is not aptitude specific, but rather analyzes the individual responses of each learner to best identify their learning preference strengths and weaknesses, along a standardized scale. For example, the LCI may reveal that students with very specific learning needs have very high scores in one particular learning domain along with very low scores in another. This type of information helps inform teachers of learning activities most likely to resonate with individual students, including ELL and SPED.

²<http://www.ascd.org/publications/educational-leadership/dec97/vol55/num04/Using-the-Learning-Combination-Inventory.aspx>

Next Step (Sequence)	•The learner benefits most from step-by-step instructions, completing each step from beginning to end , sharing completed work, as directed.
More Detail (Precise)	•The learner benefits most from taking detailed notes and asking detailed questions , sharing what has been learned through writing and/or reflection.
My Experience (Technical)	•The learner benefits most from working independently using hands-on experiences , sharing what has been learned through a real-world experience / project.
I Create (Confluent)	•The learner benefits most from exploration and having the freedom to improvise , sharing what has been learned based on the best match for each unique circumstance.

All KA learners are matched to one or more primary learning preference domains. The domains of least preference are also identified to maximize balanced approaches to everyday learning.

An example LCI profile for students is below. It provides a snapshot of the learning preferences for students currently enrolled at KA's first school (including ELLs and SPED). The corresponding scale ratings are not dependent on intellectual aptitude but rather self-identified responses to an evidence based set of 31 questions (Johnston C. a., 1996).

Similar data for each entering cohort of students is used to provide the best recommendation for initial learning placement. **Green** indicates a very strong preference for receiving information within the specified learning domain. **Yellow** indicates a very low preference or avoidance for receiving information within the specified learning domain. All teachers receive a class roster that includes the LCI profile for their students. This roster is generally defined about two weeks into the academic calendar year.

³Johnston, C., and G. Dainton. (1996). *The Learning Combination Inventory*. Thousand Oaks, Calif.: Corwin Press, Sage Publications.

#	Grade	Step-By-Step; Chronological 	Writing, Details & Asking Questions 	Experiential (Hands-On) 	Creative 
1	5	21	18	22	24
2	5	22	26	26	22
3	5	22	29	22	17
4	5	24	25	28	23
5	5	30	20	26	24
6	5	25	26	29	22
7	5	27	30	29	20

Once this data is received, by teachers, learning coaches collaborate across subject areas and academic disciplines to maximize the best available strategies for personalized instruction, based on the makeup of each classroom. KA’s weekly lesson plan framework ([click here](#)) is also aligned to this strategy, providing for consistent reinforcement across classrooms.

Additionally, KA @ the Crossings, has a dedicated **Center for Personalized Learning** which will provide best-in-class workshops for our families and our community. These workshops focus on talent development, connected to the LCI, and the workforce development needs of our chamber of commerce (Nashville) - [ranked among the top 10, nationally for economic development](#). The **Center** provides training (youth – adult), focused on digital and personalized learning, including supporting study groups for online courses, and training on software platforms and social media, used frequently by students at school.

The **Center** will serve as a “Learning Hub” for [Coursera](#), [edX](#), and other massive open online course providers (MOOCs), including advanced training, certificates, and higher degrees. Programs from the **Center** are open to the public, and provide access to a state-of-the art digital learning lab, consisting of 30 digital workstations, and a digital media center, able to hold up to 100 participants. The **Center** also provides connections to health and wellness programs for families, via a brand new gym, and after school homework help for students, creating exceptionally strong school-to-family connections.

Implementing learning strategies that work. The following research-based strategies support the expectations of Knowledge Academies and have a demonstrated record of improving student performance, as researched by Robert Marzano⁴. The strategies were identified using a representative population of 14 school districts, 38 schools, and over 15,000 students. Findings were compiled from a meta-analysis of 329 independent quasi-experimental studies (i.e. containing an experimental and control group).

From a possible set of 15 independent strategies, KA focuses on the following, due to having a statistically significant and positive impact at or above a 20-percentile gain in achievement: (a) building vocabulary (6 step process), (b) identifying similarities and differences, (c) interactive games, setting goals / objectives, and (c) tracking student progress and scoring scales. Based on these findings, learning coaches work collaboratively with teachers, performing quality reviews on 3-week rotations. These reviews measure instructional routines (anchors) focused on academic connections, student engagement, classroom culture, academic mastery, and instructional differentiation. [Click here](#) for an example.

Overview of Strategy	Additional implementation details
1. Self-tracking of progress, using formative rubric scales.	ALL students will track their progress using graphs / charts and other visual aides, each week, across ALL content disciplines. ALL students will be taught how to use scoring scale and rubrics.
2. Stating classroom learning goals in own words, linked to the main task.	ALL students will learn how to state learning goals in their own words, and apply real world examples, using new vocabulary.
3. Identifying similarities and differences.	ALL students will use their personal experience as the basis for identifying similarities and differences across the content disciplines.

⁴ Marzano, R. J., & Haystead, M. W. (August 2009). *Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies*. Englewood, CO: Marzano Research Laboratory.

4. Building vocabulary, using a specific six-step process (ALL content disciplines).	ALL students will become fluent in the six-step process of building a meaningful understanding of new vocabulary. (1) teacher explanation, (2) student explanation, (3) student visual representation, (4) comparison activities, (5) discussion of vocabulary, and (6) game application. Game applications include classroom projects, and university partners
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Reading Intervention Strategies. Enrollment in MINI-COURSE. Students performing two (2) or more levels below grade are enrolled in mini-course (daily intervention sessions) with support from learning coaches (minimum 4 weeks, 30 to 45 minutes daily). Students are taught to master the Word Identification Strategy, using the following framework⁵, collaborating with teachers to define a specific goal and timeline for moving through each phase of deeper understanding.

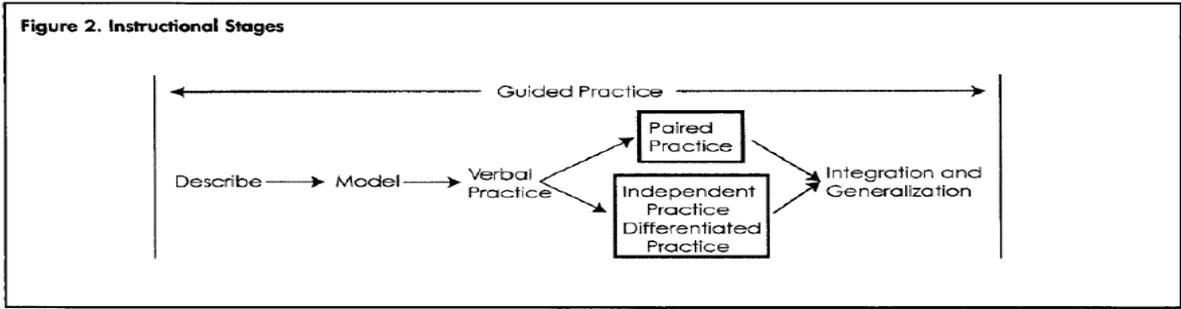
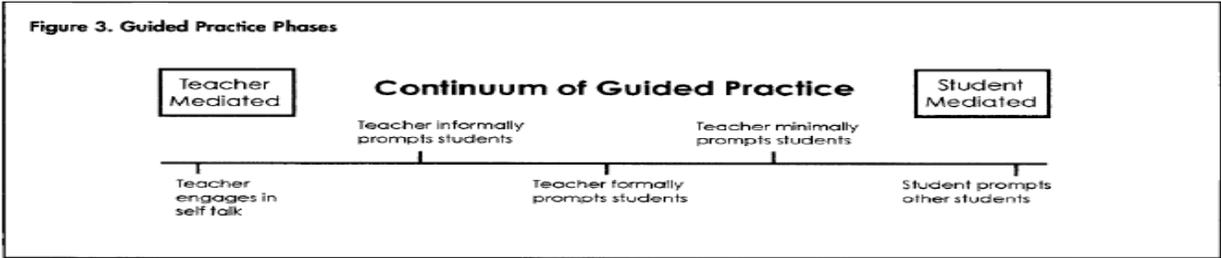


Figure 3 details the process of transitioning from a teacher mediated to student mediated strategy. Student mediated implementation is supported by working in pairs and/or smaller teams, within the classroom.



Students identified for Reading / Language Arts intervention are immersed in the following literacy strategies, facilitated by KA’s Language & Literacy Coach.

⁵ Schumaker, J. B., Deshler, D. D., & Woodruff, S. K. (2006, January / February). Reading Strategy Interventions: Can Literacy Outcomes Be Enhanced for At-Risk Adolescents? *Exceptional Children*, 38(3), 64-68
PR/Award # U282B160007

Word Identification Strategy (DISSECT)⁶ – The purpose of this strategy is to help students learn how to decode multisyllabic words. “Students need to be able to break apart longer words to aid in their comprehension (2010, Cantrell, S.C., et.al. p. 273).”

Discover	<ul style="list-style-type: none">• Discover the context. Students are asked to decode the word as best they can and read to the end of the sentence to discern the context.
Isolate	<ul style="list-style-type: none">• Isolate the prefix. Students are asked to look at the beginning of the word to see if they know the prefix and can pronounce it.
Separate	<ul style="list-style-type: none">• Separate the suffix. Students are asked to look at the ending of the word to see if they know the suffix and can pronounce it.
Say	<ul style="list-style-type: none">• Say the stem. Students are asked to pronounce the stem. If they cannot say the stem after isolating the beginning and end, they move to the next step.
Examine	<ul style="list-style-type: none">• Examine the stem. Students are asked to use the "rule of twos and threes". (See next page).
Check	<ul style="list-style-type: none">• Check with someone. If the students cannot pronounce the word after these steps, they are told to ask someone else for help.
Try	<ul style="list-style-type: none">• Try the dictionary.

⁶ Cantrell, S. C., Almasi, J. F., & Carter, J. C. (2010). The Impact of a Strategy-Based Intervention on the Comprehension and Strategy Use of Struggling Adolescent Readers. *Journal of Educational Psychology, 102*(2), 257-280
PR/Award # U282B160007

Visual Imagery Strategy (SCENE)⁷ – The purpose of this strategy is to help students incorporate mental pictures while reading. “Students who do this are actively interacting with the text, paying close attention to the text, tying the text to their past learning, and putting the text in their own words (2010, Cantrell, S.C., et.al. p. 273).”

S earch	• Search for picture words. Students are asked to read several sentences in a text and look for words that elicit a picture in their mind.
C reate	• Create the scene. Students are asked to use the picture words to imagine a scene.
E nter	• Enter lots of details. Students are asked to add many details to the scene in their minds from all the sentences using the picture words.
N ame	• Name the parts. Students are asked to describe the pieces of the scene using words.
E valuate	• Evaluate your picture. Students are asked to make sure they have included everything from the sentences.

Self-Questioning Strategy (ASKIT)⁸ – The purpose of this strategy is to help students to learn to ask questions about a text and predict answers. “Students who do this are actively interacting with the text, paying close attention to the text, questioning their goals for reading the text, and articulating what they read (2010, Cantrell, S.C., et.al. p. 274).”

⁷ Cantrell, S. C., Almasi, J. F., & Carter, J. C. (2010). The Impact of a Strategy-Based Intervention on the Comprehension and Strategy Use of Struggling Adolescent Readers. *Journal of Educational Psychology, 102*(2), 257-280.

⁸ Cantrell, S. C., Almasi, J. F., & Carter, J. C. (2010). The Impact of a Strategy-Based Intervention on the Comprehension and Strategy Use of Struggling Adolescent Readers. *Journal of Educational Psychology, 102*(2), 257-280
PR/Award # U282B160007

Attend	<ul style="list-style-type: none"> • Attend to clues. Students are asked to identify anything they question as they read a text. They are to look for clues to answer their questions as they read.
Say	<ul style="list-style-type: none"> • Say some questions. Students are asked to create questions that haven't been answered yet.
Keep	<ul style="list-style-type: none"> • Keep predictions in mind. Students are asked to guess the answers to their questions.
Identify	<ul style="list-style-type: none"> • Identify the answers. The students are asked to find the answers in text.
Talk	<ul style="list-style-type: none"> • Talk about the answers. The students are asked to discuss how closely their prediction matches the answer.

Paraphrasing Strategy (RAP)⁹– The purpose of this strategy is to help students read a paragraph and identify the main idea and support details. “Students who do this are actively interacting with the text, paying close attention to the text, and “chunking” the material from the text into smaller parts, which facilitates recall. (2010, Cantrell, S.C., et.al. p. 274).”

Rap	<ul style="list-style-type: none"> • Read a paragraph. Students are asked to read a paragraph silently.
Ask	<ul style="list-style-type: none"> • Ask yourself. What were the main ideas and details in this paragraph? The students ask themselves questions to guide towards understanding the main idea and details.
Put	<ul style="list-style-type: none"> • Put the main idea in your own words. Students are asked to write the main idea and details in language that makes sense to them.

⁹ Cantrell, S. C., Almasi, J. F., & Carter, J. C. (2010). The Impact of a Strategy-Based Intervention on the Comprehension and Strategy Use of Struggling Adolescent Readers. *Journal of Educational Psychology*, 102(2), 257-280.
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The LINCS Vocabulary Strategy (LINCS)¹⁰ – The purpose of this strategy is to help students identify, organize, and store information. “Students are learning how to identify and define words, which increases their ownership of their learning.

List	• List the parts. Students are asked to identify the vocabulary word and key information.
Identify	• Identify the remaining word. Students are asked to come up with a known word that reminds them of the vocabulary word.
Note	• Note a LINCing story. Students are asked to come up with a story that bridges the related vocabulary word with the known word.
Create	• Note a LINCing picture. Students are asked to draw a picture that represents the story.
Self-test	• Self-test. The students are asked to check their learning of the vocabulary word by reciting all parts of their LINCing.

Math Intervention. Knowledge Academies is committed to preparing ALL students to succeed, especially in the area of Mathematics. Our team’s Mathematics Coach facilitates leadership and fidelity of implementation related to the intervention methods, described below. The reinforcement and development of abstract thinking and reasoning provides an essential foundation for success in Mathematics. Specifically, Algebra serves as a highly correlated proxy for developing high academic literacy.

Students identified with Learning Disabilities (LD), often need supplemental strategies to facilitate development in this area. In mathematics, two specific methods of intervention have shown promise in assisting at-risk learners, ELL, and LD students with abstract thought. Knowledge Academies implements these strategies. These methods have been derived from analysis of the best thinking and on mathematics instruction¹¹. Analysis of 189 studies concluded that the most successful math programs for ALL learners are the following: 1) Focused on changing daily traditional teaching strategies - emphasizing cooperative

¹⁰ Cantrell, S. C., Almasi, J. F., & Carter, J. C. (2010). The Impact of a Strategy-Based Intervention on the Comprehension and Strategy Use of Struggling Adolescent Readers. *Journal of Educational Psychology, 102*(2), 257-280.

¹¹ The Access Center for Improving Outcomes for All Students K-8. (October 2004). *Concrete-Representational-Abstract Instructional Approach*. Washington , D.C.: American Institutes of Research.

learning, classroom management, and motivation strategies, deemphasizing the application of textbooks or technology alone. 2) Encouraged student (peer-to-peer) interaction.

An analysis of 13 elementary math curricula and 40 middle / high school math curricula demonstrated “very little evidence that it mattered which curriculum was used, as none of the curricula showed any strong evidence of effectiveness (Slavin, R. E., Lake, C., & Groff, C., 2010, p. 6). Five strategy-based programs (not curriculum) were identified as having strong evidence of effectiveness related to mathematics.

Research has also shown that a specific strategy approach, entitled, Concrete-Representational-Abstract (CRA)¹² supported by the STAR mnemonic device has a positive impact on helping LD students correctly solve algebraic word problems¹³. This method was implemented using 20 to 30 minute daily sessions (MINI COURSES) over the course of an academic year. Up to 10 weeks after the intervention, participants still scored at a 75 percent level of accuracy on problem representation skills and a 91 percent level of accuracy on problem solution skills. The context of the intervention includes mini-course opportunities, offered during a portion of 45 minute FLEX BLOCKS (daily). An overview of the CRA approach and STAR mnemonic are below:

Concrete – Representational – Abstract Instructional Approach

¹² Slavin, R. E., Lake, C., & Groff, C. (January 2010). *Educator's Guide - What Works in Teaching Math?*. Washington , D.C.: Institute of Education Sciences, U.S. Department of Education.

¹³ Maccini, P., Hughes, C.A. (2000). Effects of a Problem-Solving Strategy on the Introductory Algebra Performance of Secondary Students with Learning Disabilities. *Learning Disabilities Research & Practice*, 15(1), 10–21.

Concrete	<ul style="list-style-type: none"> • The teacher and student model the concept with concrete materials (e.g. clips, cubes, pattern blocks, fraction bars, etc.)
Representational	<ul style="list-style-type: none"> • The teacher and student model the concept by drawing pictures, using circles, dots, etc.
Abstract	<ul style="list-style-type: none"> • The teacher and student use only number and math symbols to model the concept.

STAR Mnemonic, specifically for Algebraic word problems

S	<ul style="list-style-type: none"> • Search the word problem. Read carefully. Write down the facts.
T	<ul style="list-style-type: none"> • Translate the words into a picture equation. Choose a variable and represent using the C-S-A approach.
A	<ul style="list-style-type: none"> • Answer the problem
R	<ul style="list-style-type: none"> • Review the answer. Reread the problem. Does the answer make sense. Why?

Response to Intervention (RTI). The State of Tennessee implements RTI guidelines that impact all tiers of learning, as summarized below, using performance metrics from a nationally normed universal screener in Reading Language Arts and Mathematics.

RTI² Performance Benchmarking and Tracking. KA uses the [NWEA’s MAP Assessment](#) (nationally normed) to monitor and support continuous academic progress. KA’s RTI² Leadership Team meets monthly (network-level) and consists of (1) Office of the President or Designee (School Leader), (2) Managing Director of Student Services (SPED & 504), (3) Managing Director of Student Life & Leadership, (4) Deputy Director (Academics), (5) Grade Level Team Leads, (6) Family Council, Parent

Representative, and (7) Independent Psychological Service Consultant. The following table defines KA’s Performance Metrics

Learning Category	Frequency of Monitoring	Metrics	KA Domains
Learning Style Preference -Step-By-Step -Taking Notes / Asking Questions - Hands-On / Experiential - Creative	Annually	Every KA student takes a learning style preference survey using the evidence-based Learning Combination Inventory ¹⁴ .	Academics
Social-Emotional	Weekly	Total number and/or increase in discipline-related referrals.	Student Life & Leadership
Homework	Weekly	<10% of students with greater than 5 missing assignments per month.	Academics (Learning Coaches)
Intervention Assessments, NWEA MAP	Every 2 Weeks	Measurable progress based on personalized academic tests in Reading Language Arts and Mathematics.	
Progress Reports Grades (All Subjects)	Every 3 Weeks	Total number and/or increase in % of A’s and % of B’s (letter grades).	
Quarterly Report Cards (All Subjects)	Every 9 Weeks	Total number and/or increase in % of A’s and % of B’s (letter grades).	
Quarterly Formative Assessment, aligned to Common Core Standards.	Every 9 Weeks	Measurable quarterly (Fall, Winter, Spring). NWEA MAP	
Annual TCAP results Grades 3 – 8 Trends EXPLORE, TCAP End of Course Exams (8 th Grade)	Annually, cumulative for all enrolled grades.	Measured annually, reviewed and communicated to families in early-Fall through school-based workshops (August – October).	Academics

KA has a very strong relationship with families, providing multiple workshops each month. In compliance with the guidelines for RTI², families will be integrated into the process within each of the following key communication / decision points: (1) Before making any significant tier intervention

¹⁴ Johnston, C., and G. Dainton. (1996). *The Learning Combination Inventory*. Thousand Oaks, Calif.: Corwin Press, Sage Publications PR/Award # U282B160007

decisions; (2) Ongoing communication related to progress monitoring; (3) Formal decisions to refer students to special education. The following guidelines are used to identify best placement:

Tier	RTI ² Tier Structure	Performance Metrics
1	80 to 85 percent	Performance on universal screener above the 25 th -ile
2	10 to 15 percent	Performance on multiple performance metrics, including universal screener, between the 10 th and 25 th -ile.
3	3 to 5 percent	Performance on multiple performance metrics, including universal screener, below the 10 th -ile.

English Language Arts (Grades 5 – 12), Tier I instruction.	Mathematics (Grades 5 – 12) Tier I instruction
90 or more total minutes daily.	90 or more total minutes daily.

RTI² Performance Benchmarking and Tracking. KA uses the [NWEA’s MAP Assessment](#) to track student academic progress. MAP assessments are administered quarterly and track individual student progress within the following areas:

NWEA MAP Assessment Indicators for Tracking Student Progress				
Percentile rank, including standard error.	Lexile Range	Test Duration per individual session.	Standards-Based Performance Levels (including sub-category skill areas).	History of Academic Growth between test administrations.

In support of high quality implementation of RTI, KA’s budget allocates the following FTE positions based on the total number of projected students served. a) The ratio of full-time equivalent personnel for students identified with disabilities is **1 Highly Trained FTE per 10 students eligible for services**. b) The ratio of full-time equivalent personnel especially for students receiving ELL services is **1 Highly Trained FTE per 25 students**. c) Learning coaches and Student Life & Leadership staff are trained in social-emotional learning, employed at a ratio of 1 per 125 to 150 students. These team members work with medium and high need students using individual behavior trackers (IBTs), one-to-one counseling, and other social emotional support strategies associated with the [Second Step](#) Program (5-8). d) Additionally, ongoing professional development and planning is organized into the weekly professional calendar (Friday’s 2:30PM to 4:30PM), focused on monitoring and discussing the real-time progress of students needing specialized intervention,

KA adheres to the following RTI² requirements for all students, including students receiving SPED and ELL related services.

Tier of Instruction and Intervention	Guidelines of Tier	Screening Provided	Frequency	Duration
Tier I	TIER I-as defined per Tier I guidelines.	Skills Based universal screening	(K-8) 3x per year (fall, winter, and spring) (9-12) recommended 3x per year (fall, winter, and spring)	Ongoing measurement
Tier II	TIER II: In addition to Tier I. As defined by Tier II guidelines.	Screening in specific area of deficit that is sensitive to change and provides a ROI.**	Every other week	Minimum of 8-10 data points to make a data based decision to change to Tier III*
			Weekly	Minimum of 10-15 data points to make a data based decision to change to Tier III*
Tier III	TIER III: In addition to Tier I and more intense than Tier II. Per Tier III guidelines.	Screening in specific area of need that is sensitive to change and provides a ROI.**	Every Other Week	Minimum of 8-10 data points with Tier III interventions to make a data based decision to refer for special education consideration*
			Weekly	Minimum of 10-15 data points with Tier III interventions to make a data based decision to refer for special education consideration*

Source: RTI² Framework 2013, Response to Instruction and Intervention Framework, pg. 59, TN Department of Education, <http://www.tncore.org/rti.aspx>.

Advanced Learners. KA’s staffing structure results in approximately 15% to 20% of core content teachers providing academic electives related to advanced learning. The following table provides an overview of KA’s network initiatives available to advanced learners. Participation also includes introductory and ongoing workshops for families, including the **Center for Personalized Learning** (pg. 5).

Program Offering	Summary	Team Lead
Duke Talent Improvement Program, http://tip.duke.edu/	Approximately 10% of KA’s students qualify for participation in Duke’s advanced learning program for middle schoolers.	STEM & Innovation
Jack Kent Cooke Young Scholars Program (7 th Grade) http://www.jkcf.org/scholarship-programs/young-scholars/	KA’s 7 th graders, demonstrating advanced performance, will participate in advanced learning opportunities associated with the national Young Scholars Program.	STEM & Innovation
Udacity (nano degree program in the computer sciences)	This online series of courses provides opportunities for advanced learners to pursue and receive credentials in computer science-related disciplines.	STEM & Innovation

Additionally, KA’s academic plan includes maximizing the ability of every learner to achieve dynamic results, at their own pace. KA provides the following opportunities.

Opportunity Summary	Metric(s) for Success	Additional Background
KA’s most advanced learners are provided the opportunity to pursue a number of online classes, in an elective course setting, including the use of higher education portals such as edX , Coursera , and Udacity (Also, see the Center for Personalized Learning , pg. 5).	>75% of Intellectually Gifted Students, when provided the opportunity, will complete id-verified college level courses using the Massive Open Online Course (MOOC) platform, or equivalent.	Massive Open Online Courses (MOOCs) are college level courses provided by the world’s leading institutions of higher education, offered to learners for free, and in some cases charging a small fee for ID verification.

(2) The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)) (up to 5 points).

The project narrative, above, pages 3 to 17, describes, in detail, strategies to assist economically disadvantaged students, throughout all levels of academic performance, from below grade level to advanced learning and enrichment, focused on state academic content standards.

In addition to academics, KA places a heavy emphasis on providing multiple opportunities for families to remain connected to the school, in collaboration with a number of community-based partners (pgs. 22 – 23). This includes access to KA’s **Center for Personalized Learning** (pg. 5). Additionally, KA’s framework to engage families is outlined on pages 23 to 24 (see below).

(3) The quality of the strategy for assessing achievement of the charter school’s objectives (20 U.S.C. 7221c(a)(4)) (up to 15 points).

Our team is focused on preparing students to make the best academic and social choices, leading to the completion of a college degree. This requires a comprehensive collection of school performance metrics to ensure consistent implementation. These metrics are outlined below.

Domain	School Performance Metrics
Academic Achievement in Core Content Subjects (Advanced, Proficient, Basic, Below Basic)	>7% annual INCREASE in students scoring at the level of PROFICIENT and ADVANCED. >7% annual DECREASE in students scoring at the level of BELOW BASIC
Value Added Learning Gains in Core Content Subjects	>1.5 standard error increase annually, compared to the state growth standard.
Student Attendance	>97% school wide attendance rate.
Out of School Suspensions	<2% school wide out of school suspension rate.
Student Survey Ranking (Good to Very Good Ratings)	>95% Good to Very Good School Climate Ratings from Students
Family Survey Ranking (Good to Very Good Ratings)	>95% Good to Very Good School Climate Ratings from Families

Our design facilitates a very high level of family and community engagement, providing frequent opportunities to remain connected with the school, using the following metrics.

(1) **EMPLOYEE** Accountability Metrics (Certificated and Non-Certificated Staff)

Domain	Frequency of Progress Monitoring	Support & Accountability Structure	Accountability Metric, Prior to 60 day HR Improvement Plan.
All Personnel	Daily	All KA team members are expected to maintain a 98 percent or higher daily work attendance threshold.	98% Minimum Work Attendance.
All Personnel	Every week	All KA team members are expected to arrive on-time to scheduled meetings, considering special circumstances.	Exceptionally consistent pattern of on-time attendance is required.
Teachers	Every 3 weeks	Classroom Quality Reviews (click here for framework), in Collaboration with a Learning Coach. Quality Reviews focus on fidelity of learning strategies related to (1) Academic Standards, (2) Student Engagement, (3) Academic Mastery, and (4) Personalization.	4.0 out of 5.0 average review rating (semi-annual averages) for automatic employment position renewal.
Teachers	Every 3 Months	Data Analysis, Review, and Reflections on Formative Assessments (click here for framework), includes written review of student performance and quarterly targets for each of the following achievement levels (Below Basic, Basic, Proficient, Advanced).	100% completion of assigned data reflection tasks.
All Team Members	Every 9 weeks	Team-Based Metrics focused on Personalized Growth Plan for all Employees (click here for framework). Evaluation metrics focus on the domains of teamwork, academics, and families (click here for team-lead evaluation tool & employee self-reflection tool).	4.0 out of 5.0 average review rating (semi-annual benchmarks). Click here for a more detailed overview of KA’s team-based compensation metrics.

All Team Members	Every month	National School Reform Faculty Critical Friends protocols (click here). KA implements learning and communication protocols, based on real-time school wide data. This facilitates collaborative planning, discourse, and intervention.	90% of staff will provide a positive rating on the effectiveness of Critical Friend support. At least 20% of KA's personnel will remain certified critical friend facilitators.
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(2) STUDENT Accountability Metrics

Domain	Frequency of Progress Monitoring	Support & Accountability Structure	Accountability Metric
Attendance	Daily	Calls are sent home when students are marked absent to confirm nature of absence.	>97% daily attendance.
Homework (submitted on-time)	Every Week	Calls are made to the families of students with missing homework assignments (<5 missing assignments per month threshold).	Students earn school-based incentives, based on handing in homework (on-time).
Academic Grades	Every 3 to 4 Weeks	Progress reports are sent home to families, with a returned signature from parent required.	Students earn school-based incentives.
Academic Grades	Every 9 Weeks	Academic notices of concern are sent home to families, for all students that have an overall course average of 74 percent or below, which equates to an INCOMPLETE grade at KA.	Formal academic notices of concern are sent home to the families, and included in the child's cumulative record.

Core Values	Every Friday	-Positive, school-based incentives recognize and celebrate students or staff that demonstrate KA's core values (click here). -Opportunities are provided for students and staff to recognize and celebrate KA's core values.	Students earn school-based incentives, aligned with the core values.
Social Emotional Learning	Weekly- to Bi-Weekly	The Student Life & Leadership team works with teachers to integrate social emotional learning curriculum into advisory periods, using Second Step curriculum (click here), and small group presentations from currently enrolled college students.	>85% of students indicate an awareness and appreciation of basic social emotional strategies, and greater awareness of college.

(3) FAMILY Accountability Metrics

Domain	Frequency of Progress Monitoring	Accountability Structure	Accountability Metric
Attendance	Daily	One calls are made to the homes of all families with students marked absent @ 8:00am.	>97% school wide attendance rate.
Gradebook	Quarterly 2 days per week, evenings.	-Participation in KA's online gradebook workshops. -Open computer lab hours provided to families, without home internet access.	>70% of parents with active gradebook accounts.
KA Family Workshops or Meetings	Varies (Monthly to Quarterly)	Frequent communication regarding available family workshops and meetings. One source includes KA's Monthly Parent Calendar .	100% of families participating in at least 2 KA workshops, annually.

Class Review Materials	Weekly	All teachers post key class review materials and grade level newsletters (click here) online for families.	Over 70% of families indicate an awareness of available online resources, via annual parent survey.
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(4) The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)) (up to 10 points).

The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

- (i) The extent of community support for the application (up to 5 points); and

The table below outlines community partners dedicated to collaborating with KA (See Appendix C).

Domain	Partner	Focus
Teacher Training & Development	Lipscomb University, Ayers Institute for Teacher Learning & Innovation (click here). Lipscomb is recognized as one of the top four teacher training programs in the nation.	Online digital learning course, connected to the Center for Personalized Learning .
Adult Literacy & Basic Computer Literacy Training (Fall & Spring)	Nashville Adult Literacy Council (click here)	Free adult and technology literacy services are provided to families (based on need).
Social Services (Mental Health & Counseling)	Centerstone (click here) New Vision, Inc. (click here)	KA facilitates onsite delivery of counseling and social work, based on family need.
Advanced Learning	Duke Talent Improvement Program (click here)	KA provides learning acceleration opportunities for Advanced students.
Individual Education Services (specialized)	Franklin Speech & Learning (click here), in the areas of speech-language therapy, occupational therapy, school psychology services, and physical therapy.	KA has a three year history of providing specialized services.

Mentoring	Vanderbilt University Mentor TENNISsee (click here)	Introduction to the sport of tennis, followed by after school tutoring by Vanderbilt University students.
Newly Renovated Facility in Nashville (80,000 square feet, including new gym, science labs, and the Center (pg. 5)	Freeland Realty (click here) KA is occupying an 80,000 square feet newly renovated facility. A \$4.2 million renovation.	Click here for phases 1 and 2 of the site plan, includes new gymnasium, science labs, digital media center, and green space.

(ii) **How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).**

The following table outlines how parents are involved in planning and program design.

Community Outreach	Strategy Summary	KA Leads	Targeted Stakeholders
Neighborhood Introductions Personal Meetings with Community Leaders (already ongoing)	The KA team has identified faith-based, small business, and community leaders in the neighborhood, and will continue to secure multiple introductory meetings, and provide school tours.	-President -Executive Director -Student Life & Leadership Team	Establish positive community relationships with at least five (5) faith-based leaders and at least ten (10) local businesses.
KA Open House Sessions (already ongoing) (at least 10)	Introduce how the KA team learns, listens, and collaborates with our local communities, including the delivery of services related to public health, wellness, and social work. - Introduction to Family Council Opportunities and the Center (pg. 5)	-President -Executive Director -Student Life & Leadership Team	Parents, faith-based leaders, local radio, neighborhood associations, and community groups.

<p>Personalized Learning Forums Spring 2016 and beyond.</p>	<p>KA's Center for Personalized Learning provides talent development and digital learning workshops for families, connected to the workforce development needs of our local area chamber of commerce.</p>	<p>-President -Organizational Development</p>	<p>Parents and community groups, including Nashville Chamber of Commerce business partners.</p>
<p>Early High School & College Credit January 2016 – April 2016</p>	<p>-Share KA's Early High School Credit and Early College Credit pathways, demonstrating how over 30% of 8th graders earn early high school credit, including attaining an Algebra 1 completion rate in 8th grade that is 25 points higher than the state average.</p>	<p>-Student Life & Leadership -STEM & Innovation -Organizational Development</p>	<p>Parents, faith-based leaders, and neighborhood associations.</p>
<p>KA Job Forums (Two annually)</p>	<p>-Promote how 1/5 of KA's employees, on average, reside in the local school neighborhood.-Promote local vendor opportunities, including local job fairs hosted by KA, in partnership with local television and radio partners.</p>	<p>-Student Life & Leadership</p>	<p>Surrounding Antioch community and local job seekers.</p>

Additionally, our team is honored to be recognized, by the Nashville Area Chamber of Commerce, as a [2015 NEXT AWARDS](#) FINALIST in the area of Social Enterprise and Sustainability. This distinction is an outgrowth of our team's commitment to connecting with the talent development pipeline of our local area chamber, ranked nationally as one of the [top 10 organizations for economic development](#). KA's **Center for Personalized Learning** (see pg. 5) provides a direct opportunity for families and the surrounding community to benefit from advanced workforce development training, linked directly to our cities primary growth industries, including technology, advanced manufacturing, and health related sciences.

Further, the table below provides an overview of ongoing celebration opportunities that actively engage families.

Activity	Month	Organization Lead	Metrics
A. Successful Launch of KA’s First Saturday School Celebration (mid-August) G2. Celebration of KA’s Core Values, and how these values are already reflected in the community.	August	-Student Life & Leadership -Operations	-90% student attendance at KA’s first Saturday School Celebration. -50% parent attendance among KA families, in support of the Saturday School Celebration & Core Values Cook Out (donated snacks, already prepared food, desserts, soda).
B. Successful Launch of Quarterly Financial Literacy Workshops (in partnership with the Nashville Adult Literacy Council)	September	-Student Life & Leadership	>35% parent attendance in support of Financial and/or Adult Literacy workshops and/or Special Events (delivered quarterly).
C. Successful Launch of KA’s Tigerfest (annual community service celebration) (September or October).	September – October	-Grade Level Team Leads -Student Life & Leadership -Operations	-90% student attendance at KA’s Tigerfest, a celebration of community service. -50% parent attendance in support of the Saturday School Tigerfest Celebration (donated snacks, soda).
D. Successful Launch of KA’s Holiday Spectacular (annual creative arts festival) & End of Grading Period Student Projects. (November or December)	November	-Grade Level Team Leads -Student Life & Leadership -Operations	-90% student attendance at KA’s Holiday Spectacular Celebration, creative arts festival and End of Grading Period Student Project Presentations. -50% parent attendance among KA families (donated snacks, soda).
E. Successful Launch of KA’s TCAP Olympics (celebration of test taking strategies through games). (March and April)	March	-Grade Level Team Leads -Student Life & Leadership -Operations	-90% student attendance at KA’s TCAP Olympics, celebration of key test taking strategies. -50% parent attendance among KA families.
F. Successful Launch of KA’s College Access Fair (April or May)	May	-Grade Level Team Leads -Student Life & Leadership Operations	-90% student attendance at KA’s College Access Fair, celebration of local college access opportunities -50% parent attendance among KA families.

G. Successful Launch of KA's May Innovation Semester (May).	May	-Grade Level Team Leads -Student Life & Leadership -Operations	-90% student attendance at celebration of End of Year Capstone Projects and Presentations, includes parents as panel judges. -50% parent attendance among KA families.
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(5) Quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)) (up to 22 points).

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points). In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).

KA's executive leadership team is demographically balanced and reflective of our community, comprised of 8 members with a ninth member pending. About ¾ of KA's leadership team have been with the organization, since 2012 (See [Appendix B](#) for complete resumes).

Executive Leadership Team		Experience Summary	Resumes & Bios
Art Fuller		Twenty years in education, state public policy, technology leadership, Gates Foundation Grant Winner, National K12 Breakthrough Model for College & Founder	President & Founder (Click Here, Resume) Why KA? (Click Here, Bio)
Ariel McCallum		Five years, business and operations management (education start-up & retail management)	Executive Director (Click Here, Resume) Why KA? (Click Here, Bio)
Jennifer Lassen		Five years, instructional leadership, International education, Title I, ELLs, & State Assessments.	Deputy Director (Click Here, Resume) Why KA? (Click Here, Bio)

Tasha Coleman		Ten years, social services & truancy.	Student Life & Leadership (Click Here, Resume) Why KA? (Click Here, Bio)
Martel Graham		Ten years, students with disabilities	Student Services (Click Here, Resume) Why KA? (Click Here, Bio)
Justin Prince		Five years, architectural design & project management; Three years, social emotional learning	Organizational Development (Click Here, Resume) Why KA? (Click Here, Bio)
Elizabeth Linville		Top percentile achievement growth in Science. Professional curriculum design developer. Trained zoologist.	STEM & Innovation (Click Here, Resume) Why KA? (Click Here, Bio)
William Kizzie		Professional development trainer, Business education teacher (middle school, 6 years), Event center executive (7 years).	Operations (Click Here, Resume) Why KA? (Click Here, Bio)
KA @ the Crossings School Leader	TBD	Will have demonstrated track record of leading teams of people in the production of significant learning gains for students.	

(6) Quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)) (up to 15 points).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Planning year milestones. KA @ THE CROSSINGS will meet the following planning year milestones, prior to the school launch (August 1, 2016). Demonstrated progress is monitored quarterly by the Executive Leadership Team (ELT), referenced above.

Domain	Category	Metric								
Student Enrollment	Initial Implementation	90 days prior to school launch a minimum of 120% of available student capacity is attained (grades 5 – 8 in year 1), verified through online applications, using the district school options lottery process.								
Community Outreach	Initial Implementation	A minimum of 6 weeks of radio advertising is secured on urban and Spanish radio channels. A minimum of 4 family forums are hosted (already ongoing).								
Talent Recruitment	Initial Implementation	Meet each of the following talent recruitment metrics. <table border="1" data-bbox="592 1014 1412 1276"> <thead> <tr> <th>Days Prior to School Opening</th> <th>% of Staff Hired</th> </tr> </thead> <tbody> <tr> <td>90 days</td> <td>50%</td> </tr> <tr> <td>60 days</td> <td>90%</td> </tr> <tr> <td>30 days</td> <td>100%</td> </tr> </tbody> </table>	Days Prior to School Opening	% of Staff Hired	90 days	50%	60 days	90%	30 days	100%
Days Prior to School Opening	% of Staff Hired									
90 days	50%									
60 days	90%									
30 days	100%									
School Leader	Initial Implementation	School leader hired a minimum of six months (180 days) prior to school opening.								
Social Services	Initial Implementation	Continue to expand outreach of existing partnerships with Social Service agencies, such as, Centerstone , Franklin Speech & Learning , Nashville Adult Literacy Council , and New Visions, Inc.								
Talent Development	Post award planning & design.	Secure formal sign-up and membership from at least 50% of families and raise awareness of program offerings at the Center for Personalized Learning .								

Professional Development	Post award planning & design.	Ensure 100% of all team members complete online training and development modules, developed in partnership with Lipscomb University, Ayers Institute for Teacher Learning & Innovation .
Curriculum Review	Post award planning & design.	Ensure 100% of all grade level and curriculum teams are provided a minimum of five days over the summer for curriculum review, adaptation, and development.

Implementation Year Milestones. The project design relies on a replicable set of strategies that will continue to improve upon the school design.

Activity	Benchmarks	Frequency of Monitoring
Talent Development. Center for Personalized Learning	Tracking the number of successful completion certificates from participants in digital learning modules and courses (students, families, surrounding community).	Monthly Quarterly Report Student Indicators Parent Indicators
Leadership Development. Leadership development, Replicating Quality Schools Grant.	Written proposal, developed by school-based leadership team, including strengths and areas for growth related to the Urban Excellence Framework of New Leaders (for New Schools).	Quarterly
Refinement of Measuring Results. Project evaluation planning	Review and adaptation of KA's Replicating Quality Schools Program , in collaboration with the Tennessee Charter School Center (TCSC)	Quarterly, in partnership with the TCSC.
Refinement of Measuring Results. Talent recruitment, retention.	Review and monitor metrics and process related to the recruitment and development of personnel.	Monthly. Receive and review a minimum of 10 high quality candidates, based on KA DNA metrics .

Refinement of Measuring Results.	Review and monitor school wide metrics and process for inducting all personnel, students, and families, so that the mission and vision remain at the center of all activity.	Monthly. Track progress based on First 30 Days @ KA Metrics .
Teacher Development. MODEL TEACHER PROGRAM.	Each month, teachers participate and reflect on a best practice in their own classroom, and observe a best practice of another teaching peer. Click here for a detailed overview of the program.	Monthly.
Community Outreach.	Monitor and track the number of prospective families attending KA’s family program sessions, including workshops, school tours, and appointments.	Monthly. Reach a minimum of 30 families per month.
Curriculum Development. Development of online teaching & learning modules by teacher leadership fellows.	Submission of project plan for development of online modules related to school wide best practices. Teacher leadership fellows are the lead for this initiative, developed in partnership with Lipscomb University, Ayers Institute for Teacher Learning & Innovation .	Semi-annual. Creation of at least one online learning module, focused on a school wide best practice. KA has a formal partnership agreement (click here).

(7) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)) (up to 15 points).

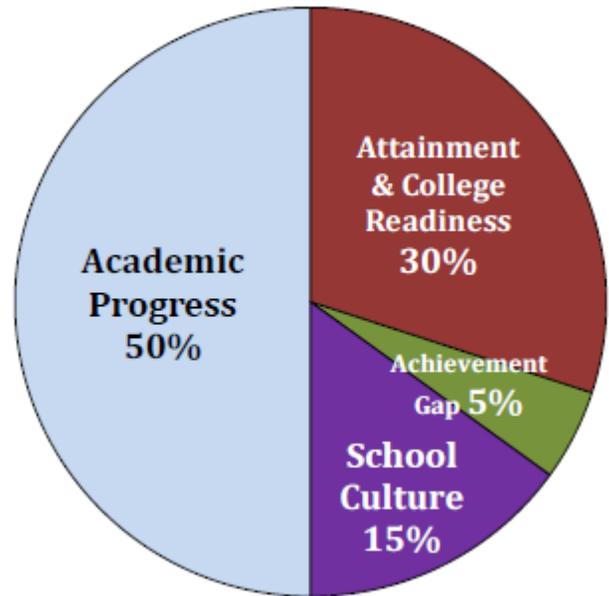
The Secretary considers--

- (i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists; and**

KA @ the Crossings is formally approved and authorized by Metro Nashville Public Schools to begin operations this Fall 2016 (August). [Click here](#) for access to the officially signed agreement, a 10-year charter spanning 2016 to 2026, including school performance metrics, outlined below, in greater detail.

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 5 points).

The standard contract between KA @ THE CROSSINGS and Metro Nashville Public Schools (MNPS) includes school performance expectations that are reviewed annually, and submitted to the MNPS Board of Directors (an elected governing board). Performance expectations are summarized in the context of the Metro Nashville Public Schools Academic Performance Framework (APF). The APF consists of the following metrics, which are measured and reported to the public annually. [Click here](#) for a comprehensive overview of the program.



Our team’s first school has maintained an overall composite score of Achieving or Excelling (top two categories) for all academic years of operation. Performance metrics are based on the results of state standardized tests, district wide satisfaction surveys from teachers and students.

In 2013, KA’s first school was an **Achieving school**, representing the top 17% of schools in the district. In 2014, KA was an **Excelling school**, representing the top 16% of schools in the district.

Metro Nashville Public Schools (APF – 2013 to 2014)

Measure	Target	Review	Satisfactory	Achieving	Excelling	
Composite (Total Points)	0 - 19.99	20 - 27.99	28 - 54.99	55 - 64.99	65 - 100	
Individual Measures	TCAP/EOC Achievement Level Increase % of Points*	< 5%	5% - 29.9%	30% - 59.9%	60% - 74.9%	75% or greater
	K-8 TVAAS TCAP NCE gain*	< -2.0	-2.0 - 0.99	1.0 - 4.99	5.0 - 7.49	7.5 or greater
	HS TVAAS EOC Scale Score gain*	< -5.0	-5.0 - -1.01	-1.0 - 3.99	4.0 - 7.99	8 or greater
	TCAP/EOC % Proficient or Advanced*	< 20%	20% - 29.9%	30% - 59.9%	60% - 74.9%	75% - 100%
	TCAP/EOC Achievement Gap*	> 20%	12.1% - 20%	4.1% - 12%	0.1% - 4%	0% or less
	TELL TN Educator Survey Favorability	< 60%	60% - 69.9%	70% - 79.9%	80% - 89.9%	90% - 100%
	Tripod Student Survey % of Points	< 25%	25% - 39.9%	40% - 54.9%	55% - 64.9%	65% - 100%
	K-8 % Projected to ACT Composite 21+	0 - 4.9%	5% - 9.9%	10% - 39.9%	40% - 59.9%	60% - 100%
	HS % with ACT Composite 21+	0 - 9.9%	10% - 19.9%	20% - 49.9%	50% - 69.9%	70% - 100%
	HS Graduation Rate	< 65%	65% - 69.9%	70% - 79.9%	80% - 89.9%	90% - 100%

*Reading, Math, and Science

(8) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)) (up to 3 points).

Public charter schools in Tennessee are provided a great degree of flexibility in regards to requesting and receiving waivers from state and local rules. This provides maximum opportunity for flexible operation and innovative management structures. [Click here](#) for over seven pages of allowable waivers from state regulations, that have been granted as waivers to KA @ the Crossings.

APPLICATION REQUIREMENTS

An applicant applying for CSP grant funds, under CFDA number 84.282B, must address the following application requirements, which are based on section 5203(b) of the ESEA (20 U.S.C. 7221b(b)).

Applicants must also address the applicable selection criteria in this notice, and may choose to respond to the application requirements in the context of its responses to those selection criteria.

- (a) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;**

Pages 3 to 17 of this proposal describe the educational program and instructional practices for the proposed school. Each of the strategies work together to meet the diverse learning needs of our student population, families, and school community.

- (b) Describe how the charter school will be managed;**

Pages 19 to 21, of this application, provide an overview of the accountability metrics used to manage KA @ THE CROSSINGS. These metrics are overseen by the Executive Leadership Team (pages 26 to 27). Additional details of the management plan are included on pages 27 to 30.

(c) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;

The objectives of the charter school are described on page 18. Additionally, academic performance measures for KA @ THE CROSSINGS are defined below. Further, pages 43 to 44 describe how performance measures will be monitored and evaluated.

Performance Measure	Year 1	Year 2	Year 3
Proficiency in Reading Language Arts (Grades 5 – 8)	>50% (at the state average)	>57% (+7 points above the state average)	>64% (+14 points above the state average).
Proficiency in Mathematics (Grades 5 – 8)	>50% (at the state average)	>57% (+7 points above the state average)	>64% (+14 points above the state average).
Value Added Learning Gains (Grades 5 – 8)	+1.5 standard error above state growth standard	+2.0 standard error above state growth standard.	+2.0 standard error above state growth standard.
Student Attendance	>97%	>97%	>97%
Parent Survey Response Rate	>80%	>80%	>80%
Student & Parent Survey Favorability Rate (semi-annual).	>90%	>90%	>90%

Cost Per Student. After year 2 of implementation, KA @ THE CROSSINGS will operate solely on local, state, and federal sources (for Title I services and students with disabilities), averaging \$9,500 per student, inclusive of all funding sources. Our team’s first school achieved this milestone within two years of operations, averaging a free reduced priced lunch percentage just over 90 percent of the student population.

(d) Describe the administrative relationship between the charter school and the authorized public chartering agency;

KA @ THE CROSSINGS is an authorized public charter school of Metro Nashville Public Schools (MNPS), operating under a 10-year charter agreement. [Click here](#) for the official contract. Our team submits annual reports to MNPS, and complies with all related policies related to serving students identified with disabilities and English language learners (ELL). KA is operated by a volunteer, non-profit board of trustees that maintains fiduciary oversight.

(e) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;

Pages 22 to 26, of this proposal, outline how members of the community and parents are engaged in planning, program design, and implementation.

(f) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (c) of this section;

The public chartering agency is required by law to allocate the same per pupil revenues that all other public schools in the local district receive. Public charter schools in Nashville operate under 10 year charter agreements, based on meeting annual academic performance objectives, reported to the public annually. This is defined in Title 49 Education Chapter 13 Tennessee Public Charter Schools Act of 2002, Tenn. Code Ann. § 49-13-112 (2015 edition). **49-13-112. Funding. (a)** A local board of education shall allocate to the charter school an amount equal to the per student state and local funds received by the LEA and all appropriate allocations under federal law or regulation, including, but not limited to, Title I and ESEA funds. The allocation shall be in accordance with rules and regulations promulgated by the department of education. Each LEA shall include as part of its budget submitted pursuant to § 49-2-203, the per pupil amount of local money it will pass through to charter schools during the upcoming school year. Allocations to the charter schools during that year shall be based on that figure. The LEA shall distribute the portion of local funds it expects to receive in no fewer than nine (9) equal installments to the charter schools in the same manner as state funds are distributed pursuant to chapter 3 of this title. If the amount of local funds received increases or decreases from the budgeted figure, the LEA may adjust payments to the charter schools in October, February, and June. Before adjusting payments to the charter schools, the LEA shall receive approval from the commissioner. All funds received by a charter school shall be spent according to the budget submitted or as otherwise revised by the public charter school governing body, subject to the requirements of state and federal law. At the request of the charter school governing body, a local board of education may act as fiscal agent for a public charter school in accordance with the charter agreement and

applicable state and federal law. **(b)** The department of education shall promulgate rules and regulations that provide for the determination of the allocation of state and local funds as provided in subsection (a). The department shall promulgate the rules and regulations effective for the 2010-2011 school years. Notwithstanding § 4-5-209, any rules promulgated under this subsection (b) may be promulgated as emergency rules in accordance with the Uniform Administrative Procedures Act, compiled in title 4, chapter 5, part 2. At a minimum, the rules shall provide that: **(1)** Allocations shall be based on one hundred percent (100%) of state and local funds received by the LEA, including current funds allocated for capital outlay purposes, excluding the proceeds of debt obligations and associated debt service;

(g) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.

NOT APPLICABLE.

(h) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;

The following table provides an overview of how grant funds will be used (Planning Year).

These requested funds focus on the primary areas of teacher and leader development (teacher quality), curriculum innovation (focused on closing the achievement gap), and family / community engagement (parental options), for school start-up. Requests for general start-up equipment and materials is also included in support classrooms and the **Center for Personalized Learning** (see page 5).

Planning Year	Activity 1	Activity 2	Grant Request
Director and Assistant, Center for Personalized Learning	Initial Implementation	Talent Development	████████
Teacher Leader Fellowships	Post-award planning & design	Teacher Development	\$37,500
Laptops / LCD Projector	Initial Implementation	Equipment & Materials	\$45,000
School Leader & Leadership Development	Initial Implementation	School Leader (4 Months)	\$35,000

Curriculum Resources	Initial Implementation	Curriculum Materials	\$30,000
Talent Recruiter	Initial Implementation	Teacher Recruitment	████████
Curriculum Development	Initial Implementation	Curriculum Development	\$24,500
Lockers	Initial Implementation	Equipment & Materials	\$18,000
Community Outreach	Initial Implementation	Community Outreach	\$15,000
Wireless Network & Intercom	Initial Implementation	Equipment & Materials	\$12,500
Whiteboards	Initial Implementation	Equipment & Materials	\$6,000
Planning Meeting for Project Directors. 2 days (National)	Post award planning & design of the educational program	Travel	\$2,000
Grand Total			\$300,000

Director and Assistant, Center for Personalized Learning – Provides for the partial salary (6 months)

of a Director and an Assistant in support of planning for the launch of the **Center** (see page 5). The remaining salaries, for both positions, are accounted for in the general operating budget, for KA @ the

Crossings. **Teacher Leader Fellowships (\$2,500 per teacher x 15 teachers)** – Provides professional development stipends for classroom teachers, focused on school wide metrics for team-based

performance, data analysis, applications of technology, the exploration of emerging curriculum resources, and training related to social emotional learning curriculum. **Laptops / LCD Projectors** – Provides

access to 150 technology devices averaging \$300 each. The State of Tennessee administers all standardized testing online. Requested laptops will also support programs at the **Center for Personalized**

Learning. School Leader – Provides 4 months of salary and benefits for the school leader ██████████.

School Leader Fellowship. Includes professional development training, specifically designed for charter school leaders, delivered by [Building Excellent Schools](#) (\$10,000). **Curriculum Resources** – Provides a

\$3,000 budget for curriculum materials for each of 10 classrooms (\$3,000). **Talent Recruiter** – Provides for the partial salary of a full-time talent recruiter. Our team will add 25 full-time personnel in preparation

for school launch in Fall 2016. **Curriculum Development** – 7 content leads will review and collaborate on the development of cross-disciplinary projects that integrate academic standards ██████████

████████. Content leads cover each of the following areas: Reading Language Arts, Mathematics,

Science, Social Studies, Foreign Language, Creative Arts, and Blended Learning. **Lockers** – Provides for 40 sets of lockers (9 per set), budgeted at \$450 each. **Community Outreach** – Provides for up to 4 weeks of radio advertising (metropolitan and Spanish radio) (\$2,500 per week x 4 weeks = \$10,000), and printing for brochures (\$5,000). **Wireless Network & Intercom System** – Provides for the installation and infrastructure costs to install one intercom speaker per classroom and provide wireless access points throughout the facility. **Whiteboards** – Provides for 15 classroom whiteboard, estimated at \$400 each. **Planning Meeting for Project Directors (2 Days National)** – Provides for travel, room, & board for 2 day project director planning meeting for the grant (\$2,000).

Requested grant funds for years 1 and 2 of implementation will be used as follows:

These requested funds focus on the primary areas of teacher and leader development (teacher quality), curriculum innovation (focused on closing the achievement gap), and family / community engagement (parental options), for school start-up. Requests for general start-up equipment and materials is also included.

Implementation Years 1 and 2	Activity 1	Activity 2	Grant Request
Teacher Leader Fellowships	Post award planning & Design	Teacher Development	\$40,000
Curriculum Development	Post award planning & Design	Curriculum Development	\$21,000
Learning Coach	Post award planning & Design	Teacher Development	████████
Laptops	Initial Implementation	Equipment & Material	\$40,000
Educational Site Licenses	Initial Implementation	Remediation & Intervention Software	\$25,000
Wireless Network	Initial Implementation	Equipment & Material	\$23,750
Community Outreach	Initial Implementation	Community Outreach	\$13,250
LCD Projector & Mounts	Initial Implementation	Equipment & Material	\$10,000
Program Evaluation	Initial Implementation	Survey, Data Analysis & Focus Groups	\$10,000
Planning Meeting for Project Directors. 2 days (National)	Post award planning & design of the educational program	Travel	\$2,000
Grand Total			\$200,000

Teacher Leader Fellowships (\$2,500 per teacher x 16 teachers) – Provides professional development

stipends for classroom teachers, focused on school wide metrics for team-based performance, data analysis, applications of technology, the exploration of emerging curriculum resources, and training related to social emotional learning curriculum. **Learning Coach.** Provides for the summer portion (two months) of the salary for the position of a full-time learning coach, in prep for working with teachers on personalized teacher development plans. **Curriculum Training & Development** – 7 content leads will review and collaborate on the development of cross-disciplinary projects that integrate the academic standards (████████████████████). Our team has content leads in each of the following areas: Reading Language Arts, Mathematics, Science, Social Studies, Foreign Language, Creative Arts, and Technology. **Laptops** – Provides access to about 135 technology devices averaging ~\$300 each. The State of Tennessee administers all standardized testing online. **Educational Site Licenses (Curriculum)** – Provides enrolled students access to up to 4 separate educational site licenses for curriculum and intervention programs, across all academic disciplines, including the creative arts, averaging ~\$20 to ~\$25 per individual license, up to 4 subject areas per student (~\$85 per student x 300). **Wireless Network & Intercom System** – Provides for the installation and infrastructure costs to install one intercom speaker per new classroom and provide wireless access points to these new rooms. **Community Outreach** – Provides for up to 4 weeks of radio advertising (metropolitan and Spanish radio) (\$2,500 per week x 4 weeks = \$10,000), and printing for brochures (\$3,250). **LCD Projectors & Mounts** – Provides LCD projectors and mounting for 20 total classrooms (@ \$500 each). **Program Evaluation** – Provides for consulting fees associated with independent evaluator assessing metrics related to achievement, learning gains, surveys, professional development and focus groups. **Planning Meeting for Project Directors (2 Days National)** – Provides for travel, room, & board for 2 day project director planning meeting for the grant (\$2,000).

(i) **Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;**

KA @ THE CROSSINGS uses the same admissions process as our local school district, available to

all students. Our school will be listed as a district school choice option, and participates in all district facilitated school choice fairs. [Click here](#) for access to the district enrollment forms, which are translated into multiple languages, including Spanish and Arabic.

Families that learn of KA @ the Crossings complete an online form ([click here](#)). About 60 percent of families that attend KA have very limited access to technology, and usually learn of the school through “word of mouth” outreach, which includes hosting numerous open house activities, local radio advertising (including Spanish Radio), and participating in numerous community events for families.

This process complies with Tennessee law related to providing equal access and opportunity for enrollment. *Tenn. Code Ann. § 49-13-113* Title 49 Education, Chapter 13 Tennessee Public Charter Schools Act of 2002, *Tenn. Code Ann. § 49-13-113* (2015 edition) **49-13-113. Enrollment.**

(a) Participation in a public charter school shall be based on parental choice or the choice of the legal guardian or custodian. **(b) (1)** A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. **(2) (A)** If applications exceed the planned capacity of the public charter school, the following preferences shall apply: **(i)** Pupils in attendance in the previous school year at any public school that converts to become a public charter school; **(ii)** Pupils attending during the previous school year: **(a)** Another charter school that has an articulation agreement with the enrolling public charter school; provided, that the articulation agreement has been approved by the chartering authority; or **(b)** A pre-K program operated by the charter school sponsor; **(iii)** Children residing within the LEA service area in which the public charter school is located, but who are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus; and **(iv)** Children residing outside the LEA in which the public charter school is located and whose needs would be included in the area in which the public charter school will focus. **(B)** If enrollment within a group of preference set out in subdivision (b)(2)(A) exceeds the planned capacity of the school, enrollment within that group shall

be determined on the basis of a lottery. **(c)** Subject to the requirements of subsections (a) and (b), preference may be afforded to the children of a teacher, sponsor or member of the governing body of the charter school, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less. **(d)** Subject to the requirement of subsections (a) and (b), preference may be afforded to the siblings of a pupil who is already enrolled. **(e) (1)** A charter school shall provide to the department of education certification by an independent accounting firm or by a law firm that each lottery conducted for enrollment purposes complied with the requirements of this section. In lieu of such certification, a charter school may request that the department of education review and approve the lottery process. **(2)** The charter school shall comply with the Family Education Rights and Privacy Act, codified in 20 U.S.C. § 1232g, with respect to the publication of any list of students' names before, during or after the enrollment and lottery process. **(3)** The state board of education shall promulgate rules and regulations concerning enrollment lotteries to be conducted under this subsection (e). The rules and regulations shall be promulgated in accordance with the Uniform Administrative Procedures Act, compiled in title 4, chapter 5. **(f)** A charter school authorized by the state board may enroll any student in the LEA in which the charter school is located who is in the grades served by the school. However, if a charter school sponsor submits an application with the focus of serving students from a group or groups set forth in § 49-13-106(b)(1)(C), then the school shall give preference in enrollment to students from such group or groups; otherwise the charter school sponsor shall comply with subsection (a). A charter school authorized by the state board may accept students from outside the LEA as provided in subdivision (b)(2).

(j) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the IDEA (for additional information on the IDEA, please see <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CB%2C613%2C>); and

The instructional strategies used to meet the needs of students identified with disabilities are described in detail on pages 14 to 17 (Response to Intervention), and on pages 6 to 13 (Learning Intervention Strategies). Additionally, KA receives a compliance rating from Metro Nashville Public Schools:

Compliance Categories from the district	Total Points Earned (Maximum of 4)
A: Maintaining Up-To-Date Eligibilities and IEPs	
B: Green Folders Maintenance and Organization for Current Documentation:	
C: Purposeful and Meaningful IEPs:	
D: IDEA Resolutions/Maintaining Case Managers on EasyIEP:	
E: For Child Find Identifications/S-Teams/504 Compliance:	
F: Child Find Identifications/S-Teams/504 Compliance:	

KA's first school has a successful history meeting all requirements associated with servicing the needs of students receiving specialized services the Individuals with Disabilities Education Act (IDEA). Our team provides a least restrictive environment for each student identified as eligible for services under the Individual with Disabilities Education Act (IDEA), personalizing support based on the individual student.

Summary of KA's Most Prominent Least Restrict Environment Settings.
All IEPs are developed and reviewed on a case-by-case basis.
Full-inclusion with curriculum adaptations and accommodations administered by general classroom teacher and grade level team.
Full-inclusion with curriculum adaptations (as above) and dedicated teacher assistant to support classroom accommodations in core content area classes across grade level teams.
Partial-inclusion, receiving Math and/or English Language Arts from Certified SPED teacher. Science, Social Studies, and electives received in general classroom setting with assistant.
Portfolio based life-skills with inclusion in Science, Social Studies, and electives related classes.
Specialized therapy / services, contracted through 3 rd party independent provider
Social-emotional counseling services and personalized check-ins using individual behavior tracker (IBT) in consultation with general education and specialized education staff.

(k) If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(c) of the ESEA (20 U.S.C 7221a(c)(2)(C)), describe those activities and how those activities will involve charter schools and other public schools, LEAs, charter school developers, and potential charter school developers.

NOT APPLICABLE FOR THIS PROPOSAL

EVALUATION LANGUAGE

A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the

impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual and/or organization that have agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

KA is partnering with Assistant Professor Mona Ivey-Soto ([click here for resume or see Appendix B](#)), School of Education, Belmont University in program evaluation benchmarking related to the following measures. Annual benchmark performance will be used by our team to measure the effectiveness of KA’s accountability metrics, as described on pages 19 to 23, implemented throughout each academic year.

When improvement areas are identified, the annual performance targets listed in the tables below, will be used as the basis for determining the quality and scope of improvement strategies.

PROJECT SPECIFIC PERFORMANCE MEASURES & BASELINE DATA

Performance Measure	Performance Measure & Instrument	Data Collected & Frequency of Collection	Performance Targets
School Climate & Student Perceptions	Student Needs Assessment. KA administers the MyStudentSurvey. Click here for validity study.	A student needs assessment will be administered at the beginning and end of each academic year for all students.	Semi-annual, demonstrate a positive increase in overall favorability (Fall and Spring)
Family Needs Assessment	School to Family Needs Assessment. KA is working with Professor Ivey-Soto to review and develop existing surveys.	A school-to-family needs assessment will be administered at the beginning and end of each year.	Semi-annual, demonstrate a positive increase in overall school favorability rating. (Fall and Spring)
Talent Development &	Talent Development and Professional Development	Talent development surveys, associated with the Center	Quarterly, based on the completion of digital

Professional Development	Effectiveness Surveys. KA is working with Professor Ivey-Soto to develop a survey measuring professional development and talent development efficacy.	for Personalized Learning, are administered quarterly. Professional development effectiveness surveys will be administered semi-annually.	learning modules from the Center . Semi-annual, demonstrate a positive increase in school overall favorability.
Tennessee Value Added Achievement System (TVAAS), Learning Gains	Level 1 to 5 ratings by TN Department of Education related to annual value added learning gains. This analysis is performed annually by SAS .	Each year the TN DOE provides a year-to-year annual growth level for all core content areas, analyzed by SAS (click here).	Annually, level 4 or 5 TVAAS score will be achieved, indicating moderate to strong learning gains.
Achievement Levels (Advanced, Proficient, Basic, Below Basic)	Attaining at or above the state achievement level average, on or before Year 3 of Implementation. The TN Department of Education annually releases a Report Card for all schools. Click here .	Year 1 of Implementation will establish the baseline for academic achievement. Each year the achievement level baseline will be monitored.	Annually, there will be a five percent (5%) or more increase in the percent of students scoring PROFICIENT OR ADVANCED
Achievement Levels (Advanced, Proficient, Basic, Below Basic)	Attaining at or above the state achievement level average, on or before Year 3. The TN DOE annually releases a Report Card for all schools. Click here .	Year 1 of Implementation will establish the baseline for academic achievement. Each year the achievement level baseline will be monitored.	Annually, there will be a five percent (5%) or more DECREASE in the percent of students scoring at the level of BELOW BASIC.

DATA COLLECTION & METHODS. KA's data collection for program evaluation includes the following:

Type of Data	Frequency	Method	Status
Achievement Level Data	Annually	Published on TN State Report Card (Publicly Reported)	Independent analysis of achievement levels, including state assigned letter grades.
Value Added Learning Gains	Annually	Published by SAS on TN Value Added Website (Publicly Reported)	Independent analysis of learning gains, within a single academic year.
Student Survey	Semi-Annual	Published by MyStudentSurvey.com	Independent analysis of student perceptions related to teacher effectiveness and overall school quality.
Family Survey	Semi-Annual	Under development in partnership with Professor Ivey-Soto	Independent analysis of family perceptions related to overall school quality and the effectiveness of school-family programs.
Professional Development Survey	Semi-Annual	Under development in partnership with Professor Ivey-Soto	Independent analysis of teachers and personnel related to the effectiveness of training programs at KA.

PROGRAM EVALUATION PERSONNEL, EXPERIENCE, & CAPACITY

Assistant Professor Ivey-Soto has successful experience with the following research projects ([click here for resume or see Appendix B](#)): 1) Bringing Campus Diversity Missions to Life. NCBI Campus Affiliate Coalition Building Team. June 2014; 2) Using Data to Support High Quality Teacher Preparation. SUNY Cortland Teacher Education Network (CTEN). May 2014; 3) Diversifying the Teaching Profession. National Association for Multicultural Education National Workgroup, January 2014; 4) Teaching for Transformation: Empowering Culturally and Linguistically Relevant Early Childhood Educators. State

University of New York College at Cortland, September 2013 – Present; 5) Examining the Effect of Urban and Rural Practicum Experiences on Preservice Childhood/Early Childhood Students’ Teaching Practices and Beliefs. State University of New York College at Cortland, January 2013 - Present.; 6) Recruiting and Retaining a Diverse Teaching Force, Cortland’s Urban Recruitment of Educators Program (C.U.R.E.), September 2012 – Present.

CONCLUSION

Knowledge Academy @ the Crossings is the second publicly authorized charter middle school of Knowledge Academies, Inc., (Antioch, TN 37013), designed to transform the lives of our students and surrounding community, one of the fastest growing in Tennessee. Our model provides exceptional support for personalized learning, every day, for every learner (youth – adult), including a less than 9 to 1 student to staff ratio, and the launch of the **Center for Personalized Learning**. The **Center** will serve as a “Learning Hub” to connect families to workforce development, industry credentials, and economic development priorities, as identified by the Nashville Area Chamber of Commerce, [Partnership 2020](#).

Located in one of Tennessee’s most diverse neighborhoods, our student population is comprised of over 90 percent on free / reduced priced lunch, including 12 percent of students with disabilities and 18 percent of students that receive English Language Learner (ELL) services. Our team's track record includes recognition as a top 5% Tennessee Reward School for Academic Learning Gains ([2014](#)), the launch of KA High, designated a [National K-12 Breakthrough Model for College](#), recognition as a [2015 NEXT AWARDS FINALIST](#) by the Nashville Area Chamber of Commerce, and newly authorized [school transformation provider](#) for the Tennessee Achievement School District.

This project will support exceptional academic achievement and learning gains for students, with the support of their families, using innovative talent development initiatives and rigorous program evaluation, connected to the economic development needs of one of the nation’s fastest growing metropolitan areas (Nashville, TN).

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES – NON-STATE EDUCATIONAL AGENCIES

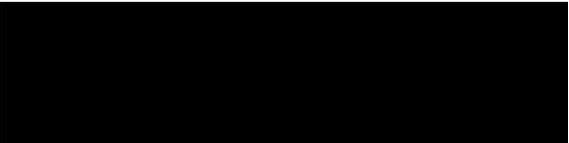
Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit the following to the Secretary:

- A. Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- B. As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- C. All items described in the application requirements;
- D. An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- E. An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- F. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- G. Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- H. A copy of proof of applicant's non-profit status;
- I. The applicants' DUNS and TIN numbers;
- J. A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- K. Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Arthur L. Fuller, Jr.

NAME OF AUTHORIZED OFFICIAL



SIGNATURE OF AUTHORIZED OFFICIAL

President

TITLE

September 7, 2015

DATE

Knowledge Academies, Inc.

APPLICANT ORGANIZATION

September 7, 2015

DATE SUBMITTED

PROFILE

Non-profit executive focused on creating and implementing innovative programs for traditionally underserved students and families.

EXPERIENCE

Founder & President

Knowledge Academies, Inc., www.kayouth.org, Antioch, TN — 2011-Present

Serve as chief executive officer of high performing, emerging public charter school network, on pace to transform the life and learning outcomes of 2,500 students within the next five years.

Recognized as 2014 Tennessee Reward School (Top 5%) for Academic Progress and National K-12 Breakthrough Model for College, by the Bill & Melinda Gates Foundation. Recognized as 2015 NEXT Awards Finalist, Social Enterprise & Sustainability, Nashville Area Chamber of Commerce. Selected as a 2015 grant recipient for the Replicating Quality Schools Program by the Tennessee Charter School Center, in partnership with the New York Charter Center.

Led KA's selection as a [new public charter school portfolio provider](#) for the Tennessee Achievement School District (launching up to 3 additional middle schools within the next five years, 2017 - 2020).

Secured \$10 million facility renovation and improvements for the KA network of schools, spanning 2015 to 2017, encompassing 120,000 square feet, including two new high school size gymnasiums, and two separate facilities. Demonstrate sound fiscal management, attaining zero audit findings for all consecutive fiscal years of operations (currently \$4.3 million budget, 40 full-time, 10 part-time).

Certified Critical Friends Coach - National School Reform Faculty. Serve as charter school review committee lead, at the request of district authorizer (2011 - 2015). Charter application recognized as "gold standard" by the 2011 Nashville board of education. Member of Partners for Developing Futures education entrepreneur portfolio (Los Angeles, CA, 2011 – 2013).

Founder, The Open Source Teaching Project

Murfreesboro, TN — 2007 - 2010

Founder of digital service learning initiative focused on raising awareness about college access and academic careers, using digital media, www.opensourceteaching.org. The project includes the participation of 3 Nobel Laureates, 10 MacArthur Fellows, and over 30 of the nation's leading academic scholars, spanning the cities of New York, Boston, Washington, D.C., Philadelphia, San Francisco, Raleigh / Durham, Detroit, and Nashville. Attained recognition for the project's work in national trade publications.

Research Associate & Fiscal Budget Officer

State of Tennessee Board of Education, Nashville, TN — 2004 - 2011

Legislative liaison for the governor-appointed board and its Executive Director. Led education committees focused on the state education funding formula (Basic Education Program) & issues of teacher salary equity; served as agency lead for oversight of the teacher effectiveness state report card; served as policy adviser for 1) the TN diploma project; 2) guidelines for differentiated teacher pay plans; 3) uniform grading scale and the TN Hope lottery scholarship; 4) participated in the development of policy increasing the academic rigor of TN's achievement

standards; 5) participated in selected Race to the Top policy initiatives. Served as fiscal budget officer, responsible for submission of annual budget to the Tennessee General Assembly (\$1.0 million agency budget, 6 to 8 staff).

Project Manager / Technology Resource Manager

Metro Nashville Public Schools, Nashville, TN — 2002 - 2004

Assisted Chief Administrative Officer in the drafting and monitoring of school board policy and district improvement plans. Collaborated with school leadership teams (12 elementary / middle schools) in the delivery of instructional technology training and development.

Senior Education Adviser / Regional Adviser

Co-nect, Inc. (Acquired by Pearson, 2005), Cambridge, MA — 1999 - 2002

Provided onsite technical assistance to Title I schools in the pursuit and implementation of 3-year comprehensive school reform grants. Helped over 25 Title I schools throughout the Southeast (GA, FL, VA, TX, SC) secure \$4.5+ million in federal school improvement grants. Served as lead grant writer for \$800,000 smaller learning communities grant (Fulton County, GA). Facilitated best practice sharing through digital media across the network of Co-nect Schools. Performed school-wide accreditation visits.

Math, Algebra I, Physical Science Teacher (Grades 6 - 8)

Wilton Public Schools, Wilton, CT — 1996 - 1999

Served as classroom teacher for grades 6 - 8. Served as instructional technology trainer for faculty. Led school in the receipt of Sharing Diversity through Music, Technology, and the Arts Grant. Received Innovative Teacher Award.

Founder & Director, www.fullermusic.net

FullerMusic, Stamford, CT — 1996 - 1999

Led after-school community outreach across various community centers in Stamford, CT, focused on instructional technology, the fine arts, and critical thinking. Received national recognition in FamilyPC, The New Yorker, and Emerge magazines. Invited to Presidential Information Technology Advisory Committee forum on Closing the Digital Divide (Washington, D.C.).

Math and Science Teaching Apprentice (Grades 4 - 8)

Shady Hill School, Cambridge, MA — 1995 - 1996

Completed Shady Hill School / Lesley College Joint Masters Program

Heinz Teaching Fellow(Grades 5 - 6)

Sewickley Academy, Sewickley, PA — 1994 - 1995

Taught Algebra 1, Pre-Algebra, and Physical Science

EDUCATION

Lesley University, Cambridge MA M.Ed., 1996
Middle School Education (Mathematics)

Wesleyan University, Middletown, CT B.A., 1994
Neuroscience & Behavior
Howard Hughes Minorities in the Sciences Fellowship

Vanderbilt University, Nashville, TN Graduate Studies (2004 - 2006)
Education Leadership & Policy 45 Graduate Hours, 3.74 GPA
Tennessee State University, Nashville, TN Certification (2002 - 2004)
Administration & Supervision (PreK - 12) 21 Graduate Hours, 3.9 GPA

LICENSES & CERTIFICATES

Tennessee - Beginning Administrator, PreK - 12 (480), expiration 08/31/2015
Tennessee - Out of State Teacher, Middle Grades 5 - 8 (400), expiration 08/31/2017
Certified Critical Friends Coach, National School Reform Faculty (2011)

MEDIA & PUBLICATIONS

Ward, G. ([2015, June 8](#)). Southern Hills Plans Medical Plaza in Antioch. *The Tennessean*.
Caldwell, W. ([2015, May 26](#)). Hickory Hollow. Nashville's Next Big Comeback. *The Tennessean*.
Collier, Lorna, (2009, June), "Information Inspiration", *THE Journal: Technology Horizons in Education* 36 (6),18,20.
Fuller, A, & Nixon, G. (2008, April 17). Complexity Demands We Change Methods. *The Tennessean*.
Devereux, Jamie. (2008 Winter). Straight from the Source: The Open Source Teaching Project improves public school through city involvement. *Converge: Strategy and Leadership for Technology in Education*, Issue 1. Vol. 3. p. 6, 26-29.
Fuller, A. (2008, January 15). Local Innovative Decision Making at Heart of Plan. *The Tennessean*, p. 10A.
Rolle, R.A., & Fuller, A. (2007). Measuring Educational Productivity in the Face of Social Justice Influences. In G. Rodriguez, & R.A. Rolle. (Eds.), *To What Ends and By What Means? The Social Justice Implications of Contemporary School Finance Theory and Policy*. (pp. 59 - 94). New York: Routledge.
Fuller, A. (2005, December 26). Proficiency isn't high enough in state schools. *The Tennessean*, p. 18A. Fuller, A. (2003, April 4). Pre-K Needs Lottery Funds. *The Tennessean*, p. 18A.
Santo, Cristine. (1999 November). The Beat Goes on. *FamilyPC*, 156.
Joint Center for Political and Economic Studies. (1999, October 19). *Resolving the Digital Divide: Information, Access, and Opportunity*. WASHINGTON, DC: PITAC.
Finnegan, William. (2000, January 24). A Slave in New York. *The New Yorker*, 59
National School Boards Association. (1999). *13th Annual Technology and Learning Conference*. [Brochure]. Alexandria, VA: NSBA. Conference Presenter, FullerMusic.
Peoples, Betsy. (1999, July / August) *Technology Counts*. *Emerge*, 14.

Mona C. Ivey-Soto, Ph.D., MEd, MSW

Belmont University
School of Education
College of Liberal Arts and Sciences
Wedgewood Academic Center
1900 Belmont Blvd.
Nashville, TN, 37212

Phone: 

Education

2008: Ph.D., Special Education and Clinical Sciences, University of Oregon

2003: M.S.W., Specialization in Children, Youth and Families, Silberman School of Social Work at Hunter College of the City University of New York (CUNY)

2003: MEd., Infant and Family Development and Early Intervention, Bank Street College of Education

2000: B.A., Political Science and Sociology, New York University

Professional Experience

2015-Present **Assistant Professor**, School of Education, College of Liberal Arts & Sciences, Belmont University, Nashville, TN.

2011-Present **Assistant Professor**, Department of Early Childhood/Childhood Education, State University of New York (SUNY) College at Cortland, Cortland, NY

2013-Present **Affiliated Faculty**, Africana Studies Department, State University of New York College at Cortland, Cortland, NY

2012-2013 **Program Coordinator**, Cortland's Urban Recruitment of Educators Program (C.U.R.E.), State University of New York (SUNY) College at Cortland, Cortland, NY.

2010-Present **Clinical Faculty**, Department of Psychiatry, SUNY Upstate Medical University, Syracuse, NY.

- 2008-2011** **Assistant Professor**, Department of Education and Child Studies, Cazenovia College, Cazenovia, NY.
- 2010-2011** **Mental Health Consultant**, Social Emotional Consultation Project, PEACE Inc., Head Start, Syracuse, NY.
- 2006-2010** **Education Consultant & Quality Initiative Reviewer**, National Head Start Association, Alexandria, VA.
- 2006-2008** **Social Worker**, Caring Center for Reconciliation Counseling, Syracuse, NY
- 2006-2008** **Social Worker**, Syracuse University Liberty Partnerships Program, Syracuse, NY
- 2005-2006** **Early Childhood Mental Health Reviewer/Consultant**, Lane County Head Start, Eugene, OR
- 2004-2006** **Graduate Teaching Fellow**, University of Oregon, Early Intervention Program, Eugene, OR.
- 2004-2006** **Education Consultant**, Head Start Monitoring Project, Danya International, Alexandria, VA.
- 2003-2004** **Head Start Fellow**, Department of Health and Human Services (HHS), Office of Head Start, Washington, DC.
- 2002- 2003** **Supervisor and Social Worker**, Visiting Nurse Service of NY, Early Head Start, Queens, NY.
- 2001-2002** **Social Worker/Case Manager** Jamaica Family Center Substance Abuse Day Treatment Center, Queens, NY.

Grants

Co-Investigator, Teaching Innovation Grant. Early Childhood Educators in Culturally and Linguistically Diverse Urban Communities. SUNY Cortland, 2014.

Honors

Unity Award, SUNY Cortland. 2014

Eliminating Racism and Empowering Children and Families: Diversity Achievers Award. YWCA. 2013.

Women of Color Leadership Award, State University of New York College at Cortland, 2012 & 2013

Tau Sigma Leadership Award, State University of New York College at Cortland, 2012 & 2013

Knowledge Learning Corporation (KLC) Scholarship for dissertation research focusing on young children whose development and learning are at risk. University of Oregon, 2008

Rebecca Donovan Award for Excellence in Research for master's thesis entitled "Resiliency in the Lives of Adolescent Parents and Their Children." Hunter College School of Social Work, 2003.

Research Projects

Bringing Campus Diversity Missions to Life. NCBI Campus Affiliate Coalition Building Team. June 2014-

Using Data to Support High Quality Teacher Preparation. SUNY Cortland Teacher Education Network (C-TEN). May 2014-

Diversifying the Teaching Profession. National Association for Multicultural Education National Workgroup, January 2014-

Teaching for Transformation: Empowering Culturally and Linguistically Relevant Early Childhood Educators. State University of New York College at Cortland, September 2013-Present.

Examining the Effect of Urban and Rural Practicum Experiences on Preservice Childhood/Early Childhood Students' Teaching Practices and Beliefs. State University of New York College at Cortland, January 2013-Present.

Recruiting and Retaining a Diverse Teaching Force, Cortland's Urban Recruitment of Educators Program (C.U.R.E.), September 2012-Present.

Social Emotional Consultation Project-Syracuse University Early Childhood Direction Center and PEACE Inc., Early Head Start, Syracuse, NY. July 2010-June 2011.

Jowonio Inclusive Preschool Research Consortium Group-Syracuse, NY. May 2010-

CNY Preschool Coalition Early Childhood Mental Health Work Group, Syracuse, NY. July 2011-

ARIEL MCCALLUM, M.B.A

QUALIFICATIONS PROFILE

- ◆ Business professional with nine years of team management experience
- ◆ Strong communication skills; verbal, written, and technical
- ◆ People oriented and skilled in collaboration and teamwork, with virtual team experience
- ◆ Organized, detail and deadline oriented, able to prioritize tasks for completion, and able to work independently with minimal supervision
- ◆ Developed analytical skills in accounting and finance
- ◆ Highly adaptable, with strong ability to work in a fast paced constantly evolving environment

EDUCATION

Master of Business Administration, Concentration in Human Resource Management

Keller Graduate School of Management

Completed: April 2012

Bachelor of Liberal Studies, Concentration in Biological Sciences

University of Memphis

Completed: August 2009

PROFESSIONAL EXPERIENCE

KNOWLEDGE ACADEMIES, INC

Executive Director

January 2015 – Present

- ◆ Collaborate with the Executive Leadership Team and the Board of Directors to refine and implement the strategic vision of Knowledge Academies
- ◆ Provide oversight of all reports and evaluations submitted to federal and state entities, in collaboration with the President
- ◆ Serve as lead advocate for the best interest of students, ensuring that practices of the organization place students first
- ◆ Ensure adequate representation on committees throughout the school, in collaboration with Executive Leadership Team, the administrative staff, and as directed by policy
- ◆ Work with Executive Leadership Team and administrative staff to prepare long- and short-term goals for the school, including student achievement
- ◆ Establish and maintain school policies as agreed upon by the Board of Directors and in accordance with the MNPS Charter School agreement. Ensure all policies and procedures comply with local, state, and federal guidelines.
- ◆ Provides leadership for the development of a systematic plan for continuous school improvement and make administrative decisions necessary for the effective and efficient school operations
- ◆ Serve as Chief Operating Officer of Knowledge Academies, as designated by the Board of Directors
- ◆ Provide oversight of financial management by working through the designated budgetary process and ensuring the absence of negative audit findings related to any aspect of operations, finances, ethics, or management, in collaboration with the President and the Board Treasurer.
- ◆ Oversees the Executive Leadership team for development, growth and implementation of school-wide policies
- ◆ Communicates and work collaboratively with students, families, colleagues, and Leadership Team
- ◆ Provide oversight for the recruitment and hiring of all teachers and staff members
- ◆ Develop and implement a personnel evaluation system that differentiates the performance of employees

KNOWLEDGE ACADEMIES, INC

Director Finance and Operations

July 2014 – December 2015

- ◆ Managed daily cash flow and preparation of financial deposits
- ◆ Facilitated the annual financial audit process
- ◆ Served as family liaison for communication of transportation and bus routing information
- ◆ Operations Team Lead – Facilitating team meetings, coordinating staff schedules and delegation of

- ◆ Oversaw the district recruitment and application process and delegating related tasks for completion

KNOWLEDGE ACADEMIES, INC

Finance and Operations Manager

August 2012- July 2014

- ◆ Promoted from Operations and HR Assistant position
- ◆ Tracked and processes invoices
- ◆ Served as family liaison for communication of transportation and bus routing information
- ◆ Utilized Excel to create spreadsheets to manage and organize school tracked information
- ◆ Managed student enrollment and maintaining the desired school average daily membership
- ◆ Oversaw Food services management and reimbursement processing
- ◆ Oversaw facilities maintenance and supply orders
- ◆ Assisted in the management of state mandated testing processes
- ◆ Managed the coordination of the KA student aftercare program
- ◆ Managed tracking and input of all current and prospective student information into the district student management system
- ◆ Participated in student recruitment events and follow-up activities

CONSULTANT FOR KNOWLEDGE ACADEMIES, INC

January 2012- August 2012

- ◆ Utilized excel spreadsheets to continuously track and update student and family school information
- ◆ Created and maintained purchase order information through spreadsheets, for Executive Director and COO review and approval
- ◆ Completed outreach calls to families providing information on student acceptance and school events
- ◆ Involved in community outreach and recruitment functions
- ◆ Recorded and drafted meeting minutes at Board meetings in compliance with new board governance legislation
- ◆ Assisted with development of the HR functions, and proofread related documents, including employee manual

THE YANKEE CANDLE COMPANY

Assistant Store Manager

October 2011- August 2012

- ◆ Conducted report analysis and time and attendance approval
- ◆ Delegated tasks to the sales associate team and sustained accountability through follow-up and coaching
- ◆ Provided excellent customer service while maintaining professional integrity and proper business etiquette
- ◆ Worked within the management team to drive sales by meeting daily, monthly, and annual sales goals

THE CHILDREN'S PLACE

Assistant Store Manager

June 2010 – October 2011

- ◆ Utilized management experience to drive sales for a one million dollar store location by analyzing daily, weekly, and monthly sales results. Despite economic downturn, maintained a positive conversion increase over previous year's results
- ◆ Demonstrated strong leadership abilities through motivation by maintaining a positive work and store environment for both the team and customer base
- ◆ Contributed Human Resource knowledge to aid in the recruiting, interviewing, hiring, and training of prospective candidates both on the associate and management level
- ◆ Drafted weekly associate schedules and monthly management schedule, maximizing staffing to best meet the needs of the business, while maintaining a leveraged payroll
- ◆ Protected company assets through proper execution of Loss Prevention policy and procedures in regard to monetary transactions, and opening and closing of the store

Jennifer J. Lassen, M.Ed.

Qualifications Summary

Highly motivated project manager with over 10 years' experience of teaching and non-profit director positions in 4 countries and 4 years' experience working in Start-up environments. Fluent speaker of English, Spanish, and German.

Professional Experience

Knowledge Academies, Inc.

April 2012 – Present

Deputy Director, Academics

- ⤴ Provide oversight for the day-to-day student experience, including scheduling, academic advising, monitoring academic progress, addressing academic emergencies
- ⤴ Provide oversight of School Improvement Program, RTI program implementation, and state testing
- ⤴ Support and direct the activities of teams leads, department chairs, sponsors of student organizations and activities, and faculty committees
- ⤴ Serve as a consultant to teachers in matters of classroom management, teaching methods, professional development, and general school procedures
- ⤴ Observe, supervise, and help evaluate the faculty in development and implementation of curriculum; to supervise the teaching process, and to review and evaluate the academic program
- ⤴ Conduct regular meetings with faculty, team leads, and department chairs, which address both routine school matters and stimulate exchange of ideas on issue of educational/philosophical interest and concern
- ⤴ Establish programs for the orientation of new teachers, in-service training of all teachers, and evaluation of classroom teachers, to ensure that teachers are familiar with and adhere to school policies in all areas of school operations
- ⤴ Make recommendations regarding the hiring, retention, and the assignment of faculty
- ⤴ Ensure compliance with legal requirements of local, state, and federal regulations and agencies; maintain the educational standards established by Metro Nashville Public Schools (MNPS), the State of Tennessee, and those agencies that examine the school
- ⤴ English Language Learner Classroom Teacher (2012 – 2014)
- ⤴ Founder and (former) Staff Leader of the KA Family Council (PTO/PTA)
- ⤴ Manage fundraising through Family Council and Sports teams
- ⤴ Planned, coordinated and managed school activities, fundraising initiatives, volunteer recruitment, and new student recruitment events

Hoja de Osa School – Puerto Jiménez, Costa Rica

July 2011 – February 2012

School Director

- ⤴ Oversaw a non-profit bilingual school of five teachers; Kindergarten to Sixth grades.
- ⤴ Provided instructional guidance and developed teacher evaluation systems.
- ⤴ Liaison between PTA and Board of Directors.
- ⤴ Managed fundraising, school activities, and volunteer recruitment.

McMurray Middle School – Nashville, Tennessee, USA

August 2008 – July 2011

Teacher

- ⤴ Instructor of the English Language to learners from Mexico, Central America, Nepal, Burma, Karen, and the Middle East.
- ⤴ Instructor of Spanish 1 and Heritage Spanish 1, both for high school credit, to advanced students.

Education

Middle Tennessee State University

M.Ed. – Curriculum and Instruction, Specialization in English as a Second Language

Boise State University

B.A. – Spanish, Secondary Education

Universidad de Puerto Rico

Study Abroad – Spanish Literature and Linguistics

Certifications

State of Tennessee, USA

Certified Professional (03) Level Teacher, Spanish 7-12 (409), ESL pre-K-12 (490)

National School Reform Faculty

Certified Critical Friends Group Leader

Metro Nashville Public Schools and CUE Inc.

PARCC All-Star Trainer

Relevant Experience

Bargreen Ellingson – Boise, ID, USA

Salesperson for 7th largest restaurant supply company in the USA.

June 2007 – June 2008

Boise State University – Nampa, Idaho, USA

Teacher of English as a Second Language to adult students.

June 2007 – June 2008

HBLFA Raumberg-Gumpenstien – Irdning, Austria, Europe

Fulbright English Language Teaching Assistant to secondary students.

October 2005 – May 2007

Boise Elementary Spanish – Boise, Idaho, USA

Teacher of Spanish to elementary aged students in a before school program.

September 2003 – May 2004

New England School of Languages – San Juan, Puerto Rico

Teacher of English as a Second Language to adult students at a private language institute.

September 2003 – December 2003

Professional Recognition

Phi Kappa Phi Honor Society

Member – Inducted May 2011

Volunteer Work

Tennessee Immigrant and Refugee Rights Coalition, Nashville, TN

Volunteer Citizenship Coach and Translator, participated in events to help Legal Permanent Residents determine eligibility and complete citizenship paperwork at events, under Anahi Gutierrez.

Spring 2011

Martel Demond Graham

OBJECTIVE

• To combine the education and experience as an instructor of learning and leadership to obtain a position where I can utilize my teaching and leadership abilities to develop and expand existing philosophies and principles.

PERSONAL PHILOSOPHY

Highly qualified Special Education teacher and emerging leader seeking to combine education and experience as an instructor of learning in a position that embraces both leaders and learners that are diverse while providing support for opportunities of growth. As a leader it is my belief that leading with a servant's heart allows those around to better understand their purpose as well as embracing the vision of not only the leader, but the organization. Although there are many views on how to teach and lead, I believe that a combination of strategies are necessary for successful development. I firmly believe everyone can be a leader and should be privileged with the necessary resources needed to learn and lead in a way that is best suited for his or her leading and learning style.

EDUCATION

Trevecca Nazarene University

• *Masters of Organizational Leadership*

Nashville, TN

August 2011-May 2013

Tennessee State University

• *Masters of Education:*

Teaching and Learning: Curriculum and Instruction: Reading

Endorsement: Reading Specialist

Nashville, TN

August 2007-December 2009

Austin Peay State University

• *Bachelor of Science in Special Education*

Minor: Professional Education

Clarksville, TN

August 2000-December 2006

TEACHING EXPERIENCE

Knowledge Academies

Managing Director | Student Services

Nashville, TN

July 2012-present

- Oversee high quality instruction for students with disabilities across all content areas, middle and high school.
- Professional development facilitator.
- Exemplary compliance for IEP meetings, 504 meetings, and related student support.
- Special Education Teacher (2012 – 2014)
- Student cumulative file manager.

New Vision Charter Academy

Exceptional Education Teacher (Special Education)

Nashville, TN

September 2010-Januaruy 2012

- Spearheaded the Special Education department at NVA Charter School during the first year open.
- Provided in-house professional development for teachers.
- Collaborated with general education teachers about best practices in educating students with learning disabilities.
- Administered criterion-reference and skill based assessments to measure skill level.
- Scheduled, created, and held IEP meetings to ensure compliance

Cameron Middle School
MIS-Conduct/Fragile Teacher

Nashville, TN
August 2009-September 2010

- Taught middle school students with behavior disorders in Reading, Math, Language Arts and Social Studies.
- Implemented behavioral program to ensure students success socially, behaviorally and academically.
- Collaborated with general education teachers on interventions that will assist the MIS students during inclusion classes.
- Created maintained and implemented IEP's that included behavior intervention plans, functional behavior assessments, safety/crisis plans and transition plans.
- Safety team member and CPI Certified.

Isaac Litton Middle School
Special Education Resource Teacher

Nashville, TN
August 2007-May 2009

- Participated in the formulation of Individual Education Programs.
- Successfully taught Mathematics, Science, Language Arts, Reading and Science in a resource setting.
- Generated quarterly goal reports evaluating students' progress to support recommendations for further student development.
- Incorporated learning strategies for learning disabled students encompassing self-questioning, cognitive behavior modification, organization, memory strategies and modeling.

LICENCESSES

- Professional License: Special Education Modified K-12
- Highly qualified All Subject Areas, except Art & Music K-6, 7-8
- Endorsement: Reading Specialist PreK-12

LEADERSHIP/VOLUNTEER

- DIEBLS assessment team member
- Critical Friends facilitator
- Alternate Assessment Science Design team member for the state of Tennessee
- News Channel 2 Educator of the Week
- RTI2 team member
- Member of the director's board of innovation
- Basic Reading Inventory team member
- Mentored/Internship with school based literacy coach Cheryl Minnis
- Middle School Comprehensive Literacy Framework
- Member of Tennessee Reading Association
- Member of International Reading Association
- Metropolitan Nashville Education Association Minority Leadership Member
- Hosted student teacher from Vanderbilt University
- 504 coordinator
- Support Team chair

JUSTIN T. PRINCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

Abilene Christian University

Bachelors of Arts, Religious Studies, May 2011

Abilene, TX

Lipscomb University

Masters of Science in Psychology, May 2015

Nashville, TN

WORK EXPERIENCE

Knowledge Academies, Inc

Managing Director, Organizational Development

Antioch, TN

Jan 2015 – Present

- Manage and implement school-wide scheduling system
- Coordinate staffing and recruitment needs for Knowledge Academies
- Provide organizational development and growth metrics for school at-large
- Evaluate and Revise School-Wide Procedures
- Manage Facility Conceptual Design to Construction
- Coordinate Grants & Special Projects

Knowledge Academies, Inc

Coordinator, Social and Emotional Learning

Antioch, TN

July 2014 – Dec 2014

- Create school-wide Social & Emotional implementation calendar
- Implement Social & Emotional curriculum
- Provide Social & Emotional MOOC for Teacher Development
- Provide Secondary Interventions for Students
- Provide Student Counseling for Students at-large
- Assist in Student Scheduling

Knowledge Academies, Inc

Executive Assistant & Student Counselor

Antioch, TN

Sept 2012– June 2014

- Provide Secondary Interventions for Students
- Provide Student Counseling for Students at-large
- Assist in Student Scheduling
- Manage Main Office & Generate general office procedures
- Create and Revise School Policies and procedures as needed

Lifeworks of Nashville

Certified Life-Skills Instructor

Nashville, TN

Dec 2011 – Aug 2012

- Instruct lifeskills program to all students

- Create necessary job/life skills programs for student development
- Provide short-course material on lifeskills program to refugee
- Provide marketing and communications to all new and current students

Smith Hamilton, LLC
Subcontractor – ACAD Designer

San Antonio, TX
Jan 2007 – Aug 2012

- Provide Subcontracted Architectural Design
- Create cut-sheet design of special equipment
- Create project blueprints at-large

SKILLS

- Strong communication and problem solving skills
- Collaborative and goal oriented
- Exceptional multi-tasking ability
- Technologically adept in web design, MS Office, and Learning Management Platforms
- Twelve years of AutoCad and Revit Design Experience
- Extensive Leadership experience in both Business and Non-Profit Organizations

- 2011 Therapeutic Interventions Inc.
Counselor
700 Inverness Avenue Suite 203
Nashville, TN 37204
(615) 457-2334
- Devised treatment plans, safety plans, and behavior intervention plans
 - Maintained dental, medical, and mental health services for clients in foster care
 - Facilitated individual and family counseling
 - Provided in-home behavioral services
 - Supervised visitations with biological parents/guardians
 - Attended court hearings on clients' behalf
 - Recruited foster parents and facilitated trainings
 - Composed the SAFE HomeStudy for prospective foster parents
 - Compiled documentation for completion of adoptions
- 2011 Family Exchange Club Center
Supervised Visitation Monitor (P/T)
139 Thompson Lane
Nashville, TN 37211
(615) 333-2644
- Supervised court ordered visits with children and their non-custodial parent
- 2010 The Next Door, Inc.
Residential Relief Staff (P/T)
128 8th Avenue South
Nashville, TN 37202
(615) 251-8805
- Oversaw operation of a forty bed facility for women recently released from a penal institute
- 2008 Metropolitan Nashville Public Schools
Truancy Officer
3125 Ironwood Drive
Nashville, TN 37214
(615) 259-4636
- Maintained truancy records at nineteen schools
 - Organized Attendance Review Board meetings
 - Worked collaboratively with Social Workers, Parent Liaisons, Behavior Specialists, and Juvenile Court
 - Accessed Chancery/Grade Speed to review student's attendance records
 - Informed parents, students, and the community of the Compulsory Attendance Laws
 - Filed petitions in Juvenile Court and attended court hearings
 - Developed working relationships with school administrators and parents to promote student's academic success, by resolving truancy issues

2006 State of Tennessee, Department of Children's Services
Child Protective Services Case Manager
900 2nd Avenue North
Nashville, TN 37242
(615) 253-1400

- Investigated child abuse allegations
- Filed petitions in Juvenile Court and attended court hearings
- Maintained a caseload of twenty-five clients
- Administered drug tests
- Conducted home and school visits
- Completed Functional Behavior Assessments
- Established trusting relationships with families, and made referrals for additional services, when applicable

2001 Mid-Cumberland Community Services Agency
Crisis Intervention Case Manager
531 Metroplex Drive Suite A-200
Nashville, TN 37211
(615) 230-2753

- Managed cases of clients who participated in the Crisis Intervention Program
- Conducted home and school visits and court hearings
- Implemented permanency plans for families

OTHER EXPERIENCE

2001 Intern
Public Defender's Office, Juvenile Division
100 Woodland Street Lower Level
Nashville, TN 37213

- Interviewed indigent clients
- Followed client's progress
- Reviewed case files
- Visited juveniles in detention
- Attended court hearings

2002-2015 Volunteer
Nashville Inner City Ministries

William Kizzie

Antioch, Tennessee

QUALIFICATIONS SUMMARY

- Strong communication skills, both written and verbal
- Excel in problem solving, project management, decision-making and supervision
- Ability to multitask as well as delegate projects to meet deadlines effectively
- Innovative, personable and detail oriented

PROFESSIONAL EXPERIENCE

KNOWLEDGE ACADEMIES

2015-Present

Director of Operations

- Provide oversight for the operations of the school and organizational support for all school activities, and establish standard school operating procedures and maximize the performance and impact of the school's mission
- Negotiate all third party vendor contracts; including, but not limited to, janitorial, transportation, office equipment, telecommunications, and food service
- Ensure all operational regulatory and compliance requirements are met or exceeded
- Identify and schedule bus routes and serve as parent liaison for transportation and bus routes
- Provide oversight of MNPS Food Service, prepare and submit food service reimbursement reports, and serve as primary contact for MNPS Food Service
- Ensure frequent opportunities for informal conversations focused continuous performance improvement and provide timely formal evaluations for Operations Team members

METRO-NASHVILLE PUBLIC SCHOOLS, Nashville, TN
Educator/Professional Development Trainer/Coach

2008-2015

2011-2013

Professional Development Trainer (Technology-Martin Professional Development Center)

- Responsible for the effective engagement and instruction of MNPS educators/administrators on how to effectively incorporate technology into the classroom

2009-2015

Business Education Teacher - Head Girls Basketball Coach & Boys Track & Field- Margaret Allen/DuPont Hadley/Madison Middle School

- Teaches Introduction to Computers and Teen Living
- Related Arts Team Leader (2010-2011)
- Elected President of the FAC (faculty advisory committee 2010-2011)
- School Leadership Team
- Member of the School Discipline Committee

2008-2009

Business Education Teacher-& Assistant Boys Basketball Coach Hillwood High School

- Taught eBusiness Communication, Marketing & Management I, Desktop Publishing, Introduction to Multimedia & Design
- Implement lesson plans, while ensuring the integrity of academic time and in a manner which motivates students to learn and participate
- Maintain a discipline and classroom control that fosters a safe positive environment for all students and staff in accordance with school and county policies
- Perform other related duties as assigned by building administrator(s) in accordance with school/county policies and practices

S & K ENTERTAINMENT PRODUCTIONS, LLC, Nashville, TN

2006-2013

President

- Coordinate the operation of an event planning office, providing scheduling and support services
- Search for services and product used to administer events
- Review agreements, service and fees before establishing a business relationship with vendors
- Itinerary, detail planning and follow up
- Contracting services and purchasing products to set up and pre function activities
- Manage internal finances with strict control of cost and cash flow
- Plan and organize numerous functions for clients looking to entertain and enjoy their friends, family, co-workers and business associates

FIDELITY MORTGAGE, INC., Nashville, TN

2004-2005

Mortgage Analyst

- Prepared and reviewed company's business plans and annual budget
- Analyzed and summarized financing proposals
- Assessed the money and capital markets
- Prepared industry competitive analysis
- Gathered, analyzed, summarized and report relevant treasury information
- Well versed in purchase products and first time home buyer products
- Implemented high levels of sales and customer service
- Managed contacts and leads
- Issued mortgage loans to customers refinancing existing loans

EDUCATION

Fisk University, Bachelor of Science Degree, Business Administration/Management, Nashville, TN, 1998-2002

Trevecca Nazarene University, Master of Education, Nashville, TN, 2009-2010

Trevecca Nazarene University, Master of Educational Leadership, Nashville, TN, Fall 2015



METROPOLITAN
Nashville
PUBLIC SCHOOLS

Dr. Alan Coverstone
Executive Officer
Office of Innovation
June 24, 2015

Mr. Art Fuller
[REDACTED]

Dear Art:

The Office of Charter Schools is pleased to inform you that your application for KA @ The Crossings, a public charter middle school, has been approved to open in 2016 by the Metropolitan Nashville Board of Education at their meeting on June 23, 2015.

Attached you will find the recommendation report for KA @ The Crossings and the updated Pre-Opening Workbook, which outlines the steps that must be taken in order for your school to open on time and with the appropriate authorizations. Brad Wyatt is working on your contract and it will be sent for your signature shortly with an amendment containing the newly adopted Annenberg standards.

In accordance with our tradition of close collaboration with charter schools, we would like to set up a meeting with your chosen school leader as soon as possible in order to begin next steps in the process leading to opening your school in 2016.

Thank you again for your interest in our students and we look forward to partnering with you as you work to offer more high quality educational opportunities to MNPS students.

Should you have questions or concerns, please contact Carol Swann at [REDACTED] or e-mail her at [REDACTED]

Best,
[REDACTED]

Alan Coverstone, Ed.D

cc: Carol Swann
Cameo Bobo
MNPS Board of Education
Marsha Baker



Mr. Art Fuller
Knowledge Academies, Inc.
5380 Hickory Hollow Parkway Suite B
Antioch, TN 27013

July 10, 2015

Dear Mr. Fuller:

Congratulations! We are delighted to inform you that, as a result of a rigorous selection process, Knowledge Academies, Inc. is approved to operate within the Achievement School District (ASD) beginning in fall 2016. Please treat this as a confidential document as ASD authorization decisions will not be publicly announced until July 15, 2015.

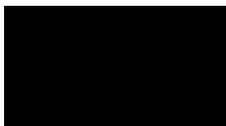
We look forward to working with you and your team to successfully launch the ASD's next cohort of charter schools and are excited to support you in making your proposal a reality! While the timeline moving forward is still being defined, general next steps for schools opening fall 2015 include:

- ASD authorization press release (July 15, 2015)
- School Conversion Process identifying school matches (fall 2015)
- Operator – ASD financial, performance, and facilities contract(s) (spring 2016)

Please note that the ASD will ultimately determine whether your school will operate as a full transformation or phase-in model and will reach out soon to discuss each option.

Thank you again for the time and energy that your team put into your application and interview in response to the ASD's Request for Proposals. We know that you share our commitment to transforming Priority List schools in Tennessee and to make them excellent for all the students they serve. We look forward to our partnership in Nashville!

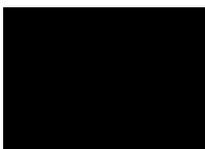
Sincerely,



Chris Barbic
Superintendent



Margo Roen
Chief of New Schools and Accountability



Anna Kucaj
Charter Authorization Manager



DUKE UNIVERSITY TALENT IDENTIFICATION PROGRAM

www.tip.duke.edu 300 Fuller Street Durham, NC 27701 (919) 668-9100 FAX (919) 668-9139

April 8, 2015

Mr. Art Fuller
Knowledge Academies, Inc.
5380 Hickory Hollow Pkwy, B
Antioch, TN 37013

Dear Mr. Fuller:

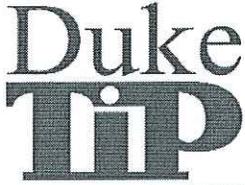
This letter is confirmation that Knowledge Academies, Inc. is actively participating with the Duke Talent Identification Program (Duke TIP). As a participating school, Knowledge Academies identifies academically talented students in fifth and sixth grade and encourages them to enroll in our 4th-6th Grade Talent Search.

We are so grateful for and value our relationship with Knowledge Academies, Inc. We appreciate your willingness to offer these valuable opportunities to some of your brightest students. As your school grows, we look forward to continuing our relationship with you.

Best wishes,



Barbara McHugh
Program Coordinator
4th-6th Grade Talent Search



DUKE UNIVERSITY TALENT IDENTIFICATION PROGRAM

www.tip.duke.edu 300 Fuller Street Durham, NC 27701 (919) 668-9100 FAX (919) 668-9139

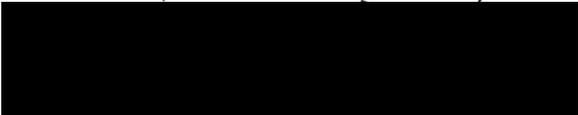
April 8, 2015

Mr. Art Fuller
Knowledge Academies, Inc.
5380 Hickory Hollow Pkwy, B
Antioch, TN 37013

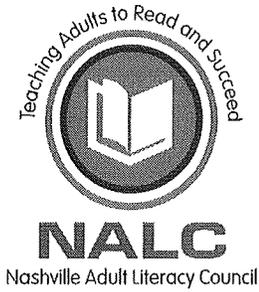
Dear Mr. Fuller:

This letter is confirmation that Knowledge Academies, Inc. is actively participating with the Duke Talent Identification Program (TIP). As a participating school, Knowledge Academies identifies academically talented students in seventh grade and encourages them to enroll in our 7th Grade Talent Search. We are so grateful for and value our relationship with Knowledge Academies, Inc. We appreciate your willingness to offer these valuable opportunities to some of your brightest students. As your school grows, we look forward to continuing our relationship with you.

Best wishes,



Julie Bennington
Program Coordinator
7th Grade Talent Search



March 24, 2015

Art Fuller
Knowledge Academies
5380 Hickory Hollow Pkwy. #B
Antioch, TN 37103

Dear Art,

The Nashville Adult Literacy Council is pleased to continue our partnership with Knowledge Academies in the upcoming year by providing English instruction for immigrant parents of your students. As you know, the past three years of past partnership have been fruitful and have provided many opportunities for parents in the Antioch area.

In particular, we will continue focusing our instruction to result in more parental involvement in their children's education. This will include understanding report cards, communicating in parent/teacher meetings, helping children with homework, extracurricular activities, understanding financial aid applications and other college preparation activities as well as other instruction as determined by Knowledge Academies.

We have had a sound partnership with you in facilitating adult literacy programming in the area and are looking forward to be a part of your expansion.

Please feel free to contact me at mnugent@nashvilleliteracy.org or [REDACTED] if you need more information.

We look forward to working with you in the future.

Sincerely,

[REDACTED]
Meg Nugent,
Executive Director

President

Nancy DeKalb

Vice-President

Tara Tenorio

Secretary

Mike Worrell

Treasurer

James Bradshaw

Board Members

Rhonda Butler

Anthony Davis

Tiffany Dobson

Jacob Drucker

Wayne Edwards

Caroline Kim

Alex Kimerling

Katherine Knight

Melia Leedy

Jennifer Littlejohn

Brandt McMillan

Angela Meeks

Dan Simmons

Cindy Thomsen

Taryn Foshee, Intern

Jenn Wade, Intern

Executive Director

Meg Nugent



March 9, 2015

Metro Nashville Public Schools
Board of Directors
2601 Bransford Avenue
Nashville, TN 37204

Dear Board of Directors,

It is with pleasure to write this letter of support of Knowledge Academies, Inc., in response to the 2015 MNPS Request for Proposals for New Schools.

Knowledge Academies has not only been a great tenant, but also an excellent addition to the community as they serve and educate members of Middle Tennessee. Currently, Knowledge Academies has a 10-year lease at 5380 Hickory Hollow Parkway with the option to lease additional space in that facility.

Freeland Realty is an enthusiastic partner that will continue to support Knowledge Academies facility growth needs as they expand with an additional 80,000 square feet in the coming years.

With the leadership of Art Fuller and the current achievements of Knowledge Academies, we look forward to the future growth of the school, staff and students they serve.

We are proud to recommend Knowledge Academies, Inc., as it expands to serve grades 5-8. We will be a dedicated partner supporting KA's growth and continues success.

Best



Ben Freeland
Freeland Realty

5333 HICKORY HOLLOW PARKWAY, NASHVILLE, TENNESSEE 37013

OFFICE: 615.731.9452 FAX: 615.731.9498

WWW.FREELANDMANAGEMENT.COM



CENTERSTONE

March 23, 2015

Art Fuller
Knowledge Academies
5380 Hickory Hollow Pkwy, Suite B
Antioch, TN 37103

Dear Art,

As you know, Centerstone offers School-Based counseling services within many Middle Tennessee school locations. Our program provides integrated mental health treatment for children and adolescents. School-Based Therapists work within elementary, middle, and high school settings helping students overcome social, emotional and behavioral needs that interfere with their success at school and home. Centerstone provides Individual, Group and Family Therapy services to help students reach their potential. We were pleased to expand our services by joining in partnership with Knowledge Academies in the 2014-2015 school year.

We have established a wonderful working relationship with Knowledge Academies' school staff in order to assist students. On-site counseling is essential to help address each students' mental health needs and to enhance their capacity to learn. As Knowledge Academies continues to grow we are dedicated to continue to expand our counseling services to meet student needs. We are delighted to submit this letter of support for Knowledge Academies and we look forward to our continued partnership. Please feel free to contact us if you need any additional information.

Sincerely,


Kristi Steel, LCSW
Coordinator School-Based Services, Centerstone
2400 White Avenue
Nashville, TN 37204



Beth Hail, LCSW
Regional Vice-President, Centerstone
2400 White Avenue
Nashville, TN 37204


Franklin Speech & Learning



2117 Hillsboro Road | Franklin, TN 37069 | 615.591.3244 PH | 615.591.3454 FX | (MAIN OFFICE)
4731 Trousdale Drive, Suite 12 | Nashville, TN 37220 | 615.832.8955 PH | 615.832.8069 FX
7146 Nolensville Road | Nolensville, TN 37135 | 615.283.6150 PH | 615.283.6152 FX
www.franklinspeech.com

April 2, 2015

Dear Members of the Board,

As the owner of Franklin Speech, I am writing to express my sincere support of Knowledge Academies as they continue to strive to provide exceptional educational opportunities for youth in their community. I am privileged to have first-hand knowledge of the difference teachers and administrators are making with students, as my small business has provided related services for Knowledge Academies' students enrolled with an IEP.

Our working relationship with Knowledge Academies began three years ago when they opened the doors for the first year of their new charter school. We provided speech-language therapy and occupational therapy and later added school psychology services. As we have watched it grow, it has been a pleasure to be a part of a school that places emphasis on family involvement and teacher collaboration so that students are supported in an environment that encourages not only academic growth but growth in character and integrity, evidenced in school, at home, and in the community.

It is our intention to continue this working relationship with Knowledge Academies as it expands in enrollment and in the development of new charter schools. In addition to speech-language therapy, occupational therapy, and school psychology services, Franklin Speech can also provide physical therapy as well as services for children with visual and/or hearing impairments, if needed. Our staff delights in the support offered them by teachers and administrators at KA. It is an awesome privilege to witness and be a part of the great things happening in this great charter school.

**Sincerely,
Helen Duhon, M.S., CCC-SLP**



July 10, 2015

Art Fuller, President
Knowledge Academies, Inc.
5380 Hickory Hollow Parkway, Suite B
Antioch, TN 37013

New Vision Inc. supports the endeavors of Knowledge Academies as it continues to positively impact the children and families in Nashville TN. New Vision provides intensive in-home and wraparound services to children and families. Our focus is providing families with the resources and supports necessary to foster healthy well-adjusted children who become contributing citizens. New Vision has extensive experience and skills in the area of social and emotional learning for students. New Vision employs a holistic approach to achieve social, emotional and academic success for all students. New Vision provides the opportunity to improve and expand mental health and behavior health services for all students and families in need. New Vision believes that a focus on the whole child, which includes home, school and the community are imperative in transforming public education. New Vision fully supports and looks forward to partnering with Knowledge Academies in adding value to students academically, socially and morally.

Sincerely,


Timothy Malone
Chief Executive Officer

5213 Linbar Drive, Suite 410 Nashville, TN 37211
(615) 445-8711 or (877) 445-8711; (615) 445-8715 Fax
WWW.NewVisionTn.Org

PR/Award # U282B160007

Page e89



Knowledge Academies
Mr. Arthur Fuller, President & Executive Director
5380 Hickory Hollow Parkway, Suite B
Antioch, TN 37013

April 1, 2014

[REDACTED]

[REDACTED]

Congratulations! We are pleased to inform you that the Executive Committee of the Next Generation Learning Challenges (NGLC) has awarded you a planning grant for \$100,000 as part of Wave IV Cycle 2. This year, we received 60 applications for 9 grants, making it the most competitive applicant pool to [REDACTED] been thoroughly reviewed by a challenge panel of national experts in the field [REDACTED] personalized learning, competency-based learning, and educational technology.

Next Generation Learning Challenges (NGLC) is committed to leveraging learning technologies to dramatically improve college readiness and completion, especially among disadvantaged students. Your proposal amply demonstrated your commitment to this important goal. We are confident that the emerging community of NGLC innovators and implementers will make a difference to the millions of students who most need its assistance. All the NGLC collaborators—EDUCAUSE, the League for Innovation in the Community College, iNACOL, CCSSO, the Bill & Melinda Gates Foundation, and the William and Flora Hewlett Foundation—look forward to working with you and sharing your results broadly.

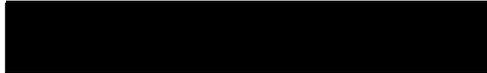
Please hold on any public mention of your status with NGLC, i.e. that you have been selected as a Wave IV, Cycle 2 winner. We intend to make a public announcement on **May 5, 2014** after grant agreements are signed by all winners in this cycle. We will provide a draft press release and any other information you may need prior to that time. At that time, we encourage you to issue your own announcement if you so desire, citing the Wave IV press release from NGLC and other materials that will be posted on that date to the NGLC website. Should any grantee publicly mention the award prior to that date, it could compromise the value of the announcement for all.

Attached is your grant agreement letter. Please review it and note important items such as Creative Commons licensing, reporting requirements, terms and conditions for accessing matching funds, and expectations for your participation – both as a learner and a teacher as well as virtually and in-person – in the NGLC cohort community-building opportunities. Please sign and return the letter to us and please include the completed W-9 form. We cannot process your initial payment of \$100,000 until these documents have been returned.

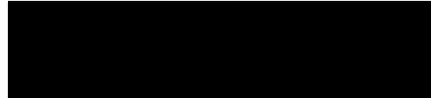


Thank you again for your ongoing work and passion for student success. We look forward to collaborating with you and your fellow innovators towards fulfillment of the goals we all share. Congratulations on joining what we believe to be the nation's most compelling and influential network of far-reaching, transformational models of next-generation learning.

Respectfully,



Andy Calkins
Deputy Director



Sarah Luchs
K-12 Program Officer



Dalia Hochman, PhD
Director of K-12 Model Development and Adoption



SERVICE AGREEMENT

THIS SERVICE AGREEMENT (this “Agreement”) is hereby made and entered into by and between Lipscomb University, a Tennessee nonprofit corporation (“Lipscomb”), and Knowledge Academies, INC., (Client) an approved public charter school, grades 5 – 8, within Metro Nashville Public School District and licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported.

WITNESSETH:

WHEREAS, Lipscomb is a Tennessee nonprofit educational corporation that possesses the expertise to provide various academic services related to higher and continuing education; and

WHEREAS, Client desires to obtain the service of Lipscomb related to higher and continuing education as set forth herein;

NOW THEREFORE, in consideration of the mutual covenants, promises and conditions contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, Lipscomb and Client agree as follows:

I. Contracted Services.

This Agreement shall apply to the delivery of academic services related to higher and continuing education as further set forth in Statements of Work (each, a “SOW”) that may be approved by both parties and attached hereto. Each SOW approved by the parties shall include, without limitation, a description of the services to be performed by Lipscomb (the “Services”) and the fees or costs payable for such Services, and shall be incorporated herein by reference. In the event that the parties desire to revise or modify the terms of any SOW, the parties shall sign an amendment thereto, which also shall be attached hereto and incorporated herein by reference. Unless otherwise agreed in writing by the parties, this Agreement shall govern their relationship and will control any conflict or inconsistency with a SOW.

II. Term and Termination.

The term for performance of the Services shall be described in each applicable SOW. Unless otherwise provided in the applicable SOW, this Agreement may be terminated by either party for a breach of any term hereof by the other party upon 30 days’ advance written notice, during which time the non-terminating party shall have the opportunity to cure such breach. In the event any SOW provides for a different termination notice period, such period shall apply only to such SOW.

III. Compensation.

In exchange for the Services performed by Lipscomb, as set forth in any SOW, Client agrees to compensate Lipscomb at the rates or amounts identified in the fee schedule set forth in the applicable SOW. Client shall pay all invoices for Services within 30 days of receipt thereof.

IV. Confidentiality.

Each party agrees that if it receives information from the other party which is identified in advance as confidential including, but not limited to, proprietary, developmental, technical, marketing, sales, operating, performance, cost, know-how, business and process information, computer files, computer printouts, computer programs (in any form), computer programming techniques, drawings, documents, specifications, formulas, sketches, evaluations, findings, methods, research and development activities and results, processes, descriptions and information concerning customers, markets, product sales, costs, current products, future product plans and product investigations ("Confidential Information"), then the receiving party shall use reasonable efforts to maintain the confidentiality of such information. This obligation of confidentiality shall not apply to information to the extent that the receiving party can document from its written records that: (a) it was known by the receiving party prior to its receipt from the disclosing party; (b) it is independently developed by the receiving party; (c) is or becomes public knowledge through no fault of the receiving party; (d) is received from a third party who is not under an obligation to keep such information confidential; or (e) is required to be disclosed by law, provided that receiving party promptly notifies disclosing party and cooperates reasonably with disclosing party's efforts to contest or limit the scope of such order. The parties agree that the disclosure of Confidential Information shall not be construed as a grant of any right or license to the disclosing party's intellectual property with respect to such Confidential Information, except as set forth in a duly executed license agreement.

V. Intellectual Property

Each party recognizes that the other party may, prior to the effective date of this Agreement or pursuant to research conducted by a person not affiliated with or employed by the Client, possess intellectual property conceived of, reduced to practice, first fixed in a tangible medium, discovered or otherwise known or developed outside the scope of this Agreement ("Background Intellectual Property"). Notwithstanding anything to the contrary, this Agreement shall not transfer, convey or assign any rights in Background Intellectual Property from one party to the other party except as may be provided under separate license agreements between the parties.

A. Lipscomb Inventions. Title to any new inventions, developments or discoveries resulting from the Services where the conception or reduction to practice were made solely by employees of Lipscomb ("Lipscomb Inventions") shall be in Lipscomb's name and owned by Lipscomb. Inventorship in patentable subject matter shall be determined in accordance with U.S. patent law. Lipscomb (i) may file a patent application on Lipscomb Inventions at its own discretion or (ii) shall do so at the request of the Client and at the Client's expense.

B. Client Inventions. Title to any new inventions, developments or discoveries resulting from the Services made solely by Client personnel where neither the conception nor reduction to practice involved contribution from Lipscomb faculty, staff or any other Lipscomb resources ("Client Inventions") shall be in Client's name and owned by Client.

C. Joint Inventions. Each invention developed, discovered, conceived, made or reduced to practice jointly by employees or agents of both Lipscomb and Client or solely by employees or agents of Client while using Lipscomb resources in connection with the Services shall be jointly owned ("Joint Inventions").

D. Pursuit of Protection for Joint Inventions. Lipscomb and Client agree that the pursuit of protection for Joint Inventions shall be carried out only after mutual consultation and negotiation in good faith over matters including, but not limited to, filing and prosecution of patent applications and administration of any patent(s) that may issue on Joint Inventions.

E. Option for Assignment of Lipscomb Inventions and Lipscomb's rights under Joint Inventions. To the extent that Lipscomb has the legal right to do so, Client shall have an option for six months (the "Option Period") to negotiate reasonable, arms-length, market-based terms of a royalty bearing assignment agreement with respect to any Lipscomb Invention or Joint Inventions beginning on the date the Client receives notification of an invention in connection with such Lipscomb Invention or Joint Invention provided that Client notifies Lipscomb, in writing and within 30 days of receiving such notification, that Client agrees to pay for all patent expenses incurred by Lipscomb with regard to such Lipscomb Invention or Joint Invention during the Option Period. In such event, Lipscomb shall not, during the Option Period, negotiate the terms of a license or assignment agreement with other parties unless the Client has advised Lipscomb in writing that it does not wish to obtain an assignment of such Lipscomb Invention or Joint Invention. In the event that the Client and Lipscomb are unable to agree to the terms of an assignment during the Option Period, then, Lipscomb shall be free to negotiate a license or assignment with any other party, and Client shall have no further rights in such Lipscomb Invention or in Lipscomb's rights under Joint Inventions.

VI. Indemnification.

Each party agrees to indemnify, defend and hold harmless the other party and its affiliates and their respective officers, directors, managers, employees and agents (the "Indemnified Party") from and against any and all liability, damage, expense, causes of action, suits, claims or judgments arising out of or in connection with (i) any injury to person(s) or personal property or otherwise which arises out of the act or failure to act of the party, unless such injury was caused by the negligence or willful misconduct of an Indemnified Party, and (ii) the breach of the representations, warranties, covenants or agreements contained herein.

VII. Compliance with Law.

Each party shall perform under this Agreement in compliance with all applicable federal, state and local laws, including without limitation, the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and Title VI of the Civil Rights Act of 1964.

VIII. Relationship of Parties.

Each party hereto is an independent party. Nothing in this Agreement will be construed to make any party hereto an agent, employee, franchisee, joint venturer, partner or legal representative of any other party.

IX. Notifications of Claims.

Each party agrees to notify the other party in writing within 30 days of any incident, occurrence or claim arising out of or in connection with this Agreement, which could result in a liability or claim of liability to the other party. Further, the notified party shall have the right to investigate said incident or occurrence and the notifying party will cooperate fully in any such investigation.

X. Notice.

All notices and other communications given or made pursuant to this Agreement shall be in writing and shall be deemed effectively given upon the earlier of actual receipt or (i) personal delivery to the party to be notified; (ii) when sent, if sent by electronic mail or facsimile during the recipient's normal business hours, and if not sent during normal business hours, then on the recipient's next business day; (iii) five days after having been sent by registered or certified mail,

return receipt requested, postage prepaid; or (iv) one business day after the business day of deposit with a nationally recognized overnight courier, freight prepaid, specifying next-day delivery, with written verification of receipt. All communications shall be sent to the respective parties at their addresses as follows:

LIPSCOMB: Lipscomb University
One University Park Drive
Nashville, TN 37204-3951
Attn: Dr. Candice McQueen, Senior Vice President and Dean
of the College of Education
Fax: 615-966-7628
Email: candice.mcqueen@lipscomb.edu

and

Lipscomb University
One University Park Drive
Nashville, TN 37204-3951
Attn: General Counsel
Fax: 615-966-6598
Email: david.wilson@lipscomb.edu

CLIENT: [Knowledge Academies, Inc.](http://www.knowledgeacademies.org)
[5380 Hickory Hollow Pkwy](http://www.knowledgeacademies.org)
[Antioch, TN 37013](http://www.knowledgeacademies.org)
Attn: [Art Fuller](mailto:art.fuller@knowledgeacademies.org)
Fax: [866-887-0502](tel:866-887-0502)
Email: art.fuller@knowledgeacademies.org

XI. Assignment and Binding Effect.

Neither party shall assign, subcontract or transfer any of its rights or obligations under this Agreement to a third party without the prior written consent of the other party. The terms and conditions of this Agreement inure to the benefit of and are binding upon the respective successors and permitted assignees of the parties

XII. Entire Agreement.

This Agreement, together with any duly executed SOWs, contains the entire agreement of the parties hereto and there are no other premises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

XIII. Amendment.

Any modification of this Agreement or additional obligation assumed by either party in connection with this Agreement shall be binding only if evidenced in writing signed by each party thereto.

XIV. Severability.

If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it

would become valid and enforceable, then such provision shall be deemed to be written, construed and enforced as so limited.

XV. Not a Waiver.

The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under or arising from the Agreement shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Agreement unless specifically in writing.

XVI. Governing Law and Jurisdiction.

This Agreement shall be governed in all respects by, and construed in accordance with, the laws of the State of Tennessee. Each party hereby consents to the jurisdiction of all state and federal courts sitting in Davidson County, Tennessee, agrees that venue for any such action shall lie exclusively in such courts without regard to choice of law principles, and agrees that such courts shall be exclusive forum for any legal actions brought in connection with this Agreement or the relationships among the parties hereto.

XVII. Counterparts.

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Counterparts may be delivered via facsimile, electronic mail or other transmission method and any counterpart so delivered shall be deemed to have been duly and validly delivered and be valid and effective for all purposes.

XVIII. Headings.

The section headings used in this Agreement have been prepared for the convenience of reference only and shall not control, affect the meaning or be taken as an interpretation of any provisions of this Agreement. This Agreement has been prepared on the basis of mutual understanding of the parties and shall not be construed against either party by reason of such party's being the drafter hereof.

[Signature Page Follows]

IN WITNESS WHEREOF, the authorized representatives of the parties hereto have caused this Agreement to be duly executed as of the date set forth below.

LIPSCOMB UNIVERSITY

By: 

Candice McQueen, Senior Vice President
and Dean

7/29/14
DATE

KNOWLEDGE ACADEMIES, INC.

By: 

Art Fuller
President and Executive Director

8/6/14
DATE

Statement of Work

Overview: Knowledge Academies is creating and delivering two MOOCs entitle, “Internal KA MOOC” and “External KA MOOC” in partnership with Ayers Institute for Teacher Learning and Innovation at Lipscomb University’s College of Education. Knowledge Academies will provide content plans and production to the Ayers Staff for review and the Ayers staff will provide consultation in accordance with best practices to assist with high quality production. Ayers staff will load/build the production into the Joule Course Management Platform and make ready for delivery and host the MOOCs on Joule for a period of 12 months (with no fee to the users).

The following process will serve as the guiding principles for the MOOC production and review:

<u>Stage of Review</u>	<u>Action Steps</u>	<u>Level of Review</u>
Step 1: KA content plan due	Ayers staff review & feedback	Overview
Step 2: KA draft production	Ayer staff review and feedback	Specific feedback on production
Step 3: Ayers review date	KA will continue production edits	Review and revisions as needed.
Step 4: KA final production	Ayers staff to load/build Production into the Joule Course Management Platform	Final review and load/build

Repeat steps for next due date in review cycle, based on the timeline shown below.

The following timetable pertains to both the Internal and External KA MOOCs and represents a framework only. Actual dates will be dependent upon timeliness of content and production submissions, extent of revisions to be made, and content being similar for both MOOCs with similar design needs.

	Step 1: KA Content Plans Due	Step 2: KA Draft Production Due	Step 3: Ayers Review Due	Step 4: Ayers upload to Joule
Overview of Course Plan	8/15/14			
Module 1	8/15/14	9/15/14	10/1/14	12/1/14
Module 2	12/1/14	1/30/15	2/15/15	3/1/15
Module 3	3/1/15	3/30/15	5/1/15	6/15/15
Module 4	6/15/15	7/1/15	8/1/15	8/15/15
Module 5	7/1/15	8/1/15	8/30/15	9/15/15*

*Projected Launch of both MOOCs

Members of the KA team will facilitate the MOOCs, like a regular online module or course. Internally, KA is using this as a professional growth opportunity for some of their most talented teachers, with a demonstrated record of attaining level 5 achievement gains in the classroom, etc., along with exceptionally qualified members of their leadership team possessing expertise in the core content disciplines, SPED, ELL, etc.

Financial Structure of Agreement:

Knowledge Academies will compensate Lipscomb University **\$250 per hour** for the review of content plans described in this agreement for up to 50 total hours and **not to exceed \$12,500**. Lipscomb University will invoice Knowledge Academies following completion of each module in accordance with the timetable contained in this Statement of Work. Knowledge Academies will compensate Lipscomb University the appropriate amount within 30 days of each invoice.

Knowledge Academies will compensate Lipscomb University **\$8,000** for time and expertise involved with loading/building the produced content within the Joule Course Management Platform and making it ready for delivery by Knowledge Academy team members and for hosting and technical maintenance of the two MOOCs produced as part of this agreement on the Joule platform for a 12-month period following the launch of both MOOCs. Lipscomb University will invoice Knowledge Academies \$1000 following completion of each module for both MOOCs in accordance with the timetable contained in this Statement of Work. (\$5000 for 5 modules). Lipscomb University will invoice Knowledge Academies the additional \$3000 upon the date of the launch of the MOOCs. Knowledge Academies will compensate Lipscomb University the appropriate amount within 30 days of each invoice.

As an optional feature of this agreement Knowledge Academies will compensate Lipscomb University **\$2,500** for a 7- hour course management training workshop hosted in a single day on Lipscomb University's campus for Knowledge Academy team members on how to access and utilize the functions and maximize the effectiveness of the Joule Course Management Platform as instructors (NOTE: this is not training on how to instruct or deliver online courses, since that would require extensive training outside the scope of this agreement). Should Knowledge Academies decide to pursue this option the date of this course management training workshop will be mutually agreed upon by both parties. Knowledge Academies will compensate Lipscomb University the appropriate amount within 30 days of invoice.

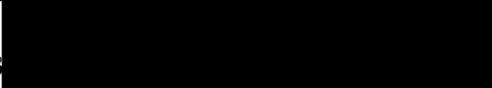
IN WITNESS WHEREOF, the authorized representatives of the parties hereto agree to the Statement of Work as described above.

LIPSCOMB UNIVERSITY

By: 
Candice McQueen
Senior Vice President and
Dean of the College of Education

Date: 7/29/14

KNOWLEDGE ACADEMIES, INC.

By: 
Art Fuller
President and Executive Director

Date: 8/6/14

BOARD OF EDUCATION

CONTRACT/AMENDMENT/GRANT SUMMARY

FROM: METROPOLITAN BOARD
OF PUBLIC EDUCATION

TO: Richard M. Riebeling, Director
Metropolitan Department of Finance

Contract/Grant Number: 2-837481-03
Start Date: July 1, 2016 End Date: 6-30-26

Contractor: Knowledge Academies
Address: 5380 Hickory Hollow Parkway, Antioch,
TN 37013

PURPOSE OF CONTRACT: Charter School (Grades 5-8)

DOES THIS CONTRACT/AMENDMENT REQUIRE FUNDS AUTHORIZATION BY THE MBPE?

YES

Board Approval Date: 6-23-15 (Presented by
Department of Innovation)

IS THIS CONTRACT WITH A FEDERAL, STATE, OR PUBLIC AGENCY: INTERGOVERNMENTAL
CONTRACT?

NO

IS THIS A REVENUE CONTRACT (BOARD OF EDUCATION WILL RECEIVE FUNDS)?

NO

GRANT SUMMARY (IF APPLICABLE)

Grant Name: _____
Amount expected to receive: \$ _____
Business unit to which it will be deposited: _____
Are matching funds required? YES/NO
If yes, amount of obligation: \$ _____
If yes, specify fund that is being obligated: _____

IF CONTRACT: Amount obligated for current fiscal year: \$depends on enrollment

IF AMENDMENT: Additional funding obligated: \$ _____

Account number: _____

Fund number: _____



MNPS Contact: Carol Swann

Phone Number: _____

Contract Agent: Brad Wyatt

Phone Number: _____



MNPS Contract# 2-837481-03

Charter School Agreement

This Charter Agreement is entered into between the Metropolitan Board of Public Education for Nashville and Davidson County By and Through the Metropolitan Board of Public Education (the Chartering Authority) and Knowledge Academies, Inc., 5320 Hickory Hollow Pkwy, Antioch, TN 37013 (the Sponsor or Charter School, those terms being used interchangeably herein; provided that references herein to "Charter School" shall not include other schools operated by the Sponsor). Chartering Authority and Sponsor are collectively the Parties to this Charter Agreement. This Charter Agreement shall be binding upon the Governing Body selected by the Sponsor to operate the public charter school proposed in the Sponsor's Application, dated April 1, 2015, which Governing Body is the Board of Directors of Knowledge Academies.

This contract consists of the following documents:

- This document
- Exhibit 1: Approved charter school application
- Exhibit 2: Pre-opening workbook and checklist
- Exhibit 3: Performance management frameworks – academic, organizational, and financial
- Exhibit 4: Annenberg Standards

Recitals:

WHEREAS, the State of Tennessee enacted the Tennessee Public Charter Schools Act of 2002 (TENN. Code Ann. §49-13-101 et.seq.) effective July 4, 2002 (the Act) authorizing the establishment of independent, publicly supported schools known as charters schools; and

WHEREAS, the purposes of the Act include providing "options relative to the governance and improvement of high priority schools, the delivery of instruction for those students with special needs, improv[ing] learning for all students and clos[ing]...achievement gap[s];" and

WHEREAS, charter schools "provide [one] alternative means within the public school system for ensuring accomplishment of the necessary outcomes of education by allowing the establishment and maintenance of public charter schools that operate within a school district structure but are allowed maximum flexibility to achieve their goals;" and

WHEREAS, the Act empowers the Chartering Authority to ensure that only those charter schools open and remain open that are meeting the best interests of the pupils, the school district or the community, and the Act enables the Chartering Authority to do this through rigorous authorization processes, ongoing monitoring of the academic, organizational and financial performance of charter schools, and, when necessary, through the revocation or non-renewal of charters;





NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein and for other good and valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

1. General Terms

1.0 Applicable Law. This Charter Agreement and the Charter School's operations shall be governed by and construed in accordance with the laws of the state of Tennessee and applicable federal laws of the United States. Though the Governing Body may, pursuant to Tenn. Code Ann. § 49-13-105, seek waivers-from the Chartering Authority or the commissioner of education-from Tennessee laws or rules of the State Board of Education that inhibit the Charter School's mission, the Parties understand that waivers may not be provided from the types of laws and rules specifically listed in T.C.A. § 49-13-105, from any provisions of Title 49, Chapter 13 (the Tennessee Public Charter Schools Act) or those included in the Act by reference, or from other laws specifically applicable to charter schools (such as those related to benefits or retirement of charter school employees contained in Title 8, Chapter 27, Part 3). Nothing in this section shall require staff members who work in a regional or national capacity and are not teachers at a school located in Tennessee to comply with the requirements of Title 8, Chapter 27, Part 3.

As required by TCA §49-13-110, this Charter Agreement includes all components of the Sponsor's Application, which is incorporated herein by reference and attached hereto as Exhibit 1.

By signing this agreement, the Chartering Authority approves any waivers requested in the Sponsor's Application. Those requests and any others subsequently requested by the Governing Body are attached as part of the approved charter application.

- 1.1 Effective Date.** This Agreement shall be effective July 1, 2016 and end June 30, 2026.
- 1.2 Commencement Date:** The Charter School, known as "**KA @ The Crossings**", shall commence operations with the 2016 -2017 school year.
- 1.3 Pre-Opening Process.** Upon approval by the Metropolitan Nashville Board of Public Education the Pre-Opening process will be sent to the sponsor outlining specific actions that must be put in place during the planning year and completed prior to opening with students. If the pre-opening process is substantially incomplete at the time of inspection, MNPS may decide not to open the school until it has completed all pre-opening steps under TCA 49-13-111 and TCA 49-13-113.
- 1.4 Charter School Performance.** The operation of the Charter School by the Governing Body shall be subject to the terms and conditions of this Charter Agreement and the Act. Decisions by the Chartering Authority regarding renewal or revocation of the Charter Agreement shall be based upon applicable laws and rules, this Agreement and/or the





academic, organizational and financial Performance Frameworks incorporated into this Agreement as Exhibit 3.

The Chartering Authority shall have broad oversight authority over the Charter School and may take all reasonable steps necessary to oversee the Charter School's academic, organizational and financial performance, including compliance with this Agreement and applicable law. This oversight authority includes the right to visit, examine, and inspect the school and its records, and to interview Charter School employees, Governing Body members, students, and families.

The Parties agree that the most critical performance measures are the academic measures, which may include student achievement, student growth measures (including annual measurable objectives), readiness for successive school levels (middle, high, or post-secondary) and employment, as well as mission specific academic goals defined in the Frameworks.

The Performance Frameworks supersede all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the Performance Frameworks. The specific terms, form, and requirements of the Performance Frameworks are maintained and disseminated by the Chartering Authority and will be binding on the Charter School.

The Chartering Authority shall - at least annually - monitor and periodically report on the Charter School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Frameworks. Such reporting shall become part of the Charter School's annual report to the Chartering Authority and the state commissioner of education.

The Chartering Authority shall also conduct an interim review at the end of the fifth year after the effective date of the Agreement, pursuant to T.C.A. § 49-13-121.

The Performance Frameworks may be modified by the Chartering Authority as required to align with changes to applicable state or federal accountability requirements. Such changes to the Performance Frameworks shall apply to the Charter School as required by law. In the event that any such modifications or amendments are required, the Chartering Authority will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Frameworks as initially established in the most recent charter agreement.

Changes to the Performance Frameworks that are not required by state or federal law will not become binding upon the Charter School without the Charter School's consent, except at the time of charter renewal or amendment.

- 1.5 Location.** The Charter School will be located at 5320 Hickory Hollow Parkway, Antioch, TN 37013. If the school is located at a site controlled by the Chartering Authority; the use of such site shall be subject to and governed by a Facilities Agreement between the Parties. If the Charter School decides to change the location of the Charter School, the Charter School shall notify the Chartering Authority at least 30 business days prior to





any such change of location. Nothing in this agreement shall require the Chartering Authority’s approval of any change of location.

1.6 Employment Status. All teachers and other staff of the charter school shall be employed by the Charter School, not the Chartering Authority. Nothing in this agreement shall prevent the Charter School from contracting with any other non-profit organization to provide employees for the Charter School.

2. Charter School and Chartering Authority Organizational Responsibilities

2.0 Annenberg Standards. Charter School agrees to the terms in Exhibit 4. In the event of conflicting provisions between the terms in Exhibit 4 and the terms within this contract, the terms in Exhibit 4 will prevail.

2.1 Student Enrollment and Retention. The Charter School shall enroll students according to TCA §49-13-113, and, unless otherwise agreed, through the Chartering Authority’s application process. The Charter School shall not discriminate with respect to admissions on the basis of race, ethnicity, religion, national origin, English language proficiency, academic or athletic ability, gender identity, sexual orientation or the need for special education and related services as set forth in the Application and the Act.

The Charter School may enroll students up to a total maximum 400. Increases in total enrollment numbers greater than 5% or 25 students, whichever is less, constitute material change in this Charter Agreement, and are not permitted unless formal amendment to this Charter Agreement is secured in advance according to the provisions outlined in TCA §49-13-110(b). reductions in enrollment greater than 15% or 50 students, whichever is less, must be reported to the Office of Innovation and evaluated to determine if they are material under the charter agreement. Reductions in enrollment in successive years or changes that affect the life of the charter are considered material and require a charter amendment.

“If the number of applications exceeds the capacity of a program, class, grade level or building, enrollment shall occur according to the preferences in T.C.A. 49-13-113(b)(2)(A). “If enrollment within a group of preferences set out in subdivision (b)(2) (A) exceeds the planned capacity of the school, enrollment within that group shall be determined on the basis of a lottery” that complies with the quoted statutes.

The Charter School may not “counsel out” or discourage students from attending the Charter School for any reason, including but not limited to failure to comply with letters of commitment or similar proposed contracts between students and parents and the Charter School.

Year	Grade Level	Total Enrollment
------	-------------	------------------

4 MNPS Charter School Agreement 2014





Year 1: 2016-2017	5-8	200
Year 2: 2017-2018	5-8	200
Year 3: 2018-2019	5-8	250
Year 4: 2019-2020	5-8	300
Year 5: 2020-2021	5-8	350
Year 6: 2021-2022	5-8	400
Year 7: 2022-2023	5-8	400
Year 8: 2023-2024	5-8	400
Year 9: 2024-2025	5-8	400
Year 10: 2025-2026	5-8	400

2.2. Academic Program. The Charter School shall operate the academic program in accordance with the charter agreement and academic state and federal law, including providing the same equivalent time of instruction as other public schools and complying with assessment and accountability laws and rules (T.C.A. §49-13-105).

High schools must pursue and attain accreditation from the accrediting body approved by the state and MNPS. It is expected that the candidate school status for accreditation will be received during the first year of the charter school operation.

2.2.1 Assessments. The charter school must use the required state assessments.

2.3. Exceptional Education. Special education services, related services, and accommodations for students who are eligible under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), or any applicable provisions of state law, shall be provided in accordance with applicable state and federal law, this Agreement and the Chartering Authority's policy. The Chartering Authority is the local education agency (LEA) for purposes of compliance with the Individuals with Disabilities Education Act (IDEA). The Chartering Authority, pursuant to state law, addresses the needs of services for students with disabilities and gifted services in its Exceptional Education division.

2.3.1 Responsibility of the Chartering Authority. The Chartering Authority is responsible for ensuring that the requirements of federal and state special education law and regulations are met in the Charter School, and that special education and related services are provided in the Charter School in the same manner as they are provided in the Chartering Authority's direct-run schools. Additionally, the Chartering Authority will oversee procedural compliance with federal and state law and regulations concerning accommodation of and education of students with disabilities.

The Chartering Authority shall collaborate with the Charter School in the same manner in which it works with its other schools in the identification and referral process, and in conducting initial evaluations for exceptional education. The Chartering Authority shall notify the Charter School if an enrolling student has an existing IEP and





the Chartering Authority shall provide the Charter School with such records within 10 business days of receipt of a request by the Charter School for the records.

2.3.2 Responsibility of the Charter School. The Charter School shall have an effective educational model for the delivery of exceptional education services that complies with federal and state law. Once a student has been identified as eligible for exceptional education services, the Charter School assumes responsibility for the provision of services, development and implementation of individualized education programs (IEPs), etc. Exceptional education services at the Charter School will be delivered by individuals or agencies licensed and/or qualified to provide exceptional education services required by the Tennessee Public Charter Schools Act and the IDEA. Charter School staff may participate in any Chartering Authority professional development related to exceptional education or the provision of services pursuant to Section 504. Whenever possible and appropriate consistent with a child's IEP, Charter School will deliver special education services in an inclusion setting.

The Charter School may also enter into a separate fee for services agreement with a third party provider of educational services (Contract Services Provider), provided that such third party provider complies with all applicable laws and the requirements imposed on contractors by this Charter Agreement.

The Charter School, or Contract Service Provider, shall have a qualified exceptional education coordinator who will be responsible for monitoring individual case management of all exceptional education students and for arranging the provision of services required by their IEP. Charter School, or Contract Service Provider, shall maintain a file documenting Charter School's compliance with exceptional education requirements.

2.3.3 Costs for Exceptional Education. The Chartering Authority is financially responsible for child find including student identification and initial assessment expenses. Once a student has been determined eligible for special education services and has an individualized education program (IEP), all costs associated with providing educational services to students with disabilities are the responsibility of the Charter School. The Charter School shall bear the financial responsibility for reevaluations and the provision of all services consistent with IEP's. The Charter School's financial obligation begins once a student has an IEP.

The Chartering Authority will pass Federal funding to the Charter School based on the per pupil allocation received from the department of education. Funding is available on a reimbursement basis at the end of the first semester for all eligible students enrolled and served at the end of the first attendance period. The allocation for the second semester will be based on the number of eligible students enrolled and served on the December 1 census of eligible exceptional students. In addition, when the Chartering Authority submits requests to the state department of education for high cost students, the Chartering Authority will include students at the Charter School in its count. The





Chartering Authority will pay a pro rata share of any high costs reimbursement received from the state for such students at the Charter School.

- 2.3.4 Compliance.** No student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, exceptional education services or accommodations pursuant to Section 504.

The Charter School shall promptly report to the Chartering Authority any and all alleged infractions, complaints, and other non-compliance issues relating to special education.

The Charter School shall indemnify the Chartering Authority for any costs, attorney fees, and/or financial penalties imposed on MNPS by state and/or federal authorities arising out of actions or omissions of Charter School relating to special education. Charter School shall not indemnify Chartering Authority for costs, attorney fees and/or financial penalties imposed on Chartering Authority resulting from Chartering Authority's reckless misconduct or gross negligent act or omissions.

- 2.4 English Language Learners.** The Charter School shall address the needs of English Language Learner (ELL) students pursuant to applicable federal and state laws and regulations (including Title III of the Elementary and Secondary Act (ESEA)). The Charter School agrees to maintain and consistently implement a policy to identify students in need of ELL services, to provide services in an equitable manner to ensure access to the school's educational program (including the provision to appropriate accommodations), and to facilitate exit from ELL services according to individual student capacity.
- 2.5 Student Discipline/Due Process.** The Charter School is responsible for administering its discipline policy in a manner that ensures students' due process rights are satisfied, including the provision of appropriate informal or formal hearings. The Charter School shall promptly notify the Chartering Authority of students expelled. The Chartering Authority shall provide expelled charter school students access to the Chartering Authority's alternative school programs in the same manner as it provides access to any student within the LEA.
- 2.6 Student Information Reporting.** While ensuring compliance with federal and state law regarding student records, the Charter School shall report student information as follows:
- Enrollment projections for the coming year no later than February 15.
 - Daily attendance using the Chartering Authority's Student Management System (PowerSchool SMS).
 - Student enrollment for determining average daily membership by the date required by the department of education.
 - The charter school shall monitor their student population with respect to student withdrawals, suspensions, transfers and expulsions. A quarterly dashboard is due to the Chartering Authority.





Quarter	Withdrawal	Transfer	Suspension	Expulsion
Q1				
Q2				
Q3				
Q4				

3. Staffing

3.0 Teachers. The Charter School shall ensure that teachers are licensed pursuant to state statutes and state board of education rules, and meet applicable federal qualifications including highly qualified, exceptional education certified and ESL certified.

3.1 Background Checks. All current employees of the Charter School who have or will have contact with children at the Charter School within the scope of the individuals’ employment, and employees of contractors or sub-contractors of the Charter School who have contact with children within the scope of the individual’s employment, shall complete criminal background checks as required by state law.

4. Facility

The Charter School shall ensure the Charter School’s grounds and facilities comply with applicable health and safety laws, including the Americans with Disabilities Act, state fire marshal codes and state and local zoning and land use codes.

The Charter School may not commence instruction prior to completion of applicable inspections and receipt of a completed Pre-Opening Checklist (attached as Exhibit 2) from the Chartering Authority.

5. Food Service

If the Charter School offers food services on its own or through a contract, the Charter School may apply directly to, and if approved, operate school nutrition programs with reimbursement from the United States Department of Agriculture, under supervision by the state department of education.

6. Transportation

If the Charter School elects to provide transportation for its students, the Chartering Authority shall provide to the Charter School the funds that would otherwise have been spent to provide transportation as provided in TCA § 49-13-114. In order to receive these funds, the Charter School must comply with state laws and state board of education rules regarding student





transportation. Transporting students in buses that have not been approved for operation by the department of safety may be grounds for non-renewal or revocation of this agreement.

7. Insurance

The Charter School shall maintain the following insurance:

- General Liability/Automobile Liability Policy: must be equal to or greater than \$5,000,000. This insurance shall be primary insurance. Any insurance or self-insurance programs covering the Metropolitan Government, its officials, employees, and volunteers shall be in excess of this insurance and shall not contribute to it. The first one million dollars must be with a company licensed to do business in the state of Tennessee. The remaining \$4,000,000 can be covered under an excess liability policy (also known as an "umbrella" policy). The policy must name Metropolitan Government as an additional insured. The policy must cover contractual liability. Automobile coverage shall cover vehicles owned, hired, and non-owned.
- Professional Liability Policies: Directors and Officers Policy equal to or greater than \$5,000,000. Teachers Professional Liability Policy equal to or greater than \$1,000,000.
- Workers Compensation and Employers Liability Policy: The amount of coverage required for Workers Compensation is determined by statute. Sponsor must comply with state statutes. Employers Liability must be a minimum of \$100,000.
- Property and Boiler Insurance Policy: If the Charter School purchases the property that will be used by the Charter School, it shall purchase "all risks" property and boiler insurance. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.
- Sexual Abuse: \$1,000,000 required coverage

Certificates of insurance, in a form satisfactory to the Chartering Authority, evidencing coverage shall be provided to the Chartering Authority prior to opening of the Charter School. Throughout the term of this Charter Agreement, Sponsor shall provide updated certificates of insurance upon expiration of the current certificates.

8. Governance

- 8.0 The Charter School's Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit and evidence of its exemption from federal taxation under IRC § 501(c)(3), its Bylaws and amendments or modifications thereto shall be made part of this Agreement.

The Governing Body shall comply with the provisions of T.C.A. §49-13-109.

The Charter School shall comply with all applicable provisions of the Tennessee Open Meetings Act, including with regard to the scheduling of Governing Body meetings, meeting agendas, public notice of meetings, and records of those meetings. At the start





of each school year the Charter School shall provide to the Chartering Authority a schedule of Governing meetings for that school year.

As required by T.C.A. § 49-13-111(g), the Governing Body shall be subject to the conflict of interest provisions contained in T.C.A. § 12-4-101 and 102.

- 8.1 Complaints.** The Governing Body shall be the first avenue for response in case of any complaints or grievances filed against the Charter School or its employees and volunteers. The Governing Body will ensure that the Charter School establishes policies and procedures for employees and will make those policies available to students, parents/guardians, employees and any other persons who request it. If grievances persist following the actions of the Governing Body, those complaints will be investigated and resolved by the Chartering Authority. Investigation and sanctions by the Chartering Authority are limited to alleged violations of laws or the Charter Agreement.

The Charter School shall notify the Chartering Authority immediately if at any time the Charter School receives notice or is informed that it is a party to a lawsuit.

- 8.2** The Charter School shall report the following to the Chartering Authority within five (5) days of change:
- The names and contact information of individuals who leave or join the Governing Body;
 - Names and contact information of any individuals who, during the prior quarter, resign from or are hired to a leadership position in the Charter School, including any administrative position; and
 - Any change to the Charter School's corporate legal status or any change in its standing with the Tennessee Secretary of State's Office.
- 8.3** By signing and submitting an application, the sponsor requests a waiver of all education statutes and rules of the state board or Department of Education and the MNPS Board of Public Education, except those listed in T.C.A. § 49-13-105 or included by reference (such as statutes and rules related to licensing of charter school teachers) in Title 49, Chapter 13 (the Tennessee Public Charter Schools Act). The approval of this charter school contract by the MNPS BOE shall include the approval of these waivers by the Commissioner of Education, and such automatic waivers shall be reflected in the contract.

9. Finance

- 9.1. State and Local Funds.** The Chartering Authority shall allocate one hundred percent (100%) of state and local funds to the Charter School on a per pupil expenditure as provided in T.C.A. § 49-13-112 and as calculated by the formula provided by the Tennessee State Department of Education. The Chartering





Authority shall allocate funds to the Sponsor after each and according to ten (10) attendance reporting intervals. The Chartering Authority may withhold funds to cover the costs of participation in the LEA's benefits and retirement plans by the Charter School's employees, pursuant to T.C.A. §§ 49-13-112 and 119.

- 9.2 Fee for Services Agreement.** The Parties may enter into a separate fee for services agreement, for the provision of services not already identified in this agreement by the Chartering Authority to the Charter School (e.g., computer network services, food services, exceptional education providers, ERO/School net professional development service). Failure of the Charter School to enter such an agreement shall not be grounds for revocation or non-renewal of this Agreement.
- 9.3 Tuition.** The Charter School shall not charge tuition, except to students residing outside the LEA enrolling in the Charter School pursuant to the enrollment requirements of T.C.A. § 49-13-113 and the Chartering Authority's out of district transfer policy (and said policy's tuition limit).
- 9.4 Charter School Debt.** The Charter School is solely responsible for all debt it incurs, and the Chartering Authority shall not be contractually bound on Charter School's account to any third party. The Chartering Authority shall not be liable for the Charter School's unpaid debts if the Charter School does not have sufficient funds to pay all of its debts in the event that it ceases operations.

The Charter School shall notify the Chartering Authority immediately of a default on any obligation owed to the Chartering Authority, which shall include debts for which payments are past due by sixty (60) business days or more. If debts are incurred in the provision of employee benefits pursuant to T.C.A. § 49-13-119, the Chartering Authority may withhold the amount owed from the monthly payment until such debts are satisfied. Any other debts owed to the Chartering Authority must be satisfied prior to the release of the last annual payment.

- 9.5 Financial Management.** The Charter School shall control and be responsible for financial management and performance of the Charter school including budgeting and expenditures. Before receiving Basic Education Program (BEP) through the Chartering Authority, the Charter School must demonstrate (if not already demonstrated in the application) the existence of appropriate governance and managerial procedures and financial controls including
- Accounting methods complying with T.C.A. § 49-13-111(m);
 - A checking account
 - Adequate payroll procedures
 - An organizational chart;





- Procedures for the creation and review of monthly and quarterly financial report, including identification of the individual responsible for preparing such financial reports in the following fiscal year;
- Internal control procedures for cash receipts, disbursements and purchases; and
- Maintenance of asset inventory lists and financial procedures for federal grants in accordance with applicable federal law.

Should the Charter School fail to comply with the above requirements, the Chartering Authority reserves the right to require more frequent reports as indicated in the Performance Management policies.

The Charter School shall comply with T.C.A. §§ 49-13-111, 120, and 124 regarding completion and submission of annual financial reports and audits to the Chartering Authority and the state. In addition, the Charter School shall submit quarterly financial reports to the Chartering Authority and any other financial and/or operational reports pursuant to T.C.A. § 49-13-111.

- 9.6 Financial Records.** All financial records of the Charter School pertaining to the management and operation of the School are subject to inspection and production as required for fulfillment of the Chartering Authority's fiduciary responsibilities.

10 Amendments

Pursuant to T.C.A. § 49-13-110, petitions to amend this Agreement shall follow the timelines established in T.C.A. §49-13-108 for approval or denial by the Chartering Authority and appeal to the state board of education. An amendment shall not become effective, and the Charter School may not take action or implement the change requested in the amendment until the amendment is approved by the Chartering Authority.

Not all changes to school operation constitute material changes to the Agreement that require an amendment. However, the following changes are considered material and require an amendment:

- Changes in any Material Term of this Charter Agreement
- Changes in the Charter School's mission;
- Changes in school location (change of site and/or adding or deleting sites);
- Changes in signing authority for the school;
- Changes in enrollment beyond the maximum limit established in this Agreement – increases of more than 5% or 25 students, *whichever is less*; or reductions of more than 50 students or 15%, *whichever is less* and





- Changes in school calendar that reduce the calendar at all in the first year of operation, by more than ten (10) calendar days in subsequent years, in the absence of timely notification of parents or below the requirement to provide at least the same equivalent time of instruction as required in regular public schools in T.C.A. § 49-13-105.

Educational program matters not specifically identified in this Agreement shall remain within the Charter School’s authority and discretion.

The following changes do not require an amendment, but the Charter School must notify the Chartering Authority of any of the following within thirty (30) days:

- Changes to the budget submitted in the attached Application, subject to the requirements of state and federal law,
- Changes in the mailing address, phone or fax number, or web address of the Charter School;
- Changes in the members and duties of the Governing Body, and
- Changes in the school leader or, if applicable, the chief executive of the charter management organization.

11 Renewal, Revocation, Closure and Dissolution

11.1 Renewal. Pursuant to T.C.A. § 49-13-121, the Charter School may apply for renewal of this Charter Agreement by application submitted no later than April 1 of the year preceding the year in which this agreement expires and in accordance with MNPS renewal policies. The Agreement may be renewed without modification, except for the incorporation by attachment of the approved renewal application. The Parties may also amend the Agreement as part of the renewal process. Any proposed amendments to the Agreement that are rejected by one of the Parties shall constitute a denial of the renewal application, and the application may be appealed to the state board of education within ten (10) days of the decision to deny.

The Chartering Authority may elect not to renew this Charter Agreement pursuant to T.C.A. § 49-13-121, for any of the applicable reasons in T.C. A. § 49-13-122, including a material violation of any of the conditions, standards or procedures set forth in this Agreement.

11.2 Revocation. During the term of this Agreement, the Chartering Authority may, but is not required to, provide notice to the Charter School of non-compliance





with applicable laws, rules, or this agreement. The Chartering Authority may also, but is not required to, give the Charter School an opportunity to cure the non-compliance prior to instituting revocation proceedings pursuant to T.C.A. § 49-13-121 and 122.

The Chartering Authority may, but is not required, follow a progressive system of notification and calls for corrective action on the part of the Charter School.

The Chartering Authority may revoke this Charter Agreement for any reason set forth in T.C.A. § 49-13-122, including a material violation of any of the conditions, standards, or procedures set forth in this Agreement.

If the Chartering Authority determines that any grounds for revocation exist, it may revoke this Charter Agreement according to the procedures set forth in T.C.A. § 49-13-122.

11.3 Closure and Dissolution. In the event that the Charter School is required to cease operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of the charter, the Charter School shall cooperate with the Chartering Authority to ensure orderly closure of the charter School including, but not limited to:

- Timely notification of parents and teachers of the closure decision;
- Securing student records and transporting them to the chartering authority;
- Assisting in placing students in appropriate schools;
- Managing all financial records consistent with the Chartering Authority's school closure requirements and policies; and
- Disposal of school assets in accordance with the Act and this Agreement. "School Assets" shall be defined to include only those assets directly related to the operation of schools within MNPS, and shall not include any other assets the Governing body may hold in other regions.

Dissolution of the Charter School following revocation or non-renewal shall comply with T.C.A. § 49-13-110(c). The Charter School shall be responsible for winding down operations, including payment of any and all debts, obligations, or liabilities incurred at any time by the Charter School. Under no circumstances shall the Chartering Authority be responsible for such obligations.

12. Indemnification and Hold Harmless

The Chartering Authority and Charter School each shall give prompt written notice to the other of the assertion of any claim or the commencement of any litigation for which





indemnification is sought and shall cooperate with each other in the defense of the claim or litigation.

The Charter School shall indemnify and hold harmless the Chartering Authority, its officers, agents and employees from:

- Any claims, damages, costs and attorney fees for injuries or damages arising, in part or in whole, from the negligent or intentional acts or omissions of the Charter School, its officers, employees, and/or agents, including its sub- or independent contractors, in connection with the performance of this Charter Agreement, and,
- Any claims, damages, penalties, costs and attorney fees arising from any failure of the Sponsor, its officers, employees, and/or agents, including its sub- or independent contractors, to observe applicable laws.

13. Contract Construction

13.1. Waiver. The failure of either Party to insist on strict performance of any term or condition of this Operating Agreement shall not constitute a waiver of that term or condition, even if the Party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

13.2 Non-assignability. No right or interest in this Agreement shall be assigned by anyone on behalf of the Charter School, and delegation of any contractual duty of the Charter School shall not be made without prior written approval of the Chartering Authority. A violation of this provision shall be grounds for immediate termination of this Operating Agreement and revocation of the Charter.

Should the Charter School propose to enter into a contract with another non-profit entity to manage the School, the Charter School agrees to submit all information requested by the Chartering Authority regarding the management arrangement, including a copy of the proposed contract and a description of the management company, with identification of its principals and their backgrounds. The Charter School shall not enter into a management contract without written approval from the Chartering Authority.

13.3 Agreement. The Parties intend this Agreement, including all attachments and exhibits, to represent a final and complete expression of their agreement, which shall be considered the Agreement. All prior representations, understandings and discussions are merged herein, and no course of prior dealings between Parties shall supplement or explain any terms used in this document. The Parties





recognize that amendments to this Agreement may be executed from time to time hereafter.

- 13.4 Survival of Representations and Warranties.** All representations and warranties hereunder shall be deemed to be material and relied upon the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.
- 13.5 Severability.** The provisions of this Agreement are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition, and the remainder of the Agreement shall remain in effect unless otherwise terminated by one or both of the Parties.
- 13.6 Authority.** The individual officers, agents and employees of the parties hereto who execute this Agreement do hereby individually represent and warrant that they have full power and authority to execute this Agreement.
- 13.7 Notice.** Any notice required or permitted under this Operating Agreement shall be in writing, sent via electronic or other means, and shall be effective immediately upon personal delivery, subject to verification of service or acknowledgement of receipt, or three (3) business days after mailing when sent by certified mail, postage prepaid.





13.8 Notices and Designation of Agent for Service of Process. Notice of assignment of any rights to money due to Contractor under this Contract MUST be mailed or hand delivered to the attention of the DIRECTOR OF FINANCIAL OPERATIONS, FINANCIAL OPERATIONS, METROPOLITAN BOARD OF PUBLIC EDUCATION, 2601 BRANSFORD AVENUE, NASHVILLE, TN 37204, with a copy to the recipient for MBPE notices listed below.

a) All other notices to MBPE shall be mailed or hand delivered to:

Dept: Purchasing
Attn: Brad Wyatt/Contracting Officer
Addr: 2601 Bransford Avenue
Nashville, TN 37204

Phone: [REDACTED]
E-mail addr: [REDACTED]

b) Notices to Contractor shall be sent to:

Contractor: Knowledge Academies, Inc.
Attn: Art Fuller, President and CEO
Addr: 5320 Hickory Hollow Antioch, TN 37013
Phone: [REDACTED]
E-mail addr: [REDACTED]

c) Contractor's Federal Tax I.D. Number: [REDACTED]

d) Contractor designates the following as the Contractor's agent for service of process and will waive any objection to service of process if process is served upon this agent:

Designated Agent:
Att'n:
Addr:
Phone: ()
E-mail addr:





THE METROPOLITAN GOVERNMENT
OF NASHVILLE AND DAVIDSON COUNTY
BY AND THROUGH THE METROPOLITAN
BOARD OF EDUCATION:

DocuSigned by:
CONTRACTOR:

By: [Redacted] 5E591D2B27F1472...

Title: President & CEO

Date: 7/21/2015

Director of Purchasing MBPE:

DocuSigned by:
[Redacted]
1D95DBGG06C3472...

RECOMMENDED:

Executive Staff Member, MBPE
[Redacted]
5F3B12EE0E7C487...
Department

DS
[Redacted]

APPROVED AS TO AVAILABILITY OF FUNDS

DS
[Redacted]

DocuSigned by:
ACCOUNT NUMBER
[Redacted]

DocuSigned by:
Chairman of the Board, MBPE
[Redacted]
99556DC07EDE4A0

DocuSigned by:
Metropolitan Director of Finance
[Redacted]
070908C21BB94BA

DocuSigned by:
Metropolitan Director of Insurance
[Redacted]
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DocuSigned by:
Metropolitan Attorney
[Redacted]
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FILED IN CLERK:
DocuSigned by:
[Redacted]
B83BA246DAE84D6

Date Filed: 7/27/2015

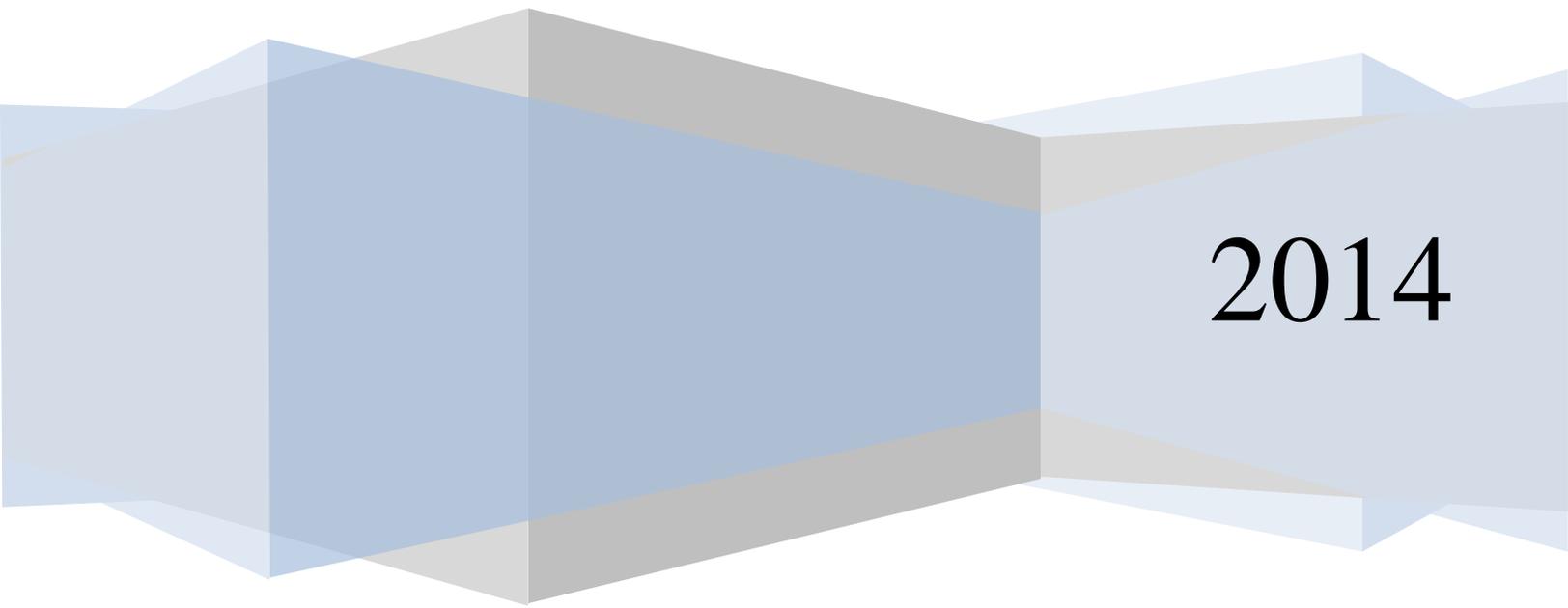


Pre-Opening Charter Accountability Workbook

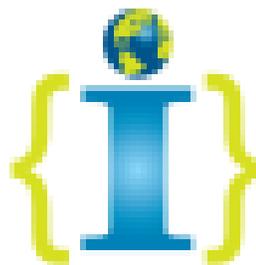
Pre-Opening Charter Accountability Workbook

**A Guide for Boards of Trustees and Leaders
of New Charter Schools Authorized by MNPS
Board of Education, Nashville/Davidson County,
Tennessee**

**OFFICE OF INNOVATION, Metropolitan Nashville Public
Schools**



2014



INNOVATION

May 2014

Office of Innovation
Division of Charter Schools

Metropolitan Nashville Public Schools
Board of Education
2601 Bransford Avenue, Suite C404
Nashville, Tennessee 37204

Phone: 615/259-8598

Updated: 5.5.14

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EXECUTIVE SUMMARY

There are many actions trustees and leaders of newly authorized charter schools must take prior to, and within a short period of time after, the opening of a school for instruction. The Office of Charter and Private Schools has adapted this Pre-Opening Charter Accountability Workbook from a wide variety of sources. Particular thanks for assistance in quickly establishing the framework of this manual is due the Charter Schools Institute of the State University of New York, but the particular details in this manual are organized to address expectations of the Metropolitan Nashville Public Schools and its designee, the Office of Innovation. The Office Innovation is grateful for the experience of high quality authorizers like the Charter Schools Institute who willingly share their resources in the interest of supporting high quality authorization of charter schools. The information and procedures in this manual are aligned with the National Association of Charter School Authorizers (NACSA) Principles and Standards, and are reviewed annually to ensure maximum utility in the context of charter schools in Nashville, Tennessee.

The Office of Charter and Public Schools makes this Pre-Opening Charter Accountability Workbook available specifically to assist leaders and boards of trustees of new charter schools authorized by the MNPS Board of Education in fulfilling these various obligations. The Workbook essentially covers two distinct but inter-related areas. The first area is the requirements associated with a school completing a set of defined “Pre-Opening Actions,” which if not substantially completed prior to the school’s opening date, could result in a delay in the school’s opening. The Workbook describes the specific Pre-Opening Actions the school is required to take as well as the process by which the Office of Innovation visits the school (and conducts further follow-up) to ensure that all Pre-Opening Actions are taken. Second, the Workbook attempts to provide guidance on a variety of other issues that confront schools during the months prior to opening but that for one reason or another are not officially Pre-Opening Actions, usually because these areas and issues must be dealt with long before the Pre-Opening Actions themselves must be completed, and/or are ongoing requirements. It is our hope that the Workbook will be a helpful resource to your school, given that tasks associated with opening a bricks and mortar school and some of the Pre-Opening Actions are set against a complex backdrop of state and federal laws, rules, regulations and local conditions. It is also our hope that the Workbook will continue to be a resource as you move from the stages of pre-opening and opening to beginning to design and implement systematic processes that will likely set the foundation for the development of a healthy and sustainable organization.

INTRODUCTION

Accountability for charter school performance starts long before a new school's first student enters its building, and continues long after. One facet of charter school accountability began shortly after you received your charter, and the second, critical phase, occurs during the months immediately before you open. Myriad functions and details must be worked out during this period, only some of which are mentioned in this Pre-Opening Charter Accountability Workbook. Completing the obligations stated in the school's Charter Agreement that are due prior to the Office of Innovation's Pre-Opening Action Visit and the required Pre-Opening Actions, must however, remain a central focus.

This Workbook both itemizes the precise actions that must be completed, specifying required documentation that must be submitted to demonstrate completion of each pre-opening charter obligation and Pre-Opening Action item, and provides additional guidance in the form of deadlines and other resources that charter school leaders and boards may find useful in completing these and other tasks with deadlines before or shortly after school opening. It also alerts school leaders to some other reporting requirements of which new charter schools must be aware during their first year of operation.

While we have attempted to provide the most up to date information, invariably information will change as, for example, revisions are made to the various laws and regulations at issue. For that reason, the most recent information will be provided by the electronic version of this document as it found on the **Office of Innovation** website, www.innovation.mnps.org/site247.aspx. In addition, it is not possible to predict every issue that will arise during a school's opening process. Therefore we discuss many of the commonly encountered issues and problems, but do not represent that we have comprehensively tackled all of the issues you will encounter in setting up your school. In some cases, we have only supplied sources of information or "leads" that you can use in the process of resolving issues. As always, the Office of Innovation is available to answer questions.

Per the terms of the Charter Agreement, no school may commence instruction until and unless the Office of Innovation issues a letter to the school (known as the "Pre-Opening Action Letter") (attached as [Appendix C](#)) stating that the school has completed the Pre-Opening Actions on the [Pre-Opening Actions Checklist](#) (attached as Appendix B in this Workbook) in the school's Charter Agreement (Exhibit 2) to the satisfaction of Office of Innovation and the MNPS Board of Education. This does not mean that if one item on the checklist is incomplete, your school will not be able to open. The Office of Innovation understands the time pressure and difficulty in readying a school for instruction. To reduce unexpected problems, the Office of Innovation sends the *Pre-Opening Actions Checklist* to the school leader no less than 14 days in advance of the Pre-Opening Action Visit and asks the school to provide information regarding the status of each item as well as documentation where appropriate. This allows the Office of Innovation to assess certain items in advance and reduces the time needed for the visit. In cases where *Pre-Opening Actions Checklist* items are already completed, (and in some cases that is the very nature of the item rendering the Pre-Opening Action item a double check) the Office of Innovation does not usually verify such information a second time during the Pre-Opening Action Visit. While the *Pre-Opening Actions*

Checklist must be followed, our practice is to work with schools to allow them to open as scheduled (or close to that date) with restrictions deemed appropriate by the Office of Innovation, and to remediate problems encountered during the Pre-Opening Action Visit. However, we will not sacrifice student health or safety or a sound education to adhere to a school's anticipated date of opening, and will follow-up on any *Pre-Opening Actions Checklist* items that are not complete. When all of the *Pre-Opening Actions Checklist* items are complete, the Office of Innovation will send you a confirming letter.

If a charter school does not fulfill all of the requirements of the [Pre-Opening Actions Checklist](#) during its first school-year (by August 1 of the year immediately succeeding the year the school originally scheduled to commence instruction), *the school's charter will be recommended for immediate revocation*. This drastic remedy is to be avoided at all costs. If a school has begun operations, the Pre-Opening Action deficiencies must be corrected before the end of the summer following its first school year.

OVERVIEW

The first chapter of this Workbook, [Academic Program and School Administration](#), discusses required qualifications of instructional staff under state and federal law, other requirements of the educational program, the school calendar, class schedules, and serving students with disabilities. In addition, it highlights certain requirements with regard to properly arranging for the smooth delivery of contracted services such as those provided by an education service provider, as well as those offered by food service, student health and transportation service providers. While there is little doubt that the school leadership team will focus its energies on the important details of preparing for the most difficult job of teaching and learning, this section of the Workbook has been created to ensure that minimal requirements with regard to student service delivery are met prior to the first day of school.

The second chapter, [Organizational Viability](#), provides guidance to ensure that charter schools have the policies, procedures and processes in place to exercise responsible oversight of the school's affairs. In particular, the Pre-Opening Action process will require new charter schools to demonstrate that the school's board of trustees has adequate membership, operates pursuant to a set of approved by-laws, and has created necessary policies and procedures. In addition, this section provides further guidance on school facility and building safety, as well as the school's financial organization, procedures, and appropriate controls.

The third chapter of this Workbook, [Following Your Charter Agreement](#), alerts school leaders and boards of trustees to the important role that public accountability plays over the life of every charter school. This refers to accountability for academic performance as well as compliance with the legal and fiscal requirements contained in the school's Charter Agreement and in applicable law, rules and regulations. The chapter focuses on the importance of properly seeking changes to your Charter Agreement and having a contact person to communicate with the Office of Innovation regarding compliance issues.

RELEVANT DOCUMENTS

While this Workbook does not assume that the reader has complete familiarity with certain other charter school documents, it makes many references to some of the most important ones and school leaders, trustees and key employees should certainly be aware of and have access to the following for a variety of reasons, including full use of this Workbook. These include:

- the school's Charter Agreement (the complete version, including the final version of the school's amended Charter Application and any Exhibits);
- the school's Charter Application (the complete final, amended, and approved official version);
- the school's By-laws (found in the Charter Application); and
- the Tennessee Charter Schools Act.

The final version of the school's approved Charter Application contains many of the school's policies on complaints, student discipline, Freedom of Information, Open Meetings Law, personnel, etc., or it contains the documents upon which these policies are based. Please be aware that the information set forth in the school's Charter Application and the other documents above become part of the standards by which the Office of Innovation measures your school's accountability to its charter. For that reason, it is a best practice to make these documents available to all school trustees in a way that allows them to be accessed during school board meetings.

LEGAL NOTE

The guidance provided in this Pre-Opening Charter Accountability Workbook can neither predict nor endeavor to include information regarding all of the challenges that will present themselves to a charter school over the term of its charter. Therefore, this Workbook is not designed nor intended to serve as a source of legal advice. While the Office of Innovation is available to answer questions, it strongly encourages charter school boards of trustees to retain legal counsel and consult with counsel prior to taking action regarding any potentially difficult situation.

ACADEMIC PROGRAM AND SCHOOL ADMINISTRATION

RECRUITMENT AND HIRING

The hiring process begins as soon as, or in some cases before, a school obtains its charter. The importance of key personnel is never underestimated by strong school boards. We cannot stress too strongly that fingerprinting of all personnel must be a priority; fingerprint supported criminal background checks mandated by the Charter Schools Act¹ may take longer than expected to complete, making advanced planning and urgency in initiating the process upon the hiring of any individual necessary.

Leadership Structure

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Governance and Management	
Item	Deliverable
A permanent head of the school has been named.	Written notice that the head of school has been named within 5 days of the hire date.
Other key leadership roles in the school are filled or adequately covered.	Updated organizational chart with names of specific individuals occupying key leadership roles.

The school's Charter Agreement requires: 1) that the school employ and contract with necessary personnel; 2) the organizational structure of the school after such hiring be consistent with the organizational structure in your Charter Application; 3) that the school notify the Office of Innovation in writing within 5 days of hiring, firing, resignation or other removal of the school leader; and 4) the faculty, staff and administration successfully implement the terms of this Charter Agreement.² Therefore, as soon as a school leader is hired, the school should notify the Office of Innovation which will mark the beginning of a charter accountability dialog with that person that will continue throughout the life of the school's charter. As set forth below, the above Pre-Opening Action items related to the hiring of the school leadership is intended as a double check and is usually complete long before the Pre-Opening Action Visit.

PRE-OPENING ACTION TO-DO LIST: LEADERSHIP STRUCTURE

Begin: Immediately after charter is granted

Due Date: At time of Pre-Opening Action Visit with OFFICE OF INNOVATION

- Recruit and hire key leadership positions within the school.

¹ TCA 49-13-105(b)(5).

² Charter Agreement, Section 10.

<ul style="list-style-type: none"> <input type="checkbox"/> Provide written notice to the Office of Innovation that the head of school/principal has been named within 5 days of the hire date. <input type="checkbox"/> Pursue fingerprint-supported background checks for key leaders (and all employees as hired) (see Background Check Note below). <input type="checkbox"/> Update organizational chart with names of specific individuals occupying key leadership roles. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Written notice that the head of school/principal has been named.</p> <p>Updated organizational chart with names of individuals occupying key leadership roles.</p>

As part of the Pre-Opening Action process, the Office of Innovation requires charter schools to provide assurance and evidence that a head of school/principal has been hired, and that other key leadership roles in the school are filled or adequately covered. The Office of Innovation also requires that the information be displayed in an updated organizational charter with the relevant names listed. Changes to the organizational chart provided with the Charter Application (which typically does not contain names) should be made and given to the Office of Innovation as part of the Pre-Opening Action process.

Change In Program Note

Major changes in school structure may constitute a material change to the charter and require a charter revision. Please consult the [Change In Program](#) section of this Workbook for more information.

Please note that if leaders within the school will be teaching classes, charter school leaders are required to meet state certification and federal No Child Left Behind Act of 2001 (NCLB)³ “highly qualified” requirements discussed below, and copies of any relevant certifications, transcripts, as well as evidence of having taken and passed certain educator exams should be kept on file. The section on [Required Qualifications for Teachers under Federal Law](#) explains these requirements in greater detail.

Background Check Note

All charter school leaders, other administrators and employees must be cleared for employment by fingerprint-supported background checks. See the [Fingerprint-Supported Background Checks for School Personnel](#) section of this Workbook for more information

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
Charter Schools Act	Fingerprinting and Background Checks required	TCA 49-13-105(b)(6)

³ 20 U.S.C. § 6301 *et seq.*

MNPS Office of Innovation	Charter Agreement	Section 3.2
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Number and Qualifications of Instructional Staff

Pre-Opening Actions Checklist items discussed in this section are as follows:

Staffing	
Item	Deliverable
The number of teachers is adequate and their assignments match the staffing plan.	Teacher roster, including teaching assignments by grade level or specialty.
Teachers are certified or meet the minimum requirements for licensure as defined by the state board of education pursuant to TCA 49-13-111(i)	Copies of teacher certifications, or appropriate proof of compliance with statutory exemptions.
Teachers in core academic areas (as defined by No Child Left Behind Act) are highly qualified in accordance with NCLB.	Proof of certification or academic credentials (transcripts), relevant tests (e.g., PRAXIS) and subject matter competency for each teacher.

The number of teachers and/or paraprofessionals hired and their instructional assignments should meet the staffing plan outlined in the school’s Charter Application. In addition, teachers and paraprofessionals in charter schools must meet qualifications of the Charter Schools Act⁴ as well as those established by the federal government under the NCLB/ESEA. New charter school administrators should be aware of and fully understand these requirements as they begin the teacher recruitment and hiring processes.

Charter schools should keep detailed records of hiring, resignation, *and termination* of all employees, as well as evidence of credentials, and required fingerprint-supported criminal background checks for all employees. Such records will be reviewed by the Office of Innovation or State Department of Education Charter Schools Office, at various times during the life of the school’s charter, as part of each entity’s regular monitoring plan. It is in the best interest of the school that these records be maintained throughout the hiring process and while each individual is employed at the school. Guidance on qualifications follows below.

PRE-OPENING ACTION TO-DO LIST: NUMBER AND QUALIFICATIONS OF INSTRUCTIONAL STAFF	
<i>Begin: During Recruitment and Hiring Processes</i>	
<i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/>	Read the MNPS policy guidance, “Federal Teacher and Paraprofessional Qualification Requirements,” available at http://www.hr.mnps.org/Page45801.aspx
<input type="checkbox"/>	Recruit and hire instructional staff that are either certified in Tennessee in the appropriate grade level and subject area, or that meet other accepted criteria under the Charter Schools Act.
<input type="checkbox"/>	Recruit and hire teachers for core academic subjects that will be NCLB highly qualified.

⁴ TCA 49-13-111(i)

<input type="checkbox"/>	Maintain a copy of the professional credentials of all personnel on file, including but not limited to current resume, transcripts, copies of relevant tests and state and/or professional certifications.
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Copy of teacher roster, including teaching assignments by grade level or specialty (Attached as Appendix D). Copies of teacher certifications or appropriate proof of compliance with statutory exemptions. Proof of NCLB qualifications including academic credentials, transcripts, relevant tests and subject matter competency for each teacher.

Required Qualifications for Charter School Teachers under the Charter Schools Act

Teachers hired at Tennessee charter schools must be Tennessee State certified to teach in the appropriately designated grade level and/or subject area (certification information is available at <http://state.tn.us/education/lic/>). If at the time of the Pre-Opening Action Visit, the school has teachers who are not yet fully certified (do not possess the certificate), the school should document how the employee qualifies for each and every part of the certification or the school’s plan to obtain the certification.

Required Qualifications for Charter School Teachers under Federal Law

The NCLB imposes additional requirements upon *all* teachers at Tennessee charter schools, including any personnel who do not have to be certified under the Charter Schools Act. All teachers at new charter schools must meet the requirements of being NCLB “highly qualified” prior to being employed.

The NCLB’s highly qualified teacher requirements apply to teachers of “core academic subjects” employed by the charter school, regardless of whether the school receives federal funds. Core academic subjects are defined as English, reading or language arts, mathematics, science, history, geography, economics, civics and government, foreign languages and the arts (visual arts, dance, music, theater, public speaking, and drama).

In order to be considered NCLB highly qualified, teachers of the core academic subjects at charter schools must possess a bachelor’s degree and demonstrate subject matter competency. There are various ways through which teachers may demonstrate subject matter competency, depending on a teacher’s teaching assignments and newness to the profession.

Special Education teachers must generally have a bachelor’s degree and be Tennessee State certified in order to be qualified under the federal Individuals with Disabilities Education Act (IDEA)⁵. Special education instructors who are consultant teachers or resource room providers, etc.

⁵ 20 U.S.C. § 1400 *et seq.*

(i.e., who are supplementing other “highly qualified” teaching), who are qualified under the IDEA do not need to be NCLB highly qualified. If on the other hand, the special education teacher is providing all of a student’s instruction in a core academic subject or instructs a self-contained classroom, then the teacher must be NCLB highly qualified for every such subject taught.

English as a second language (ESL) teachers may have similar issues. If they just teach ESL, then the NCLB requirements are reduced to being highly qualified in ESL. If they are teaching core subjects in a foreign language even half time, then the instructor will have to be NCLB highly qualified in each subject being taught. The charter school must have at least one teacher certified in ESL to work with active EL students .

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
MNPS/ OFFICE OF INNOVA TION	Charter Agreement Federal Teacher and Paraprofessional Qualification Requirements	Section 2.3.2 (Exceptional Education) and Section 2.4 (English Language Learners) available at http://www.hr.mnps.org/Page32357.aspx
State DOE	Teacher Licensure Information Highly Qualified Information	http://state.tn.us/education/lic/ http://www.tennessee.gov/education/nclb/doc/NCLB_impPlan_08_18_05.pdf

Required Qualifications for Title I Paraprofessionals under Federal Law

A Title I paraprofessional is an individual who has instructional support duties, regardless of his or her job title, and works in a program supported with federal Title I, Part A funds. The NCLB requires that all paraprofessionals in schools receiving Title I funding, regardless of hiring date, have a high school diploma or its equivalent. Paraprofessionals hired after January 8, 2002 must also be “qualified” under the NCLB at the time of their employment. In order to be “qualified,” an individual must have:

- had at least two years of college; or
- an associate’s or higher degree; or
- passed a formal state or local academic assessment (PRAXIS).

Further information on this topic is available on the STATE DOE website at <http://www.tennessee.gov/education/lic/>. There is an exception to these requirements. If a paraprofessional’s duties consist solely of increasing the participation of limited English proficient children in Title I programs by translating from languages other than English or conducting parental involvement activities, the individual need only have a high school diploma or recognized equivalent.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	Charter Agreement	Section 3.1 and 3.2
State DOE	Federal Teacher and Paraprofessional Qualification Requirements	available at http://www.tennessee.gov/education/nclb/doc/NCLB_ImpPlan_08_18_05.pdf
	Teacher Licensure Information	http://state.tn.us/education/lic/

Fingerprint-Supported Background Checks for School Personnel

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Staffing	
Item	Deliverable
Fingerprint supported criminal background checks have been completed and all employees have clearance for employment, AND all employees have been identified to MNPS as working for the new charter school	Copies of Fingerprint Clearance forms from TBI for each employee identifying the new charter school as the employee’s current employer

PRE-OPENING ACTION TO-DO LIST: FINGERPRINT-SUPPORTED BACKGROUND CHECKS FOR SCHOOL PERSONNEL	
<i>Begin: During Recruitment and Hiring Processes</i>	
<i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/> Read the MNPS/Office of Innovation policy guidance, “Criminal History Record Check (HR 5.111)” available at http://www.policy.mnps.org/AssetFactory.aspx?did=32628 . <input type="checkbox"/> Proceed with obtaining fingerprint supported background checks for <i>all</i> school employees. <input type="checkbox"/> Maintain a copy of each employee’s clearance or clearance application information for employment on file.	
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Copies of Fingerprint Clearance forms from TBI for each employee identifying the new charter school as the employee’s current employer

All employees of charter schools must be cleared for employment by a fingerprint-supported criminal background check through TBI including janitors, security personnel and cafeteria workers who are present when children are in the school building. Employees may not be present in a school when children are present unless they have full clearance.

MNPS Background Check Information is available at <http://www.mnps.org/Page50469.aspx> . Charter school administrators are strongly encouraged to review this document in detail prior to engaging in the hiring of school personnel, and to make compliance part of the hiring process and procedures. Please contact TBI directly with specific questions about individual employees, procedures, or status.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location

OFFICE OF INNOVATION	Charter Agreement	Section 3.2
	General Information	http://www.tbi.state.tn.us/background_checks/taps_age_info.shtml

CURRICULUM AND INSTRUCTION

The Pre-Opening Action process is not designed nor intended to evaluate the implementation or effectiveness of the school’s educational philosophy and academic program.⁶ Instead, it provides a means for Office of Innovation to verify that the new charter school is minimally prepared to serve students and meet facilities requirements, as defined by state and/or federal law and MNPS policy. These minimal requirements are discussed in further detail below. In addition, boards of trustees and leaders of new charter schools should also ensure that the elements of the school’s instructional program present in the school building align with those in Exhibit 1 of each school’s Charter Agreement (the finally amended and approved Charter Application). If the two are different, the school may have to seek a change in program. Please see the [Change in Program](#) section, below.

Classroom Fixtures and Curricular Materials and Supplies

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Curriculum and Instruction	
Item	Deliverable
Needed instructional materials and supplies have been distributed to classrooms at every grade level.	Classrooms should be adequately prepared for teaching and learning, including the appropriate distribution of curricular materials and supplies at time of Pre-Opening Action Visit.

PRE-OPENING ACTION TO-DO LIST: CLASSROOM FIXTURES AND CURRICULAR MATERIALS AND SUPPLIES	
<i>Begin: Immediately after charter is granted</i>	
<i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/> Purchase classroom furniture appropriate to age/grade and educational program of the school. <input type="checkbox"/> Equip classrooms in anticipation of the arrival of students, including the assembly and set-up of all classroom furniture and fixtures (such as blackboards, desks, etc.). <input type="checkbox"/> Purchase/prepare curricular materials necessary for appropriate delivery of the school’s academic program as proposed in the Charter Agreement (application) and distribute them to all classrooms.	
Required Deliverable(s) at Time	Classrooms should be adequately prepared for teaching and learning, including

⁶ Shortly after completing the Pre-Opening Action process, new charter schools will begin to work with staff of the Office of Innovation to better understand and prepare for setting Accountability Plan/School Improvement Plan (SIP) goals. See the Tennessee School Improvement Planning Process (<http://www.state.tn.us/education/accountability/siptrans.shtml>) for more information.

of Pre-Opening Action Visit:	the appropriate distribution of curricular materials and supplies.
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In order to support the delivery of instruction as specified in the school’s Charter Agreement, new charter schools should strive to have purchased and received all classroom furnishings (such as desks, tables, chairs, blackboards/whiteboards, etc.) as well as curricular materials and supplies prior to opening their doors to students. OFFICE OF INNOVATION staff will inspect classrooms upon the occasion of the Pre-Opening Action Visit to ensure that classrooms are safe and have adequate furniture, curricular materials are in place, and the school has acquired other necessary supplies to ensure classrooms are ready to receive the school’s students.

School Calendar and Class Schedules

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Curriculum and Instruction	
Item	Deliverable
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	Copies of the annual school calendar, class schedules, and an assurance that the school calendar has been made available to students and their families.

PRE-OPENING ACTION TO-DO LIST: SCHOOL CALENDAR AND CLASS SCHEDULES <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/> Read Section 10 of the school’s Charter Agreement. <input type="checkbox"/> Prepare annual school calendar and class schedules to the extent they will differ from those in the Charter Application. <input type="checkbox"/> Make school calendar and hours of operation available to students and their families.	
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Copies of the annual school calendar and class schedules. Evidence that the school calendar has been made available to students and their families or an assurance of same.

To ensure that new charter schools meet the minimum requirements for student instructional time and the commitments in the school’s Charter Agreement, and to allow parents to determine whether the school’s program is appropriate for their child, Office of Innovation requires that new charter schools submit a copy of the annual school calendar and class schedules as part of the Pre-Opening Action process.

The initial calendar must not reduce the number of days of instruction in the Charter Application by more than 10 days per Section 10 of your Charter Agreement. If for some reason you need to do so, please refer to the [Change In Program](#) section of this Workbook. A school is free to increase its number of days of instruction so long as parents are notified in a timely manner.

At the time of the Pre-Opening Action Visit with Office of Innovation, charter schools should be able to provide assurance and/or evidence that the school’s annual calendar has been made available to students and their families.

By Tennessee Law, charter schools must provide at least as much instructional time during a school year as required of other public schools. In this regard, please note that public schools are generally required to provide 180 days of instruction with the following minimum hours of instruction per day:

- 2.5 hours per day for half-day kindergarten;
- 5 hours per day for full day kindergarten and grades 1-6 exclusive of lunch time, recess, study halls, etc.; and
- 5.5 hours per day for grades 7-12 exclusive of lunch time, recess, study halls, etc.⁷

Accordingly, the minimum number of hours of instruction that a charter school can provide in a year is 180, multiplied by the minimum number of required hours of instruction per day for the grade at issue. In addition, please note that class schedules must also reflect the minimum time dedicated to core subjects as described in the school’s Charter Application. Also, a charter school, as a term of its Charter Agreement, may generally not have fewer than 176 instructional days even if it provides an extended day program.

Subsequent School Years

After the school’s first year of operation, the school must determine its calendar and class schedule by March 15 and relay that information to the Office of Innovation. The school must also make that information readily available to parents and guardians. After March 15, the school should not shorten the days or hours of operation in a significant way without permission of the Office of Innovation which will only grant such a change for very good reasons and with the condition that parents are properly informed of the change.

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
OFFICE OF INNOVATION	Charter Agreement	Section 1
STATE DOE	Attendance Manual	http://www.state.tn.us/education/schapproval/attendancemanual/index.shtml

Serving Students with Disabilities

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Curriculum and Instruction

⁷ <http://www.state.tn.us/education/schapproval/attendancemanual/index.shtml>

Item	Deliverable
Provisions have been made for a child find system and serving students with special needs.	Written documentation that the school has hired, contracted with or received a commitment from the school district regarding certified Special Education teacher(s) and a SPED coordinator, and hired, contracted with or received a commitment from the school district regarding speech and language therapists, and occupational and physical therapists, or other services or equipment, if required.

Students and Parents	
Item	Deliverable
A preliminary count of students with special needs is available.	Copies of IEPs for incoming students (Easy IEP training complete).

PRE-OPENING ACTION TO-DO LIST: SERVING STUDENTS WITH DISABILITIES	
<i>Begin: Immediately after charter is granted</i>	
<i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/> Adopt and implement a child find plan in accordance with the IDEA (District Plan). <input type="checkbox"/> Hire appropriate staff, contract with outside vendors or request that the local school district provide special education (SPED) services to ensure that the school has access to appropriately qualified staff to implement, oversee, and administer the delivery of SPED services.	
Required Deliverable(s) at Time of Pre-Opening Action Visit:	<p>Written documentation that the school has hired or contracted with a SPED coordinator.</p> <p>Written documentation that the school has hired appropriate staff, contracted with other vendors or received an acknowledgement that the school district(s) will provide certified special education teacher(s), speech and language therapists, and occupational and physical therapists, or other services or equipment, if required by student IEPs.</p> <p>Written documentation from the school stating the anticipated number of special education students (Easy IEP training complete).</p> <p>Written documentation showing understanding of District Child Find procedures.</p>

As explained in the school’s Charter Agreement, charter schools are required to serve students with disabilities as required by federal laws and regulations. Many of the methods and strategies for doing so are mandated; however, a charter school’s main obligations are to understand and work with MNPS to ensure the proper execution of the child find system to identify children who may be in need of SPED services and to work with MNPS personnel to ensure that the services required for

students with Individualized Education Programs (IEPs) who enroll in charter schools are provided to those students by the charter school.

As you may be aware, charter schools in Tennessee are considered schools within a Local Educational Agency (LEA) for purposes of the federal Individuals with Disabilities Education Act (IDEA). Charter schools have some choices regarding how they will deliver special education services to students with IEPs, but they must insure that those services are delivered as written in the IEP. In addition, each charter school must have a SPED coordinator to oversee the process and interact with district exceptional education personnel. The SPED delivery choices are as follows:

- the charter school provides all of the SPED services;
- qualified third party consultants hired by the charter school provide all of the SPED services;
- the school district of the student’s residence provides all of the SPED services through mutual decision that alternative placement is consistent with the child’s best interest in receiving a Free and Appropriate Public Education; or
- any combination of the above.

While it may not be possible for a charter school to decide how it will deliver SPED services to its students until after the Pre-Opening Action Visit when it receives all student records and IEPs, new charter schools should demonstrate that they have hired a SPED coordinator and established meaningful coordination with District personnel regarding a child find system that ensures that all students with disabilities, regardless of the severity of a disability and who are in need of special education and related services, are identified, located, and evaluated. This includes those students for whom the charter school has already received or will receive an IEP (see [Policies and Procedures Regarding Students’ Academic and Health Records](#) section, below), as well as those who have not yet been identified. A count of students with disabilities should be available at the time of the Pre-Opening Action Visit, and, although incomplete, the school’s SPED staffing and resources should be appropriate to handle that number of children. Furthermore, the charter school should ensure that it has engaged appropriately qualified staff to deliver services to students (see below), oversee the implementation of students’ IEPs, provide training and information to the school’s regular education teachers regarding students with disabilities and their programs and services, and handle other administrative duties and billing associated with providing special education.

Financial Note

The excess funding for exceptional education students that comes from IDEA allocations to MNPS will be apportioned according to an annual budget developed by each school in collaboration with the District’s Coordinator of Exceptional Education. Please be aware that the amount of excess cost aid is often far less than the cost of the SPED services provided by a charter school.

Additional Exceptional Education Information

Because Tennessee charter schools are not LEAs, they cannot unilaterally develop a child’s IEP, change an IEP or decide a child no longer needs an IEP. The school must coordinate with the district’s exceptional education personnel and parents to accomplish such activities.

In terms of admissions, charter schools cannot discriminate against children with disabilities and must admit a child even if the school does not provide a particular setting or service (resource room, 6:1:1 setting, etc.) required by a child’s IEP. Charter schools may not “discharge” a student because the student requires settings or services not offered by the school. All decisions regarding service must be made in collaboration with parents and district personnel. Charter schools must also make reasonable accommodation for physically disabled students and must follow the applicable provisions of the federal Americans with Disabilities Act (ADA)⁸ and section 504 of the federal Rehabilitation Act of 1973⁹ with respect to school facilities and equipment. See the [Adequacy and Accessibility of School Facility](#) section of this Workbook for further information.

Background Check Note

New hires, re-hired employees, substitutes, student teachers, student practicum, volunteers, tutors and vendors. Finger printing has been extended from three days to five days and we no longer schedule appointments. You must call the Vendor and register 24 hours prior to being finger printed. You may pay the fee of \$48.00 by credit card when registering with the Vendor. However, a money order in the amount of \$48.00 made out to the Vendor is the only acceptable payment on-site at MNPS. Once you have registered you may walk-in between the hours of 8:00 a.m. to 4:00 p.m. at the Bransford Avenue site.

SPED Teacher Qualification Note

The IDEA mandates that exceptional education instructors and service providers be appropriately qualified, which basically means they must be Tennessee State certified in special education or the appropriate specialty. In addition SPED instructors must be NCLB highly qualified. See [Required Qualifications for Charter School Teachers under Federal Law](#), above. School leaders should take this into consideration when hiring staff.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	Charter Agreement	Section 2

⁸ 42 U.S.C. § 12101 *et seq.*

⁹ 29 U.S.C. § 794.

USDOE	Special Education and Rehabilitative Services: IDEA 2004 Resources	http://www.ed.gov/policy/special/guid/idea/idea2004.html
STATE DOE	Special Education in Tennessee Public Charter Schools	http://www.state.tn.us/education/fedprog/doc/SpEd_in_TN_CS_CompletePrimer.pdf
	Tennessee Charter Operator Primer	http://www.state.tn.us/education/fedprog/doc/SpEd_in_TN_CS_OperatorPrimer.pdf
US Charter Schools	General Primer on Special Education Issues in Charter Schools	http://www.uscharterschools.org/cs/spedp/print/uscs_docs/spedp/home.htm

English Language Learners

In accordance with Title VI of the Civil Rights Act of 1965 and TCA 4-21-90, districts must provide specialized programs for students with limited English proficiency. The Home Language Survey is required for every student in the district. It consists of three questions that will be asked of every parent in the district: What is the first language this child learned to speak?; What language does this child speak most often outside of school?; and What language do people usually speak in this child’s home”. If the answer to any of those questions is a language other than English, the child will be classified as Non-English Language Background (NELB) and must be sent to the district EL office for assessment to determine English proficiency using an approved screening instrument for ESL.

If through this screening a student is labeled Active EL, the charter school must have instructors with ESL certification, as that student is due 1-2 hours daily of specialized instruction. Further information may be obtained at <http://www.tn.gov/education/fedprog/fpeslresources.shtml>. The MNPS website also offers guidance for schools from the Office of English Learners, <http://www.mnps.org/Page57039.aspx>.

English Language Learners	
Item	Deliverable
The school has hired a teacher with ESL certification and is prepared to provide instruction to students identified as NELB.	Teacher licensure documents showing ESL endorsement Schedule for EL students Roster of Active, Opted Out and Refused EL students Proof of 1 teacher to 40 students as required by state law

The School Is Ready for Instruction

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Curriculum and Instruction	
Item	Deliverable

The school is prepared to provide instruction in each approved grade and only in such grades.	Class schedule and teacher roster. Written assurance from the school.
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This Pre-Opening Action is essentially a catch-all to ensure a school is ready to receive students. To be certain the school is prepared to instruct the students recruited, the school’s class schedule and teacher roster (discussed in the [School Calendar and Class Schedules](#), and [Number and Qualifications of Instructional Staff](#) sections, above) will be reviewed by Office of Innovation staff at the time of the Pre-Opening Action Visit in light of the grades the school will be instructing. Teachers’ qualifications will be reviewed for adherence to state and NCLB requirements as will their background check clearances. The physical plant of the school will also be inspected. If the school does not appear to be ready to instruct students on its first scheduled school day, the Office of Innovation may require written assurance that certain steps to make the school ready will be taken, or it may notify the school that instruction will have to be delayed. The delay in opening may be for a few weeks, until January, or until the following September depending on the deficiencies of the school. In all cases, the school will be required to notify parents regarding the delay. The best advice here, and one of the purposes of this Workbook, is to avoid any possibility that your school’s opening will have to be delayed through careful prior planning.

A charter school may only instruct students in the grades set forth in the Charter School Applicant Information Sheet of its Charter Agreement and the students must be within the age limitations set by State Board Policies. Changes to such proposed instructional plans must be discussed with the Office of Innovation well in advance of the Pre-Opening Action Visit. See the [Change In Program](#) section, below, for more information.

SCHOOL MANAGEMENT AND OPERATIONS

Several aspects of school management and operations must be completed by the time of the Pre-Opening Action Visit. Among those are final execution and Office of Innovation approval of management contracts, arrangement for student food and transportation services, both of which require information from and participation of parents. Providing for student health services requires getting immunization information from parents, and may involve interaction with MNPS. In each situation when parents must be contacted and information is sought, school leaders should plan accordingly and leave enough time for parents to respond and for incorrect and incomplete information to be remedied.

Management Contract

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Governance and Management	
Item	Deliverable
Management contract has been executed.	Copy of management contract signed by representatives of management company and school Board of Trustees.

<p>PRE-OPENING ACTION TO-DO LIST: MANAGEMENT CONTRACT <i>Begin: During the charter application process</i> <i>Due Date: 30 days prior to the proposed date of contract execution, but no later than May1 immediately preceding the school year</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Submit a copy of the charter school’s proposed management contract with the CMO to Office of Innovation for review. <input type="checkbox"/> Submit a written opinion of the school’s outside counsel (not management company counsel) stating that the management contract has been reviewed by legal counsel to the school board. <input type="checkbox"/> Promptly after Office of Innovation’s review (up to 60 days), deliver to the Office of Innovation a copy of management contract together with any changes mandated by the Office of Innovation signed by representatives of the management organization and school board of trustees. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>None, unless final, executed management contract has not been given to Office of Innovation.</p>

In circumstances when charter schools elect to contract with external providers for all or a substantial subset of all services necessary to operate and oversee the school’s educational program the management contracts must be submitted to the Office of Innovation for review and approval pursuant to Section 9.2 of the Charter Agreement. The Charter Application (Exhibit A) of a school’s Charter Agreement will state whether or not the school will have a management arrangement, but does not approve the final arrangement (contract), which is done through the process described below. Tennessee Law prohibits contracting with EMOs (Education Management Organizations) or other for-profit or cyber-based education service providers.

If a charter school board has chosen to contract with an education service provider (such as a Charter Management Organization (CMO)), a copy of the proposed contract between the two entities must be submitted to the Office of Innovation for review no later than 30 days before the proposed execution date of the contract. In addition, schools that have not yet opened must submit the proposed contract by May 1st immediately preceding the start of the first school year. The proposed contract must be accompanied by a letter from the school’s outside attorney stating that the contract has been reviewed by counsel to the school board. The Office of Innovation then has 30 days to review the contract (which may be extended 60 days) and communicate any reasons for disapproval. It may also ask for more information or assurances. By the time of the Pre-Opening Action Visit, the management contract should be fully approved by the Office of Innovation and fully executed by the parties. The school must provide a copy of the fully executed management contract to Office of Innovation promptly after it is signed.

As a charter school must follow its Charter Agreement (specifically, the Application) with respect to whether or not it will contract with a management company, and any change to that arrangement—operating without a management organization when it was included in the Charter Application, or operating with a management company or a different management company—is a material change to your charter requiring approval of the Metropolitan Nashville Board of Education. See the [Change In Program](#) section, below.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	Charter Agreement	Section 10

Food Services

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Operations	
Item	Deliverable
Arrangements have been made for food service.	Inspection of food storage and kitchen area at time of Pre-Opening Action Visit, to include food/beverage coolers and heaters.

PRE-OPENING ACTION TO-DO LIST: SCHOOL MANAGEMENT AND OPERATIONS <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/>	Identify and contract with a food service provider or school district, or determine how food services will be delivered through internal processes.
<input type="checkbox"/>	Ensure that temperature-appropriate food and beverage storage is available at the school.
<input type="checkbox"/>	Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls.
<input type="checkbox"/>	Enter appropriate free and reduced price lunch data in Chancery SMS

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Required Deliverable(s) at Time of Pre-Opening Action Visit:	<p>Inspection of kitchen and food storage areas, including food and beverage coolers and heaters at time of Pre-Opening Action Visit.</p> <p>Evidence of distribution and collection of school lunch forms, and/or assurance that all forms have been distributed and collected.</p>
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On the same basis as other Tennessee public schools, charter schools must provide lunch (and in some circumstances, breakfast) to their students. Charter schools should arrange to either prepare food on site or to accept food service delivery and properly store food and beverages at appropriate temperatures until the food is consumed. During the Pre-Opening Action Visit, Office of Innovation will conduct an inspection of kitchen and food storage areas, including food and beverage coolers and heaters, and cafeteria space, if applicable.

The Food Services Department at MNPS offers two options which must be selected at the time the charter agreement is signed:

Option 1

The Charter school will apply with the State Department of Education and if approved can operate National School Lunch and Breakfast programs under the State Department of Education supervision. The charter school will retain all revenue received from meal reimbursements and cash sales. The charter school will assume total responsibility for supplying meals to the students and covering all operating costs associated with school meals. **The Food Service Department will not provide any services.** Processing free and reduced lunch applications is a function of the charter school and reporting is done directly to the State of Tennessee, with appropriate notations in Chancery SMS.

Option 2

The Food Service Department will provide food services to the charter school in the same manner as it provides food service to the rest of the district. Meals will be provided under federal guidelines and federal reimbursement claims for meals will be made by the Food Service Department. All revenue will be retained by MNPS food service to cover all operating costs associated with student meal preparation and service. If operating costs exceed total revenue the charter school will be invoiced for costs not covered by total revenue. The charter school will be kept informed of the profit and loss status throughout the year. Payment for any losses will be made at the end of the fiscal year.

Involvement of the Food Services Department occurs under the following conditions:

- Food Service will not make an investment in a Charter School regarding equipment, construction, tables, chairs etc.
- Charter Schools will provide or be invoiced for hardware and software to support food service reporting needs.
- Food service will supply contact names for kitchen equipment, food items etc.

- Food service will provide contact names at the State level if the Charter School operates its own service.
- Food service has an option to not supply service to a Charter School.
- Food service selects staff and supervises the cafeteria operation.
- Food Service and the Charter School contact will work together to provide proper service to the students.

Many children attending charter schools are eligible for free or reduced price lunch through the National School Lunch program. In order to participate, the parents or guardians of students must fill out forms, which the school must collect. Depending on a school’s particular circumstances (whether or not the school is providing meals directly or using a district’s services), it may have to retain these forms or send them in bulk to a school district. Many charter schools have found it difficult to distribute and get back these school lunch forms, so advance planning is required. At the time of the Pre-Opening Action Visit, the Office of Innovation will check on the school’s progress, and ask for an assurance that all forms will be collected if all forms have not been collected. The National School Lunch program also has certain record keeping requirements so retain all forms, which may also be audited by state or federal officials. More information is available on the STATE DOE website listed below. Schools should also be aware that collection of reduced and full price lunch funds poses school internal control and other policy issues (handling of cash, etc.) that must be addressed prior to commencement of food service. Also, if your school will be contracting with a school district for food service, appropriate arrangements should be made for days when the charter school may be in session but the district is not, including proper parental notification.

Background Check Note

All charter school leaders, other administrators and employees must be cleared for employment by fingerprint-supported background checks. See the [Fingerprint-Supported Background Checks for School Personnel](#) section of this Workbook for more information

Please also note that health ordinances usually require notices in bathrooms to be used by food service workers regarding employee hand washing.

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
OFFICE OF INNOVATION	Charter Agreement	Section 5
USDA Food and Nutrition Services	School Meals	http://www.fns.usda.gov/cnd
STATE DOE	Child Nutrition Knowledge Center	http://www.state.tn.us/education/support/nutrition.shtml

MNPS	MNPS Application Information	www.innovation.mnps.org/site247.aspx
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Health Services and Medications Administration Plan

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Operations	
Item	Deliverable
The school has made arrangements to be staffed with a school nurse, and has a plan and procedures for the administration of prescription and non-prescription medications to students, and for provision of required health services.	Written documentation of the school’s relationship with a registered nurse and/or physician. Copies of policies for medication administration. Written plan for providing required health services.
Provisions have been made for student immunizations.	Immunization records or proper exemption forms; or Written assurance that students who do not have such records will be barred from school after 14 days.

<p>PRE-OPENING ACTION TO-DO LIST: HEALTH SERVICES AND MEDICATIONS ADMINISTRATION PLAN</p> <p><i>Begin: Immediately after charter is granted</i></p> <p><i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation staff</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Contact appropriate agency to arrange for the school to be staffed by a school nurse, or otherwise procure nursing services. <input type="checkbox"/> Work with the school nurse to develop a plan and procedures for the administration of prescription and non-prescription medications to students. <input type="checkbox"/> Work with the school nurse to develop a written plan (IHP) for required health services, and for checking student immunization information. <input type="checkbox"/> Ensure that all students have documentation of required immunizations on file, or are properly excused from so being. <input type="checkbox"/> Ensure that the correct number of defibrillators is in the school and proper number of staff are appropriately trained. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Written documentation of the school’s relationship with a registered nurse or doctor.</p> <p>Copies of the school’s plan and procedure for administration of prescription and non-prescription medications to students. Evidence of a secure place to store medications.</p> <p>Copy of the school’s health services administration plan.</p>

	Written assurance stating that all students have been immunized or are properly excused from so being, as well as written assurance that students who do not have the appropriate immunization records on file at the school will be barred from the school after 14 days.
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Charter schools must follow the student health regulations applicable to district schools and provide a program of health services. Each charter school is also responsible for checking the immunization records of each student and not admitting those students whose immunizations are not in order or who have not filed proper exemption forms. Therefore, new charter schools must submit documentation regarding a formal relationship between a school nurse (or doctor) and the school as part of the Pre-Opening Action process. The charter school must also provide the proper facilities and equipment for the nurse to fulfill his/her duties. In particular, the nurse’s office should be equipped with lockable storage for drugs, including a lockable refrigerator, and lockable storage for immunization and other medical records. (Further information on student medical records is provided in the [Policies and Procedures Regarding Students’ Academic and Health Records](#) section of this Workbook, below).

Once the school nurse has been hired or a relationship has been established with a district, county or other nurse, charter school leaders should work with that individual to ensure that proper health policies, procedures, and services are in place, and properly communicated to parents. The Office of Innovation strongly recommends that when designing such policies, procedures, and services that the nurse be familiar with Tennessee Department of Health and State DOE requirements for such programs administered within public schools. School leaders should know that it is not permissible for unlicensed individuals, including teachers and school administrators, to administer medication to students and that only certain students of suitable age and discretion may self-administer drugs.

As part of the Pre-Opening Action process, schools must provide written assurance to the Office of Innovation stating that all students have been immunized or are properly excused from so being, as well as written assurance that students who do not have the appropriate immunization records on file at the school will be barred from the school after 14 days. Storage of student health records is discussed in the [Policies and Procedures Regarding Students’ Academic and Health Records](#) section, below.

The Tennessee Charter Law requires complete compliance with all laws concerning student health and safety. Waivers are not permitted.

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
OFFICE OF INNOVATION	Charter Agreement	Section 1
MNPS	Coordinated School Health Initiative	http://www.mnps.org/Page34362.aspx

STATE DOE	Coordinated School Health TN School Health Laws	http://www.tennessee.gov/education/schoolhealth/about/csh.shtml http://www.tennessee.gov/education/schoolhealth/TNschoolhealthlaws.shtml
Tennessee	Department of Health	http://health.state.tn.us/
Metro Nashville	Department of Health	http://health.nashville.gov/

Transportation Services / Supplemental Transportation Services

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Operations	
Item	Deliverable
Appropriate provisions have been made for supplemental transportation of students if any are to be provided.	Copy of agreement with provider of supplemental transportation services. Copies of fingerprint supported background checks for employees of the supplemental transportation services provider.

<p>PRE-OPENING ACTION TO-DO LIST: TRANSPORTATION SERVICES <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with OFFICE OF INNOVATION</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate transportation services with students’ districts of residence, including assisting parents with requests for transportation prior to April 1. <input type="checkbox"/> Arrange for supplemental transportation services, if applicable. <input type="checkbox"/> Make certain bus drivers and monitors have appropriate background clearances or conduct background checks through the school’s processes. <input type="checkbox"/> Retain background check records. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of Transportation Services Plan, including the agreement with the service provider, if applicable.</p> <p>Copies of fingerprint supported background checks for school transport employees or employees of independent (non-district) transportation services provider(s).</p>

The Tennessee Charter Schools Act¹⁰ allows public charter schools to determine whether they will provide transportation or not. If they do, they must arrange to provide service in the same manner it would be provided if the students were enrolled in any other school within the LEA. The school must file transportation data with the District annually in order to receive funds provided to support transportation.

¹⁰ TCA 49-13-114.

New charter schools that plan to provide supplemental transportation services to their students (as listed in their Charter Agreements) must submit a Transportation Services Plan to the Office of Innovation for review. Supplemental transportation services are those that are not required by law but that are promised in the charter application, and may cover Saturday school transportation, etc. This plan should include a copy of the agreement between the agency providing the transportation and the charter school and a description of services. The plan should clearly communicate to parents bussing routes and schedules so that expectations between the new charter school and students’ families are aligned.

Background Check Note

All employees of transportation service providers must be cleared through a fingerprint supported background check. Commercial school bus transport companies often have employees cleared through provisions of the Vehicle and Traffic Law, and these clearances are acceptable as valid under the Charter Schools Act. In the Office of Innovation opinion, when charter school receives transportation services from a school district or the school district’s provider, the charter school may rely on the school district having properly checked the background of those employees and need not keep copies of their clearances on file. However, when a charter school hires its own drivers or contracts with a transportation company not used by a district, the charter school should keep copies of such clearances on file to prove to such checks have been conducted. See the [Fingerprint-Supported Background Checks for School Personnel](#) section of this Workbook, above, for more information.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	Charter Agreement	Section 6
MNPS	Office of Student Transportation and Driver Information	http://www.mnps.org/Asset31252.aspx?method=1
Professional Organizations	Tennessee Association of Pupil Transportation National Association of Pupil Transportation	http://www.tapt.org/ http://www.naptonline.org/

ORGANIZATIONAL VIABILITY

SCHOOL GOVERNANCE

Unlike school districts, which typically have elected boards of education, charter schools are governed by an independent board of trustees, initially listed in the Charter Application. A charter school is incorporated as a Tennessee education corporation governed by the Tennessee Charter Schools Act and Not-For-Profit Corporation Law.¹¹ A charter school's board of trustees is, therefore, independently responsible for its charter school and oversight of the education program of the school, whether carried out by staff, a management organization or consultants. A charter school's board of trustees is also responsible for the "business" side of the school, including, but not limited to, knowing the financial status of the charter school and public funds flowing into the school. Charter school boards of trustees and their individual members face a variety of other obligations, some of which will be touched upon here.

Given that the Pre-Opening Action Visit determines whether or not a charter school will open at all or on time, it is a good practice for a school's board of trustees (or a committee of the board tasked with this responsibility) to keep apprised of the status of the school's progress in the Pre-Opening Action process. The board or its designated committee should meet frequently enough to ensure appropriate progress or in lieu of meetings receive regular written reports. In addition, there are certain actions also discussed below that a charter school's board of trustees must take shortly after the issuance of the school's charter.

Board of Trustees and By-laws

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Governance and Management	
Item	Deliverable
The Board of Trustees has been established.	List of current members of the school's Board of Trustees, including contact information and officers.
By-laws have been ratified.	Copy of ratified by-laws or a board resolution approving by-laws.

Initial School Board of Trustees

As a quick read of a charter school's Provisional Charter (certificate of incorporation) will show, the initial board of trustees of a charter school consists of those persons listed in the Charter Application. After the education corporation that constitutes the charter school is formed through

¹¹ TCA 48-51, *et seq.* <http://fogbees.homestead.com/files/advocacy/TNCA.pdf>

the chartering process, no further action is needed to empower school trustees. The school’s by-laws, however, do need to be officially established even though they were contained in the Charter Application, and the school must abide by them on a contract basis until ratified.

Ratification of By-laws

A school’s board of trustees must meet and ratify its by-laws within 30 days of the charter being issued by the MNPS Board of Education. To determine the date your school’s charter will be or was issued, please contact the Office of Innovation. Before ratification, the school board should verify that the proper version of the by-laws is being approved because proposed by-laws often are revised as part of the charter application process. Once officially adopted, a copy of the by-laws should be filed in the Current Information Folder of the Charter School Information and Reporting Site, using the naming convention “[School]By-laws[Date]”. A reporting log is also contained in the Current Information Folder for maintaining current information regarding the members and officers of the Board of Directors.

If, for some reason, the school board proposes to change its by-laws at the time of ratification, it should first adopt the by-laws previously submitted within the 30 day time limit and then seek to change its by-laws as discussed below.

<p>PRE-OPENING ACTION TO-DO LIST: BOARD OF TRUSTEES AND BY-LAWS <i>Begin: During Charter Application Process</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Update list of school trustees, if necessary. <input type="checkbox"/> Submit a copy of the ratified by-laws or a board resolution approving the by-laws to the Office of Innovation 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>List of current members of the school’s board of trustees, including contact information and officers. Use Current Board Members log in the Current Information folder at the Charter Schools Information and Reporting site.</p> <p>Copy of ratified by-laws or board resolution approving by-laws, if not submitted previously.</p>

Although the two Pre-Opening Actions listed above are due at the time of the Pre-Opening Action Visit, both should usually be done before the Pre-Opening Action Visit making these Pre-Opening Actions a sort of double-check. In almost all cases, schools are chartered more than 30 days before the Pre-Opening Action Visit. Therefore, the school’s by-laws should already have been ratified and sent to the Office of Innovation by the time of the Pre-Opening Action Visit. Similarly, *a charter school must notify the Office of Innovation and update its filings within 5 days of any resignation, removal or vacancy on its board of trustees per Sections 8 and 10 of the Charter Agreement.* Unless such an event happened within 5 days of the Pre-Opening Action Visit, the notification should also have already been completed. When a school sends its list of trustees to the Office of Innovation together with the information regarding which trustees occupy the various corporate offices (Treasurer, Secretary, etc.), the Office of Innovation will compare it to the list it has on file and

discuss any changes with the school. Any changes to trustee contact information from the initial application should also be sent to the Office of Innovation.

Additional Information related to school boards, adding school trustees and amending by-laws is set forth below.

Organizational Meeting; Board Committees

The by-laws ratification meeting, which may be the first or organizational meeting of the school board is also a good time for the school board to set up committees (audit, finance, education, compensation, etc.), delineate the functions and powers of those committees, and elect officers (chair, secretary, treasurer, vice-chair). The Office of Innovation strongly encourages each board of trustees to review its by-laws with the board’s own legal counsel as many of the legal responsibilities of the board and its trustees should be incorporated within the by-laws, and each trustee should have a full understanding of them.

50% Restriction for New School Boards

At least 50% of the founding trustees must remain on the board of the school during the first year of the school’s operations under its Charter Agreement with the MNPS Board of Education, or the school may be in violation of Paragraph 2.2 its Charter Agreement and placed on probation. This provision is in the charter to discourage a sham board of trustees from applying for a charter, resigning in mass and trying to replace itself with a new group not approved by the MNPS Board of Education. If there are legitimate reasons for high board turnover during the first year of a charter, the Office of Innovation may not recommend probation for the school to the MNPS Board.

Board Training

Effective July 1, 2011, all charter school boards must have at least one formal training session per year certified by the Tennessee Charter School Association. TCA 49-13-111(5)(o) states: “The governing body shall conduct at least one (1) annual board training course and shall provide documentation of such training to the chartering authority (MNPS). The training course shall be certified by the Tennessee Charter School Association”.

OFFICE OF INNOVATION ACTIONS	Have on hand the board plan for training Send to the Office of Innovation proof of certified training before June 30
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Amending By-laws

<p>PROCEDURES FOR AMENDING SCHOOL BY-LAWS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow any special notice provisions in the school’s by-laws pertaining to amendment of the by-laws in addition to the notice provisions of the Open Meetings Law.¹² <input type="checkbox"/> Obtain board approval of proposed by-laws amendment as set forth in the by-laws (supermajority provisions, etc.) and see Special Note, below, regarding amendments that reduce the number of school trustees. <input type="checkbox"/> Submit a copy of the amended and ratified by-laws to the Office of Innovation together with the signed resolution or minutes reflecting same for review to evaluate whether or not the amendment is material; and if material, for approval by the Office of Innovation. 	
<p>OFFICE OF INNOVATION Actions:</p>	<p>The Office of Innovation will determine whether the change to the by-laws is a material change to the by-laws and notify the school.</p> <ul style="list-style-type: none"> • If the change is not material, the amendment is effective immediately. • If the change is material, the OFFICE OF INNOVATION will decide whether or not it would approve or reject such proposed by-laws amendment. • If it would approve such amendment, the OFFICE OF INNOVATION will seek to amend the by-laws through the full charter revision process including approval of the MNPS Board of Education, if necessary. • If the Office of Innovation would not recommend the by-laws change it will notify the school.

In all circumstances, charter school boards of trustees are cautioned that the school’s by-laws must conform to the school’s Charter Agreement, the Charter Schools Act, the Education Laws, and the provisions of the Not-For-Profit Corporation Law. The Education Law provisions do not, in general, apply to most non-profit organizations, but do apply to Tennessee charter schools. Also, many by-laws contain supermajority or other provisions in order to amend the by-laws (2/3 or 3/4 vote of all trustees, etc.), which must be followed. The Office of Innovation strongly encourages each board of trustees to review proposed amendments to by-laws with the board’s own legal counsel as changes to one section of by-laws may affect another.

Note that all material changes to a school’s by-laws must be approved by the Office of Innovation pursuant to Sections 8 and 10 of the Charter Agreement. For this reason, we recommend that you contact the Office of Innovation to discuss any proposed changes prior to making by-laws changes. All proposed changes to by-laws (whether discussed with the Office of Innovation previously or not) should therefore be submitted to the Office of Innovation. Material by-laws changes are usually also material changes to the Charter Agreement requiring a formal revision of the Charter Agreement. See the [Change In Program](#) section of this Workbook for more information.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location

¹² <http://www.tennessee.gov/commerce/911/documents/TNOpenMeetingsAct03.25.08.pdf>

OFFICE OF INNOVATION	Charter Agreement	Sections 8 and 10
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School Trustee Changes

PROCEDURES FOR ADDING A SCHOOL TRUSTEE	
	<ul style="list-style-type: none"> <input type="checkbox"/> Select person over 18 years old with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions <i>and</i> school by-laws requirements. <input type="checkbox"/> Elect the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum present. <input type="checkbox"/> Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the OFFICE OF INNOVATION. <input type="checkbox"/> Have each prospective board member complete a Board Member Information Form and send it to the Office of Innovation either by e-mail or school mail. <input type="checkbox"/> Submit an updated board list on the Current Board Members upon request of the Office of Innovation
<p>OFFICE OF INNOVATION Actions:</p>	<p>The Office of Innovation will review the information submitted.</p> <p>If all of the information is complete the Office of Innovation will acknowledge in writing the receipt of all information, after which the person may be seated as a school trustee.</p> <p>If the information is incomplete, the Office of Innovation will contact the school and request the missing information.</p>

The prospective trustee must submit Board Member Information Form and send it to the Office of Innovation together with a copy of the board resolution approving the proposed trustee or the minutes showing such approval. It is a good practice to have the Board Member Information form filled out in advance of the board election so that all board members may benefit from the information provided. It is important that prospective trustees provide full and complete responses to each of the questions on the form because individual board members assume a position which requires a significant amount of public trust and responsibility. At the same time, the school must also maintain a current list of school board members and other information on the Current Board Members log in the Current Information folder at the Charter School Information and Reporting site.

Please note that the charter school’s by-laws should be reviewed before electing a proposed member. The school must know the number of trustees it is supposed to have and must not exceed (or drop below) that number without amending its by-laws, or voting to change the number, depending on the exact language of the school’s by-laws. In cases where a school’s by-laws contain an acceptable range of trustees (for example, 7-11), the school board must usually vote to change the number within the range in addition to electing a trustee. Otherwise, it will not be possible to properly determine a quorum or the number of trustee seats vacant on the board, which may be important for a number of governance reasons. Also, it is important to make certain that the correct “class” of trustee in being elected. In other words, if a parent or teacher representative must be elected to a board seat that should be known.

Some Charter Agreements contain restrictions on board membership, which must also be reviewed prior to submitting a proposed trustee for a vote. Please also note that a trustee who is replacing a trustee who has resigned takes over the term of the resigned trustee. For example, if a charter school’s board is staggered into trustees with 1, 2 and 3 year terms, and a trustee with a 1 year term resigns, then the new trustee that replaces the resigning trustee will only have the remainder of that 1 year as a term, and will then have to be re-elected. The board secretary should carefully track such terms because the extent to which a school follows its by-laws is a factor in reviewing organizational viability when a school seeks charter renewal.

Special Note Related to Reducing the Number of School Trustees

Generally, changes to by-laws require approval of the Office of Innovation as described more fully above. However, if your by-laws give a range of trustees (e.g., 7-11) and the school will not be reducing the number of trustees below that range, the school need only notify the Office of Innovation regarding such change. Also, if the school is reducing its number of trustees by only a small amount (e.g., 9 to 7), that change is not likely to be a material change and will not likely require a formal revision of the school’s Charter Agreement. The school must however, notify the Office of Innovation of its intention to reduce the number of trustees and the Office of Innovation will inform the school of whether or not a formal revision is needed.

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
OFFICE OF INNOVATION	Charter Agreement	Sections 8 and 10
	Request for Information from Prospective Charter School Board Member	Office of Innovation
	Current Board Members List	
State	TN Non-Profit Corporation Law	http://fogbees.homestead.com/files/advocacy/TNCA.pdf

Policy Development and Implementation

A charter school’s board of trustees is charged with the responsibility to oversee both the school’s academic program, as well as its organizational viability. With regard to the latter, charter school boards must develop various policies and monitor their implementation. The foundations of these policies, or in some cases the whole policies, are contained in your final Charter Application, which is part of the larger Charter Agreement.

It is in the interest of every school to inform families who choose to enroll their students in a charter school of the various policies and procedures that govern the school’s operation. As a result, through the Pre-Opening Action process, new charter schools will create a range of policies

and procedures and submit them to the Office of Innovation for review. At the same time or before, parents of children admitted through the lottery system will be receiving information regarding the upcoming school year. These policies are described in further detail below.

Please note that school fiscal policies are covered in the [Initial Statement of Fiscal Policies and Procedures](#) section, below.

Recruitment and Enrollment Policy

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Students and Parents	
Item	Deliverable
Student enrollment procedures have been documented and a student roster is available to teachers.	Summary of school enrollment statistics, including number of currently enrolled students, number of students on the waiting list, and copies of student rosters. Documents pertaining to any lotteries held.

Although the Pre-Opening Action item related to student enrollment procedures listed above is due at the time of the Pre-Opening Action Visit, the enrollment procedures are usually done long before the Pre-Opening Action Visit. Once again, this Pre-Opening Action serves as a double-check for information that was already due to the Office of Innovation. In most cases, therefore, schools will have submitted the enrollment information before the Pre-Opening Action Visit and will only need to supply proof of the class roster information.

RECRUITMENT AND ENROLLMENT PROCEDURES <i>Begin: Immediately after charter is granted</i> <i>Due Date: Winter, prior to school's opening, according to MNPS Policy SB 1.107</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive polices for admissions, enrollment and attendance must be drafted and approved by the school board. <input type="checkbox"/> Write the Student Application for Admission. <input type="checkbox"/> Plan and document student recruitment and school marketing efforts. <input type="checkbox"/> Prepare for the MNPS Application Period and Lottery date. <input type="checkbox"/> Secure all necessary equipment, school numbers, connections and training to use the SIS and SMS student databases through the Office of Innovation. <input type="checkbox"/> Collect applications, enter data into SAS, participate in the lottery, and notify parents and guardians of the results of the Lottery. Following notification of results and establishment of the waitlist, secure commitment from parents regarding their choice to enroll. Mark students enrolled in SAS, and they will be automatically entered into Chancery SMS as students in your school for the following year. Students may only be enrolled in one MNPS school, including charter schools, at a time. <input type="checkbox"/> Complete recruitment and enrollment report and submit it to Office of Innovation through the Charter School Information and Reporting site. 	
OFFICE OF INNOVATION	The Office of Innovation will review the school's admission and enrollment

Actions:	<p>materials.</p> <p>If the Office of Innovation finds the outreach and marketing efforts of the school were inconsistent with applicable law or the Charter Application, the Office of Innovation may require the school to take remedial action, including, but not limited to, the following:</p> <ol style="list-style-type: none"> 1) requiring the school to extend its enrollment period; 2) delay or void the school’s random selection process; and/or 3) conduct further specified outreach and marketing steps.
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Participation in the MNPS unified application and admission period offers tremendous support for charter schools. Unified student enrollment procedures, district wide communication of charter school options, and full data and reporting management through the SAS database. An annual fee is required for participation in the enrollment system, and the school must appoint a data entry person to participate in training and manage the data entry for all students who apply, enroll, decline enrollment, or are placed on waitlists. However, participation in the system includes preparation of reports required by the Charter School Law.

Student Application for Admission

The Application for Admission is the form charter schools will distribute and make available to students applying to the school. In drafting the Application for Admission, please remember that the school should only seek information that is necessary for admitting students, such as name, age, address, school district of residence, grade and contact and preference information. In recognition of the need to plan and staff for incoming students, a school may ask for additional information (including special education or English language learner status), but only so long as the Application for Admission makes completely clear that providing the additional information is voluntary, not necessary for submitting the application, and will have no bearing on the student’s potential admission to the school. The better practice is to require such information *after* students have been selected for enrollment through the lottery process. Please note that a charter school can provide a preference to students at risk of academic failure or limit admission to a single sex only to the extent provided for in the Charter Application. In addition, each school must afford the preferences set forth in the Charter Schools Act¹³ for siblings, returning students (not applicable to new schools) and students residing in the district of location.

Change In Program Note

Any changes to preferences for students at risk of academic failure, or any changes in single sex admission require prior written approval of the Office of Innovation. Such changes may also require formal revision to the school’s charter. For that reason, any such potential changes should be brought to the attention of the Office of Innovation well in advance of application

¹³ Charter School Admission Policy, [SBO 1.107](#).

deadlines. Please consult the [Change In Program](#) section of this Workbook for further information on charter revisions.

The Application for Admission should prominently display the date (and hour, if applicable) it is due. That date should correspond to the date on which the school's Application Period ends. It is essential that the Office of Innovation receives the school's Application for Admission prior to the start of the school's recruitment efforts so that the school has time to respond to any changes that may be necessary in order to make the application consistent with the Charter Schools Act and particularly those provisions regarding non-discrimination and statutory preferences.¹⁴

Student Recruitment and School Marketing Efforts

With the goals of ensuring that all available student seats are filled and admissions are open to all students, *all* charter schools should carefully plan and document their student recruitment and school marketing efforts.

While individual schools are responsible for collection, time stamping, and entry of all applications, the Office of Innovation will also distribute a common charter school application in the same manner as it distributed its magnet school applications. Common applications should also be submitted directly to schools, but those returned to MNPS will be delivered to the charter schools for entry. Common applications will be accepted during the application period **ONLY**. Following the lottery, all other applications received must be received at individual schools and added to the school's waitlist in the order received.

Application Period and Lottery Date

Student applications submitted during the student Application Period should be accepted as timely. Remember that all applications that are timely must be included in the lottery if one is required to be held, (in other words, if timely applications exceed spaces in the school). The Application Period can start before or after the school actively begins to recruit students. The Application Period is set by MNPS for the purpose of supporting charter schools in administering data entry, lotteries, and enrollment choices.

The open application period will run at least 30 days according to the annual Charter School Admission Calendar. If the number of applications at any charter school does not exceed the capacity of its program, class, grade level or building, then all students submitting completed applications by the application deadline will be admitted. In any individual charter school's program, class, grade level, or building for which the number of applications exceeds capacity, a lottery will be conducted to assign available space and construct waitlists.

Student Eligibility

Enrollment in Davidson County is open to all students residing within the jurisdiction of the chartering authority (MNPS). TCA 49-13-106.

Lottery

¹⁴ Charter School Admission Policy, [SBO 1.107](#).

The lottery for available space shall be administered by MNPS in consultation with affected charter schools. In any school's program, class, grade level, or building for which applications exceed capacity, the following lottery sequence, mandated by TCA 49-13-113, shall be used. The following sequences determine lottery preference among ELIGIBLE students. These categories do not create eligibility to attend a charter school. The lottery for available space shall be administered by MNPS in consultation with affected charter schools. In any school's program, class, grade level, or building for which applications exceed capacity, the following lottery sequence, mandated by TCA 49-13-113, shall be used. The following sequences determine lottery preference among ELIGIBLE students. These categories do not create eligibility to attend a charter school.

Priority of Enrollment

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. If applications exceed the planned capacity of a charter school, the following preferences shall apply:

- Pupils in attendance in the previous school year at any public school that converts to become a public charter school
- Pupils attending public schools within the LEA service area in which the public charter school is located, if those pupils would otherwise be included in the area in which the public charter school will focus.
- Children residing within the LEA service area in which the public charter school is located, but who are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus
- Children residing outside the LEA in which the public charter school is located and whose needs would be included in the area in which the public charter school will focus.
- Preference may be afforded to the siblings of a pupil who is already enrolled and to the children of a teacher, sponsor or member of the governing body of the charter school, not to exceed 10% of total enrollment or twenty-five (25) students, whichever is less.

Applications Following the Lottery

Applications completed after the lottery deadline may be accepted at the individual schools only and will be placed on the waitlists following the lottery results in the order they are received.

Notification and Enrollment

Following the lottery, students selected for admission to a charter school shall be notified of their admission and asked to make an enrollment decision. Charter schools may find that many parents and guardians submit applications to multiple schools in order to maximize the number of educational options available to them. As a result, the Office of Innovation recommends that charter schools engage in a process of confirming a parent/guardian's intent to enroll his/her child in the charter school. Doing so will provide a more accurate representation of enrollment figures to both the charter school and the Office of Innovation. This also presents an opportunity to gather special education (IEP) and dominant language (English Language Learner (ELL)) information from parents such as a Home Language Questionnaire. Following the enrollment decision period, the schools may begin enrolling students from their waitlists. Students may only be enrolled in one MNPS public school at a time. The decision to enroll in a public charter school carries with it the decision to withdraw from any previously selected public school option through MNPS.

Giving away a child’s seat is risky because the Charter School Law is silent on the process. **A school is well-served by having explicit procedures in place for handling such situations and letting parents know what information is required, when it is required after a child is given notice of selection by the lottery and what the consequences will be if the information is not received.** Questions regarding dropping students from enrollment due to lack of attendance should be addressed to the Office of Innovation.

Schools should also have a clear policy on admissions from the waiting list, or if there is not a waiting list, admissions during the year. Some schools do not wish to admit students after a certain point in the school year. If this is the case, the school should inform those on the waiting list of such a policy and have a clear cut-off date in its policy. In the absence of such a policy, the school should have clear promotion requirements (which the school should have anyway) so that parents enrolling students late in the year are not disappointed if their children are not advanced to the next grade.

PRE-OPENING ACTION TO-DO LIST: RECRUITMENT AND ENROLLMENT <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/> Document student enrollment procedures and submit to Office of Innovation per above procedures. <input type="checkbox"/> Draw up student rosters for each class.	
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Copies of teacher Student Rosters. Prior to the Pre-Opening Action Visit, the Office of Innovation will also check that the following documents have been previously submitted, and if not, will request that copies of the following are available: <ul style="list-style-type: none"> • Application for Admission; • Waitlist and admission policies.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	Charter Agreement	Sections 2.1 and 2.3.4
	Charter School Admission Policy	SBO 1.107
STATE DOE	TN Charter School Act	TCA 49-13-106; TCA 49-13-111

Policies and Procedures Regarding Students’ Academic and Health Records

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Students and Parents	
Item	Deliverable

<p>The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, ORA, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.</p>	<p>Copy of Student and Family Handbook containing the specified policies, including FERPA access.</p> <p>Written assurance that Student and Family Handbooks (containing such policies) have been distributed.</p> <p>Copy of FERPA procedures for storage/handling of student files in school.</p>
<p>Student records have been received or requested. Principal has reviewed all student records within 10 days of receipt.</p>	<p>Copies of incoming student records or written assurance from the school. Copy of the records certification form is in each cumulative folder*</p>
<p>Student academic, attendance, discipline, and testing records have been stored in locked cabinets.</p>	<p>Copies of incoming student records or written assurance from the school.</p> <p>Locked storage is present at time of Inspection.</p>
<p>Student health records have been separated from academic records and are in locked storage in the office of the school nurse.</p>	<p>Copies of incoming student records or written assurance from the school.</p> <p>Copy of school health record procedures.</p> <p>Locked storage is present at time of Inspection.</p>
<p>Operations</p>	
<p>Item</p>	<p>Deliverable</p>
<p>Provisions have been made for student immunizations.</p>	<p>Immunization records or proper exemption forms; or</p> <p>Written assurance that students who do not have such records will be barred from school after 14 days.</p>

<p>PRE-OPENING ACTION TO-DO LIST: STUDENTS' ACADEMIC AND HEALTH RECORDS</p>	
<p><i>Begin: Immediately after charter is granted</i></p>	
<p><i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<p><input type="checkbox"/></p>	<p>Request copies of students' academic and health records (including immunization records) from their former school districts or schools (charter, parochial, private), or directly from parents (especially in the case of kindergarteners) including records regarding each student's attendance and discipline history, records of the student's performance on standardized assessments, as well as Individualized Education Programs (IEPs) and 504 plans.</p>
<p><input type="checkbox"/></p>	<p>Purchase separate locked storage for students' academic and health records, and distribute records accordingly.</p>

<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copies of incoming students’ records (including IEPs) or written assurance from the school that such records will be obtained by a date certain.</p> <p>Locked record storage at time of Pre-Opening Action Visit for both academic records and health records.</p>
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Once the enrollment process has been begun, new charter schools should acquire copies of each student’s academic and health records from his/her previous MNPS school or directly from parents. This includes those records regarding each student’s attendance and discipline history, records of the student’s performance on standardized assessments, as well as Individualized Education Programs (IEPs), Rehabilitation Act section 504 plans (modification plans for special equipment, extra time, etc.), and health records, including immunization records, health histories, physical testing records (vision, hearing, scoliosis, etc.). Doing so will increase the likelihood that the charter school will be better able to meet the particular needs of its students. As needed, policies or reminders related to records should be placed in the school’s student/family handbook publication, especially if annual or other updates to information may be needed.

As a matter of legal obligation, charter schools enrolling students with existing IEPs are required to provide all services on that IEP as written beginning with the first week of school. This is only practical if the school has the IEP in advance and has staff or consultants in place to provide the services, or has requested the school district of the child’s residence supply the services (all of which must be done in advance). Timely data management related to student enrollment and training on Easy IEP should provide all the IEP information available. See the [Serving Students with Disabilities](#) section of this Workbook, above, for more information on delivery of special education services.

Once the records have been received, the charter school has an obligation to ensure that records are only accessed by appropriate individuals and that students’ confidentiality is protected. See the [Family Educational Rights and Privacy Act \(FERPA\) Policy](#) section, below. Charter schools should purchase locked storage for student academic records, as well as a separate storage unit for student health records to be located in the office of the school nurse. Records folders for incoming kindergarten students should also be set up.

*Consent Decree #3.07-CV-799 US District Court, Middle District of Tennessee, February 9, 2010

Discipline Policies for Regular and Special Education Students

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Students and Parents	
Item	Deliverable
The school has developed required	Copy of Student and Family

<p>policies relating to student discipline (including SPED students), complaints/grievances, FERPA, ORA, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.</p>	<p>Handbook containing the specified policies, including FERPA access.</p> <p>Written assurance that Student and Family Handbooks (containing such policies) have been distributed.</p> <p>Copy of FERPA procedures for storage/handling of student files in school.</p>
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<p>PRE-OPENING ACTION TO-DO LIST: DISCIPLINE POLICIES FOR REGULAR AND EXCEPTIONAL EDUCATION STUDENTS <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Read Sections 2.1- 2.5 of the school’s Charter Agreement. <input type="checkbox"/> Review discipline policies in school’s Charter Application. <input type="checkbox"/> Enhance the school’s discipline policies in its charter application, including provisions for the discipline of exceptional education students, as needed. <input type="checkbox"/> Draft a plain language version of the discipline policies for distribution in the student/family handbook publication, and employee or teachers’ manual. <input type="checkbox"/> Draft and post classroom materials for students regarding discipline policy. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of final, official discipline policies for regular and exceptional education students.</p> <p>Copy of discipline policies within student/family handbook publication or other publication to be distributed to students and/or parents.</p> <p>Evidence or written assurance that student/family handbook or other publications containing discipline policies have been distributed to parents and students.</p>

It is the experience of many charter schools that the creation and effective implementation of the school’s discipline policy is highly important to the success of the school. The freedom to shape the school’s discipline policy to match the educational vision of the school’s leadership team (so long as such policy provides for fundamental due process), is one of the signal advantages given to charter schools.

Rather than providing a discipline policy that contains only negative consequences for violations of the policy, some schools have integrated into their discipline policy a system of rewards for good conduct. However, the school’s discipline policy must specify the following:

- the substantive acts for which a child may be disciplined;
- the consequences (or range of consequences) resulting from committing each such act (including suspension or expulsion);

- the due process procedures that the school will follow in applying its discipline policy;
- the individuals responsible for carrying out the discipline policy; and
- that alternative instruction will be provided to students that are suspended (either in-school or out-of-school).

Alternative Instruction

A charter school, like its district public school counterparts, is obligated to provide alternative instruction to students who are suspended, whether in-school or out-of-school. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. For instance, a school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction is to be designed to allow the student to keep pace with school work, receive all assignments, tests, quizzes, etc. and generally advance with the curriculum. Alternative instruction for one-day suspensions may be provided in the school on the next school day, and should be documented. For example, a student could come in early or stay late or skip recess to receive the alternative instruction. Alternative instruction must be provided by qualified instructors, i.e., certified or allowable non-certified instructors that are NCLB highly qualified. (See the [Number and Qualifications of Instructional Staff](#) section, above, for more information.)

As a best practice, schools may want to include a reasonable amount of alternative instruction in their expulsion policies to give parents time to enroll students in a district, charter or private school. Charter schools, as mandatory child abuse reporters are also obligated to report parents who intentionally withhold children from education without adequate reason for such action. Schools should also notify and work with the with MNPS when a child is being expelled from the charter school and may be rejoining the district.

Due Process

It is important to note that some U.S. Constitution 14th Amendment due process protections apply to suspensions of less than 10 days based on U.S. Supreme Court case law (*Goss v. Lopez*, 419 U.S. 565 (1975)), namely, a student's (parent's) right to know the reason for the suspension and the right to tell his or her side of the story prior to or shortly after commencement of the suspension. Greater protections apply to longer term suspensions and expulsions including additionally the right to counsel, to confront and present witness, and to challenge and present evidence. **When setting up procedures for the re-entry of suspended students, school leaders should recognize that while a school can have a parental/guardian meeting as part of the re-entry process, it cannot punish the student for the parent's failure to attend such a meeting. As the child has an independent right to a public education, it would violate due process to do so. In such cases, student should be re-admitted while the school continues to work with the parent(s) to schedule such a meeting.**

Discipline of Students with Disabilities

Charter schools are subject to federal laws and regulations governing the discipline of students with disabilities, including, in particular, the requirements of the Individuals with Disabilities Education Improvement Act (IDEIA) and the federal Department of Education's implementing regulations. These regulations are highly specific as to discipline and the additional due process protections afforded affected students and parents. Accordingly, please review sections 519-529 of Part 300 of Title 34 of the Code of Federal Regulations (2002). As these regulations are highly technical, it may be best to consult the school's or outside counsel regarding interpretation.

In addition, note that 34 C.F.R. § 300.527 provides due process protections for a student who has yet to be evaluated but who the school knows may be eligible for referral to a CSE or who is undergoing evaluation for special education services (regarded as having a disability). Simply stated, the process is as follows. A charter school must notify the MNPS Office of Exceptional Education of any suspension of an exceptional education student of 10 days or more, or when the cumulative number of days of suspension reaches 10 because this may constitute a "change in program" for the exceptional education student. In addition, after 10 days of suspension the school must provide all exceptional education services listed on the IEP in addition to the regular alternative instruction. The MNPS Office of Exceptional Education may either create or modify an existing behavioral intervention plan for the student, and must review the relationship between the child's disability and the behavior subject to the disciplinary action (manifestation determination). If the behavior subject to discipline is determined to be part of the child's disability, then his or her IEP must be modified and the child cannot be disciplined in the same manner as a non-disabled child. If the behavior subject to discipline is determined not to be part of the child's disability, then he or she may be disciplined in the same manner as any other student. Charter schools should have procedures in place to ensure compliance with the above federal regulations.

Change In Program Note

Please note that the disciplinary policies implemented by the school must be consistent with the disciplinary policies listed in the school's Charter Application for a period of one year of operation. This does not mean that the school cannot make any changes to the policy and the Office of Innovation certainly encourages schools to make changes that clarify existing policies and bring them into compliance with applicable law, case law and regulations. Please contact the Office of Innovation regarding such changes.

After the first year of operation, a school may change its policy in a non-material manner at will so long as such changes conform to the law, including due process protections. Further, material changes to the discipline policy may be made so long as 1) the school board approved such changes, and 2) amendments are consistent with applicable law and due process.

Amendments to disciplinary policies do not need prior approval of the Office of Innovation, but must be distributed to students and parents, and must be sent to the Office of Innovation together with a copy of the resolution or school board minutes reflecting approval of the change by proper resolution

of the school’s board of trustees. The charter revision process described in the [Change in Program](#) section does not have to be followed, but the school may wish to have the Office of Innovation evaluate such changes prior to implementation for legal compliance.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
USDOE	Special Education and Rehabilitative Services: IDEA 2004 Resources	http://www.ed.gov/policy/speced/guid/idea/idea2004.htm
NARA	34 C.F.R. Part 300	http://www.access.gpo.gov/nara/cfr/waisidx_02/34cfr300_02.html

Complaint / Grievance Policy

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Students and Parents	
Item	Deliverable
The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, ORA, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.	<p>Copy of Student and Family Handbook containing the specified policies, including FERPA access.</p> <p>Written assurance that Student and Family Handbooks (containing such policies) have been distributed;</p> <p>Copy of FERPA procedures for storage/handling of student files in school.</p>

<p>PRE-OPENING ACTION TO-DO LIST: COMPLAINT/GRIEVANCE POLICY</p> <p><i>Begin: Immediately after charter is granted</i></p> <p><i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Review complaint policy in school’s Charter Application. <input type="checkbox"/> Enhance the school’s complaint/grievance policy as needed. <input type="checkbox"/> Place consistent version of the complaint/grievance policy in the student/family handbook publication. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of complaint/grievance policy within student/family handbook publication or evidence of its having been given to parents.</p> <p>Written assurance that student/family handbooks have been distributed.</p>

Any individual or group may bring a complaint to a charter school’s board of trustees alleging a violation of any law, including the Charter Schools Act (TCA 49-13), or of the school’s charter. A charter school’s board of trustees is therefore obligated to provide the policies and procedures by which these complaints can be handled promptly and fairly. Some schools include drafts of

complaint policies in their Charter Applications. These policies sometimes need to be modified to add specific personnel or procedures. In addition, Section 2.2 of the school’s Charter Agreement requires the complaint policy to be distributed will make those policies available to students, parents/guardians, school employees, the Office of Innovation, and any other persons who request it whenever changes are made to it. A suggested practice is to include a copy of the complaint policy in the school’s employee manual. During the Pre-Opening Action Visit, Office of Innovation will be looking for evidence of distribution of the complaint policy, usually through the student/parent handbook or other publication.

Information on the handling of complaints is available on the Office of Innovation’s website at <http://www.mnps.org/AssetFactory.aspx?did=43119>. A copy of this information must be given to each complainant upon determination of his or her complaint alleging a violation of law or Charter, together with the school’s written determination of the complaint and any remedial action taken, and written notice of the complainant’s right to appeal to the Office of Innovation and then the Board of Regents. Also included on the website is a grievance form, which may be adapted for use by your school.

Please note that under the formal statutory complaint policy, only allegations involving a violation of the charter or law should be alleged—and only appeals from those allegations will be heard by the Office of Innovation (and, perhaps, later the Board of Education). This formal policy is not for the kind of generic complaints that parents may often have, e.g., the child is not thriving in a particular teacher’s class; two children should be in separate classes, etc. For this reason, it is a good practice to have an informal complaint policy in addition to your formal policy. However, if you have such a policy in place, it should make clear that the formal policy is available where it is appropriate (to handle allegations of violations of the law or charter) and that using the informal policy does not preclude use of the formal policy.

A well-fashioned complaint policy will clearly indicate how individuals may present grievances, how those grievances will be reviewed, and who will undertake that task, as well as the timeframe for disposing of a grievance.

Change In Program Note

A charter school must initially use the complaint policy set forth in its Charter Application, but then amend its complaint policies as it wishes so long as 1) the school board approved such changes, and 2) amendments are consistent with applicable law and due process. Amendments to complaint policies do not need prior approval of the Office of Innovation, but must be distributed to students and parents, and must be sent to the Office of Innovation together with a copy of the resolution or school board minutes reflecting approval of the change.

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
OFFICE OF INNOVATION	Grievance Policy	

	Grievance Form	http://www.mnps.org/AssetFactory.aspx?did=43119
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Family Educational Rights and Privacy Act (FERPA) Policy

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Students and Parents	
Item	Deliverable
The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, ORA, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.	<p>Copy of Student and Family Handbook containing the specified policies, including FERPA access.</p> <p>Written assurance that Student and Family Handbooks (containing such policies) have been distributed.</p> <p>Copy of FERPA procedures for storage/handling of student files in school.</p>

<p>PRE-OPENING ACTION TO-DO LIST: FERPA POLICY <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Write the school’s FERPA policy, including policies and procedures for access to the school’s student files by school employees. <input type="checkbox"/> Give annual notice to families regarding the school’s FERPA policy, preferably within the charter school’s student/family handbook publication. <input type="checkbox"/> Set up student files with proper FERPA protections and procedures. <input type="checkbox"/> If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of FERPA Policy within student/family handbook publication.</p> <p>Copy of annual notice to families of FERPA policy within student/family handbook publication or otherwise distributed.</p> <p>If the school will have a publication containing FERPA “directory information,” copy of FERPA directory notice with opt out, and proof of distribution to parents.</p> <p>Evidence that FERPA file confidentiality procedures are in place, including log sheets, lockable storage, etc.</p> <p>Written assurance that FERPA policy has been distributed.</p>

The federal Family Educational Rights and Privacy Act,¹⁵ or FERPA, is a federal law that protects the privacy of student education records. While many of the practices regarding student records are mandated by FERPA, a charter schools must approve, implement, and inform parents of its policy with regard to types of allowable and restricted access to students' educational records. Tennessee includes guidance regarding FERPA on its website (http://www.tennessee.gov/education/schoolhealth/doc/FERPA_HIPAA_Guidelines.pdf).

In general, FERPA states that parents or eligible students (defined as students over the age of 18 or those who attend a school beyond the high school level) have the right to inspect and review copies of the student's educational records. In most cases, schools are not required to make copies of these records for students or parents, but if the school does it may charge a small fee for doing so (the ORA fee would be appropriate.). Schools may not charge a fee for searching for records, and must supply records within 45 days, or in some cases, sooner. FERPA also states that parents or eligible students may request that a school correct educational records which they believe are incorrect or misleading, and that schools must have written permission from the parent or eligible student to disclose any information from a student's educational record, with some exceptions. These include:

- school officials with a legitimate educational interest;
- other schools to which a student is transferring;
- specified officials for audit purposes;
- appropriate parties in connection with an application for financial aid;
- organizations performing research for the school;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena;
- to comply with an *ex parte* order of the U.S. Attorney General in connection with the investigation or prosecution of terrorism;
- appropriate officials in cases of health and safety emergencies; and
- state and local authorities, within a juvenile justice system, pursuant to a specific state law.

The Office of Innovation views auditors hired by the charter school and management company employees working pursuant to a contract with the school to be within the above definitions.

Under certain conditions schools may disclose "directory information" (including a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, and participation in sports or other activities) without consent from the parent or eligible student. However, if a school chooses to make this information available to the public, it must give public notice and inform parents and eligible students that it intends to share such information without consent, and allow parents and eligible students a reasonable amount of time to opt out of having their information shared prior to its publication. If a charter school intends to make such directory

¹⁵ 20 U.S.C. § 1232g available at http://www4.law.cornell.edu/uscode/html/uscode20/usc_sec_20_00001232---g000-.html.

information available in its first year of operation, Office of Innovation will want to review the FERPA notice and the evidence of its publication.

Charter schools must also notify parents and eligible students of their rights under FERPA on an annual basis. The school may choose the method for doing so; however the Office of Innovation recommends that this policy be included in the charter school’s student/family handbook publication.

In addition, charter schools must set up their student files to be in compliance with FERPA¹⁶ by including a log-sheet with each record that indicates each person who accessed the record, his or her agency or organization, and the legitimate purpose he or she had in accessing the record. Teachers and school administrators and staff that have a specific and legitimate need to review student records do not have to sign such logs. To prevent unauthorized access, student files should be kept in lockable storage. At the time of the Pre-Opening Action Visit, Office of Innovation will inspect student records and log-sheets.

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
OFFICE OF INNOVATION	Confidentiality of Student Records	http://www.tennessee.gov/education/schoolhealth/doc/FERPA_HIPAA_Guidelines.pdf
USDOE	FERPA General Information	http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
NARA	FERPA Regulations, 34 C.F.R. Part 99	http://www.access.gpo.gov/nara/cfr/waisidx_02/34cfr99_02.html
Cornell	FERPA Law	http://www4.law.cornell.edu/uscode/html/uscode20/usc_sec_20_00001232---g000-.html

Freedom of Information Law (ORA) Policy

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Students and Parents	
Item	Deliverable
The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, ORA, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.	Copy of Student and Family Handbook containing the specified policies, including FERPA access. Written assurance that Student and Family Handbooks (containing such policies) have been distributed.

¹⁶ See 20 U.S.C. § 1232g(b)(4)(A); 34 C.F.R. § 99.32.

	Copy of FERPA procedures for storage/handling of student files in school.
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<p>PRE-OPENING ACTION TO-DO LIST: ORA POLICY <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Revise and enhance the school’s ORA policy to make it a working policy. <input type="checkbox"/> Draft required ORA “regulations” for the school. <input type="checkbox"/> Draft required ORA lists. <input type="checkbox"/> Draft required ORA public notice and post in school public space. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of ORA Policy within student/family handbook publication.</p> <p>Copy of ORA “regulations.”</p> <p>Copy of ORA notice posted in public area of school.</p> <p>Written assurance that student/family handbooks have been distributed.</p>

Charter schools are subject to the State’s Open Records Act,¹⁷ or “ORA,” which pertains to the public’s right to access governmental records. Under this law, the public may request to obtain copies of or view certain charter school records.

When the Office of Innovation conducts the Pre-Opening Action Visit, it will review the school’s working ORA policy, including the ORA “regulations,” and examine the school’s ORA lists, public notice and information in its student/family handbook publication.

Please keep in mind that ORA applies to both records in hard copy as well as electronic files (like e-mail) and records maintained through other media, such as audio or video recordings.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
TN Law	Open Records Act	http://www.knoxexpenses.com/Expenses/openrecordsact.pdf
Comptroller’s Office	Office of Open Records Counsel	http://www.comptroller1.state.tn.us/openrecords/

Open Meetings Law Policy

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Students and Parents	
Item	Deliverable
The school has developed required policies relating to student discipline (including	Copy of Student and Family Handbook containing the specified policies, including

¹⁷ TCA 10-7-5, et seq. <http://www.knoxexpenses.com/Expenses/openrecordsact.pdf>.

<p>SPED students), complaints/grievances, FERPA, ORA, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.</p>	<p>FERPA access.</p> <p>Written assurance that Student and Family Handbooks (containing such policies) have been distributed.</p> <p>Copy of FERPA procedures for storage/handling of student files in school.</p>
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<p>PRE-OPENING ACTION TO-DO LIST: OPEN MEETINGS LAW POLICY <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Revise and enhance the school’s Open Meetings Law policy to make it a working policy. <input type="checkbox"/> Coordinate with school board’s corporate secretary regarding application of policy, in particular with respect to public and media notice provisions and process by which board meeting minutes will be sent to the Office of Innovation. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of Open Meetings Law policy within student/family handbook publication or otherwise distributed.</p> <p>Written assurance that student/family handbooks or Open Meetings Law policy have been distributed.</p>

Charter school boards of trustees must follow the Open Meetings Law,¹⁸ which allows members of the public to attend charter school board meetings and restricts what actions a charter school may take without a meeting or in private. Generally speaking, the Open Meetings Law pertains to any convening of the school’s board of trustees at which the board intends to conduct the business of the school. This can include meetings at which the only business that the board plans to take up is a discussion, as well as those at which the school’s board of trustees intends to take action.

The Open Meetings Law requires boards of trustees to give public notice of the date, time, and location of any board meeting. Public notice may be accomplished by posting notice of the meeting in one or more designated public locations *and* providing at least one media notice or advisory. Your policy should be drafted so that copies of both types of notices are kept with the required minutes of school board meeting or kept in a separate notice file. For those circumstances which require that the school’s board meet with less than one week’s notice, the board must notify both the public and the news media “to the extent practicable” at a reasonable time prior to the meeting.

Certain types of hearings as well as judicial or quasi-judicial proceedings like suspension or expulsion hearings are not covered by the Open Meetings Law. In addition, any matter made confidential by state or federal law (IDEA hearings, for example) are also not covered by the Open Meetings Law even if a quorum of school board members are present.

¹⁸ TN Open Meetings Law <http://www.tennessee.gov/commerce/911/documents/TNOpenMeetingsAct03.25.08.pdf>.

The Open Meetings Law also requires that meeting minutes of both open and executive sessions be compiled and made available to the public. For open sessions, the minutes must contain a “record or summary of all motions, proposals, resolutions and any matter formally voted upon and the vote thereon,” and must be available within 2 weeks of the meeting.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
Tennessee	Open Meetings Law	http://www.tennessee.gov/commerce/911/documents/TNOpenMeetingsAct03.25.08.pdf
	Your Right to Know	http://www.tsba.net/services/openmeetings.asp

Code of Ethics

CODE OF ETHICS PROCEDURES/BEST PRACTICES <i>Begin: At time charter is issued</i> <i>Due Date: As employees are hired or as trustees take office</i>	
<input type="checkbox"/> Distribute the code of ethics from the Charter Application to school trustees, officers and employees. <input type="checkbox"/> Draft policy or procedure for employee manual or similar publication that incorporates receipt of code of ethics by each employee. <input type="checkbox"/> Draft policy or procedure for school board manual or similar publication that incorporates receipt of code of ethics by each new board member.	
OFFICE OF INNOVATION Action:	The Office of Innovation may at any time check that the code of ethics has been distributed to trustees, officers and employees, and at renewal reviews the school’s record of abiding by its code of ethics.

If the school’s code of ethics is geared toward school trustees only, the school should inform employees of its application to them as well, and may need to supplement or clarify it. Codes of ethics typically deal with issues such as self-dealing transactions and conflicts of interest. Violation of a code of ethics may be grounds for dismissal from employment or removal from office or trusteeship.

Note that many sets of school by-laws also contain conflict of interest provisions to which school trustees and/or employees must conform.

Change In Program Note

A charter school cannot amend its code of ethics without prior written approval of the Office of Innovation. See the [Change in Program](#) section of the Workbook for more information about Charter Agreement changes.

ADEQUACY AND ACCESSIBILITY OF SCHOOL FACILITY

Aside from the challenging, yet rewarding work of the academic preparation of its students, finding, renovating and equipping an appropriate school facility is likely the most difficult trial a new charter school will face. Invariably the process takes longer than expected and costs more than budgeted. This challenge is complicated by the fact that federal and state laws, as well as local regulations,

require all public school facilities to pass certain inspections and be programmatically accessible to persons with physical disabilities.

The school board and leadership must be aware that the Office of Innovation will not sacrifice the health, safety or welfare of students in order to allow a school to open on time or at all. One of the reasons schools are encouraged to take a planning year is to make certain their facilities are ready for students and have passed all governmental approvals. It has been the experience of the Office of Innovation that charter schools often do not allow enough time for local building departments to inspect work and issue certificates of occupancy. In addition, while a charter school may be able to keep its own contractors on schedule, it often cannot do so with municipal or public utilities for such services as electricity, phone/DSL, water, gas, and sewer. Unforeseen legal issues such as liens, easements, variances and rights of way may also slow progress on building completion. Moving equipment and supplies into a new space is also very time consuming and cannot be fully completed while trade work is on-going. Please allow enough time to adequately deal with these issues. Moreover, while it is important to keep the Office of Innovation informed regarding building progress, it is perhaps more important to keep parents apprised of an accurate opening date.

Lease or Purchase Agreement, Facility Completion Schedule, Certificate of Occupancy

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Facilities and Fixtures	
Item	Deliverable
Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	Inspection at time of Pre-Opening Action Visit.
Space is accessible to all students (including handicapped students), clean, and well-lit. If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.	Inspection at time of Pre-Opening Action Visit.
A certificate of occupancy (or equivalent) is on file, as well as any other appropriate certificates of inspection or permits.	Copy of certificate of occupancy and other appropriate certificates of inspection or permits.
Space is safe and secure; entrance and egress from the school’s space is adequately controlled.	Inspection at time of Pre-Opening Action Visit.

Although most of the Pre-Opening Actions items related to school facilities listed above are due at the time of the Pre-Opening Action Visit, the identification of a school facility and others may take place long before the Pre-Opening Action Visit. In some cases, the school has identified a facility in its Charter Application. If the same facility will be used for instruction in the first year of operation,

no further notification regarding facility identification is required. To identify a new or different facility to the Office of Innovation follow the procedures below.

<p>FACILITY IDENTIFICATION PROCEDURES <i>Begin: Before or at the time of filing of charter application or when charter is granted</i> <i>Due Date: Within 10 days of a school facility having been identified</i></p>	
<input type="checkbox"/>	If not identified in the Charter Application, locate a school facility which will be adequate to deliver the educational program.
<input type="checkbox"/>	Notify the Office of Innovation in writing of the exact location of the school facility as soon as it has been identified.

Required Deliverable	Notification to the Office of Innovation
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The school’s facility use agreement, whether it be a lease, mortgage, or memorandum of understanding or occupancy or other agreement, must be approved by the Office of Innovation and executed well before the Pre-Opening Action Visit. The time frames and procedures are set forth below.

<p>PROCEDURES FOR SCHOOL FACILITY AGREEMENT, FACILITY COMPLETION SCHEDULE, AND CERTIFICATE OF OCCUPANCY <i>Begin: Time of filing of charter application</i> <i>Due Dates: Prior to May 15 of the year that the school intends to provide instruction for the first time; At time of Pre-Opening Action Visit with Office of Innovation.</i></p>	
<input type="checkbox"/>	Draft/revise a proposed lease or purchase agreement for approval by the school’s board of trustees with the assistance of legal counsel.
<input type="checkbox"/>	Enter into the lease, purchase or other facility agreement <i>prior to March 30 of the year that the school intends to provide instruction for the first time.</i>
<input type="checkbox"/>	Obtain a legal review of the final proposed lease or purchase agreement from the school’s counsel, and submit it to the Office of Innovation along with an executed copy of the lease or purchase agreement <i>prior to May 15 of the year that the school intends to provide instruction for the first time</i> for the Office of Innovation review and approval.
<input type="checkbox"/>	Create a Facility Completion Schedule and submit it to the Office of Innovation <i>prior to May 15 of the year that the school intends to provide instruction for the first time.</i>
Required Deliverables on May 15th:	<p>Executed copy of the school’s lease or purchase agreement.</p> <p>Letter from the school’s outside legal counsel attesting that the final lease, purchase or other facility use agreement has been reviewed.</p> <p>Copy of the School Facility Completion Schedule.</p>
OFFICE OF INNOVATION Action:	Office of Innovation will review the facility agreement and Facility Completion Schedule and determine whether the school will be able to obtain all required permits to operate the school and open as scheduled. By July 15 th prior to the school opening, the Office of Innovation will notify the school in writing whether the facility agreement and Facility Completion Schedule are adequate and provide its reasoning in writing.

	<p>If the Office of Innovation determines that the school will not be able to open on time, it may:</p> <ol style="list-style-type: none"> 1. notify the school that it cannot open until the following school year; or 2. determine that another opening date is appropriate or waive the restriction and extend the due date for the facility agreement and/or the Facility Completion Schedule and condition such waiver or extension on receipt of, and modifications to, those documents.
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Charter schools must obtain a certificate of occupancy (C of O) before commencing instruction. Therefore, one of the key outcomes of the Facility Completion Schedule is getting the C of O.

Prior to May 15 of a charter school’s first year of operation it must have entered into a lease, purchase agreement or other such agreement which has been reviewed by counsel to the school. To demonstrate that the school has completed this item it must submit to the Office of Innovation the facilities agreement (for review and approval) and a letter from the school’s legal counsel attesting that the lease or purchase agreement has been reviewed. *In the event that a facility agreement is not in place by May 15, the school may not be able to commence instruction until the start of the school year succeeding such scheduled start date, subject to having met the same conditions the next year.*

In the event that the Office of Innovation finds that it is unlikely that the proposed school facility will be completed and that the C of O and all other permits will be obtained in time for the scheduled school opening, the MNPS Board of Education may require the school to delay commencement of instruction until the next academic year. If The MNPS Board of Education requires such delay, the Office of Innovation shall provide the reasons in writing to the school by July 15 of the year in which the school is then scheduled to open. If a school has a summer program that opens before July 15, the Office of Innovation will adjust its schedule accordingly. While the Office of Innovation may waive the May 15th deadline for a school in extraordinary circumstances, it is rarely done and subject to the same concerns regarding student health and safety and parental planning discussed above.

New charter schools must also ensure that they locate within a facility that offers space (including classrooms, restrooms, and other special purpose spaces) that meets the requirements of the school’s program (as described in its Charter Application), the number of students to be enrolled, and the Charter Schools Act.

<p>PRE-OPENING ACTION TO-DO LIST: SCHOOL FACILITY; CERTIFICATE OF OCCUPANCY <i>Begin: Time of filing of charter application, depending</i> <i>Due Dates: At time of Pre-Opening Action Visit with Office of Innovation.</i></p>	
<input type="checkbox"/>	<p>Obtain rights to space that conforms to the school’s educational program and that can accommodate the intended number of students.</p>
<input type="checkbox"/>	<p>Obtain the approval of the Office of Innovation for the facility per the procedures above <i>by May 15.</i></p>
<input type="checkbox"/>	<p>Make certain the space is accessible (i.e., space is free of work hazards, equipment and persons) <i>by the time of the Pre-Opening Action Visit.</i></p>

<ul style="list-style-type: none"> <input type="checkbox"/> Make certain the space is secure in terms of basic building security (locks work, doors are on hinges, etc.) (security staff and procedures are discussed in the School Building Safety section, below) <i>by the time of the Pre-Opening Action Visit.</i> <input type="checkbox"/> Obtain a Certificate of Occupancy and any other required permits from local building department <i>before Pre-Opening Action Visit.</i> <input type="checkbox"/> Make certain each room has emergency exit plans (maps) that will not be covered by curricular materials or equipment <i>by the time of the Pre-Opening Action Visit.</i> <input type="checkbox"/> Ensure that there is adequate signage for the school, and that they school building is appropriately numbered for emergency response purposes <i>by the time of the Pre-Opening Action Visit.</i> 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>A facility that meets all requirements discussed in this Workbook to be inspected by Office of Innovation at the time of the Pre-Opening Action Visit, including having posted safety and evacuation plans in each classroom, school signage and building number for emergency response purposes.</p>

At the time of the Pre-Opening Action Visit, the school space must be clean, free of debris, and well-lit. Facilities that are not ready for inspection by Office of Innovation include those in which construction is on-going (with the exception of minor punch-list items that will be complete before the first day of classes). In other words, the school’s facility must be fully prepared to open its doors to students at the time of the Pre-Opening Action Visit in order to be authorized to begin instruction.

Note that the Office of Innovation reserves the right to visit (or have a consultant visit) your facility while under construction/renovation in order to make its determination regarding whether or not the school is likely to open on time.

After the Pre-Opening Action Visit, a school must ensure that the facility agreement and C of O (and other permits) are valid and in force at all times that the Charter Agreement is in effect. Therefore, temporary C of Os must be replaced by permanent ones and other steps must be taken to continue occupancy of the school facility like renewing one year leases, etc.

Adequacy and Accessibility of School Facility, including Compliance with the Americans with Disabilities Act

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Facilities and Fixtures	
Item	Deliverable
<p>Space is accessible to all students (including handicapped students), clean, and well-lit. If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.</p>	<p>Inspection at time of Pre-Opening Action Visit.</p>

PRE-OPENING ACTION TO-DO LIST: ADEQUATE AND ACCESSIBLE SCHOOL FACILITY

<i>Begin: Time of filing of charter application, depending on whether or not the school takes a planning year</i>	
<i>Due Dates: At time of Pre-Opening Action Visit with Office of Innovation</i>	
<input type="checkbox"/>	Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities (as permitted by the ADA).
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Inspection of the school facility by Office of Innovation at the time of the Pre-Opening Action Visit, including plans to reasonably accommodate disabled children or others not able to access the school building.

It is the responsibility of the charter school to ensure that its space is programmatically accessible to all students (including handicapped or disabled students). If the building is permissibly not handicapped accessible, the charter school must submit procedures for the reasonable accommodation of handicapped persons as part of the Pre-Opening Action process. This is true even if the currently enrolled student body does not include any students with known physical disabilities.

Further, the federal Americans with Disabilities Act¹⁹ (ADA) applies to the buildings used by charter schools. As different ADA rules apply to existing buildings versus new construction or major renovation, consult with an architect or attorney regarding ADA compliance before approving construction design.

Separately, please note that charter schools, like any other employer, must post a variety of state, local and federal labor and health law notices related to such topics as minimum wage, unemployment insurance, equal employment opportunity, etc. Further information on federal notices is available at <http://www.dol.gov/osbp/sbrefa/poster/matrix.htm>. Schools with food preparation facilities must also post “employees must wash hands” posters in bathrooms to be used by food service workers.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
USDOL	ADA text	http://www.dol.gov/esa/regs/statutes/ofccp/ada.htm
USDOJ	ADA information including Checklist for Readily Achievable Barrier Removal	http://www.ada.gov/
USDOL	Workplace Poster Requirements	http://www.dol.gov/osbp/sbrefa/poster/matrix.htm

Insurance Coverage

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Facilities and Fixtures	
Item	Deliverable
Certificates of insurance are on file,	Copy of certificate of insurance or

¹⁹ 42 U.S.C. § 12101 *et seq.* available at <http://www.dol.gov/esa/regs/statutes/ofccp/ada.htm>.

meeting at least the minimum levels required by the Charter Schools Act and Metropolitan government including a provision to provide notice to the Charter Schools Office of Innovation of any material change, non-renewal or termination of the policy.	insurance policy or binder.
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New charter schools must obtain insurance coverage for liability, property loss, sexual abuse and the personal injury of students as well as any other insurance that the school deems necessary or is set forth in the Terms of Operation of the Charter Agreement. These insurance policies must be in effect by July 30 of the year in which the school’s charter is granted. In the case of liability insurance policies must be in force by the date that the school contracts with any employee. As the Pre-Opening Action Visit may occur significantly after these dates, the above Pre-Opening Action item serves as a check on the school’s prior compliance. Charter schools must submit certificates of insurance or other satisfactory proof evidencing coverage within 5 days of the commencement of each such policy. Copies of full insurance binders are acceptable but not required; certificates will suffice. All such insurance policies must contain a provision requiring notice to the Office of Innovation, at least 30 days in advance, of any material change, non-renewal or termination of the policy. This may also be accomplished by listing the Office of Innovation as an “additional insured,” but it is not necessary to do so.

<p>PRE-OPENING ACTION TO-DO LIST: CERTIFICATES OF INSURANCE <i>Begin: Time of identification of school building(s); in the case of liability insurance, prior to the first date the school contracts with any employee.</i> <i>Due Dates: At time of Pre-Opening Action Visit with Office of Innovation.</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that school buildings, property, vehicles are covered by adequate insurance and/or as set forth in the Charter Application and that certificates of insurance are on file with the Office of Innovation <input type="checkbox"/> Make certain each insurance policy contains provisions giving 30-day notice to the Office of Innovation of any material change, non-renewal or termination of the policy, <i>or</i> listing the Office of Innovation as an additional insured. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of certificates of insurance or insurance policies or binders to include provisions for notification of the Office of Innovation described above.</p>

School Building Safety

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Facilities and Fixtures	
Item	Deliverable
Space is safe and secure; entrance and egress from the school’s space is adequately controlled.	Inspection at time of Pre-Opening Action Visit.
Operations	
Item	Deliverable

<p>There are written plans for such life safety procedures as fire drills and emergency evacuation, including school safety plans in accordance with Project SAVE.</p>	<p>Copies of school safety and evacuation plans are posted in each classroom at time of Pre-Opening Action Visit.</p> <p>Copy of draft SAVE plan and proof that the SAVE plan has been submitted to STATE DOE for approval.</p> <p>Assurance that school will meet with required groups (parents, teachers) and submit final plan, and revise as directed by STATE DOE.</p>
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<p>PRE-OPENING ACTION TO-DO LIST: SCHOOL BUILDING SAFETY <i>Begin: Immediately after school facility is identified</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Create safety procedures and distribute to teachers and classrooms. <input type="checkbox"/> Create draft SAVE plan and submit a copy to the Office of Innovation. <input type="checkbox"/> Write a plan and procedures to control access to the building, including visitor policy and post notices regarding same. <input type="checkbox"/> Hire and conduct background checks on security personnel, if needed. <input type="checkbox"/> Finalize and follow up on SAVE plan, including meeting with parents, and, if necessary, modification per parents' or State DOE's comments. 	
<p>Required Deliverable(s) at Time of Pre-Opening Action Visit:</p>	<p>Copy of the school's emergency exit routes posted in every room.</p> <p>Copy of SAVE plan as submitted in draft and written assurance that the school's SAVE plan has been submitted to STATE DOE for approval.</p> <p>Written plan and procedures to control access to the building.</p> <p>Evidence that appropriate security personnel have be hired and fingerprinted.</p> <p>Written emergency exit procedures in place and in teacher or employee handbook.</p> <p>Written assurance that the school will meet with parents and others about the SAVE plan as directed by SAVE law, and modify as necessary or directed by MNPS or State DOE.</p>

Schools must be prepared and practiced in responding to various threats. New charter schools must create written plans for dealing with safety procedures, such as evacuation plans, and others in accordance with the Safe Schools Against Violence in Education Act (SAVE).²⁰ This includes designing a building specific school safety plan, or SAVE plan, and submitting it to STATE DOE as part

²⁰ <http://www.tennessee.gov/education/learningsupport/SAVE.shtml>

of the Pre-Opening Action process. School leaders should also submit a copy of the SAVE plan to the Office of Innovation, as well as written assurance that the SAVE plan has been submitted to STATE DOE for approval.

Please note that charter schools must follow all of the requirements for a district-wide plan for one building, and then may additionally follow the building (only) plan if the school has multiple buildings. Further note that STATE DOE does not accept SAVE plans that state charter schools will be treated as another building within the school district of location even if this is in essence factually true, because ultimately the board of trustees of the charter school, and not the district, is responsible for the safety of the students. That being said, charter schools located in New York City Department of Education buildings may be able to integrate their plans with the host district school. Please check with STATE DOE for further information and coordinate with the district school principal.

The Office of Innovation understands that SAVE Plans cannot be finalized until the school puts a draft plan out for comment and has a meeting with parents of students. For that reason, the Office of Innovation accepts the draft SAVE Plan as submitted.

During the Pre-Opening Action Visit, Office of Innovation will inspect each classroom to ensure that copies of school safety evacuation routes are posted in every classroom. These should not be covered with student work later in the year.

In addition to the safety concerns described above, charter schools must ensure that general access to the building is safe, secure and adequately controlled. Depending on a school's preferences and security situation, this may include security personnel or services. Furthermore, charter schools must denote the primary entrance to the building with appropriate signage, which includes the official name of the school as well as the building number for emergency response purposes.

Background Check Note

If security personnel are to be hired by the school, they must be fingerprinted and cleared through the background process even if not employees of the school. On the other hand, if the school only occupies a portion of a building that has other tenants and the security personnel are not within or immediately adjacent to the school space, it may not be necessary to ensure those security personnel are fingerprinted. Please address questions about whether or not security personnel must be fingerprinted to the Office of Innovation before the Pre-Opening Action Visit. See the [Fingerprint-Supported Background Checks for School Personnel](#) section of this Workbook for more information on background checks.

Fire Drills

Fire and other safety drill are required on a regular basis. See <http://www.policy.mnps.org/AssetFactory.aspx?did=32443> for MNS policy on Fire Drills.

RELATED SOURCES OF INFORMATION		
<i>Source</i>	<i>Resource</i>	<i>Location</i>
MNPS	Office of School Security	http://www.mnps.org/Page2410.aspx
	Fire Drill Policy	http://www.policy.mnps.org/AssetFactory.aspx?did=32443

FINANCIAL ORGANIZATION

In addition to overseeing the school’s academic program, charter school leaders and boards of trustees are also responsible for the management and oversight of the school’s financial controls. To better ensure that the school board is prepared to monitor the school’s financial organization from the school’s commencement, the school’s Charter Agreement requires that certain policies and procedures be put in place before the school is authorized to open. The below Pre-Opening Action items serve as a final pre-opening check that basic financial procedures and controls are in place. Additional school fiscal information related to new schools is also provided in this section.

Initial Statement of Fiscal Policies and Procedures, Agreed Upon Procedures Engagement and Independent Accountant’s Report

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Finance	
Item	Deliverable
There is evidence of an accounting system with internal controls and fiscal policies.	Copy of the school’s fiscal policies and procedures. Evidence of employment of or contract with accountant, bookkeeper or other person to handle such duties.
A payroll system has been established, and, if offered, properly allows employees to consent to 12 month payroll.	Contract with payroll company or evidence of employment of or contract with persons to handle payroll; and copy of deduction policy.

<p>INITIAL STATEMENT OF FISCAL POLICIES AND PROCEDURES <i>Begin: Immediately after charter is granted</i> <i>Due Date: 60 days after the Effective Date of the Charter Agreement</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Develop the school’s fiscal policies and procedures, which document adequate controls for the below-listed items. <input type="checkbox"/> School board must review and ratify the above Initial Statement. <input type="checkbox"/> Submit a copy of the school’s Initial Statement to the Office of Innovation.

A charter school must document financial controls it has developed with regard to the following:

- preparing financial statements in accordance with generally accepted accounting procedures;
- payroll procedures;

- accounting for contributions and grants; procedures for the creation and review of quarterly financial statements, specifically identifying the individual who will be responsible for preparing and reviewing such financial statements; and
- other appropriate internal financial controls and procedures.

Please note that the Initial Statement must be reviewed and ratified by the school’s board of trustees prior to its submission to the Office of Innovation.

<p>PROCEDURES FOR AGREED UPON PROCEDURES ENGAGEMENT AND INDEPENDENT ACCOUNTANT’S REPORT <i>Begin: Within 45 days of the school receiving and disbursing more than \$50,000 in funds</i> <i>Due Date: Independent Accountant’s Report – 45 days after the commencement of the agreed upon procedures engagement; Statement of Corrected Deficiencies, if any – 45 days after the school board’s receipt of the Independent Accountant’s Report</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Retain an independent certified public accountant to perform the agreed upon procedures engagement. <input type="checkbox"/> Receive Independent Accountant’s Report within 45 days of commencement of accountant’s engagement and submit it to the Office of Innovation. <input type="checkbox"/> The school board must review the report and remedy any deficiencies with regard to the financial controls in the Initial Statement within 45 days of the receipt of the Independent Accountant’s Report. <input type="checkbox"/> If applicable, the school must submit a statement that all deficiencies identified in the Independent Accountant’s Report have been corrected within 45 days of the receipt of the Independent Accountant’s Report. 	
<p>OFFICE OF INNOVATION Action:</p>	<p>The Office of Innovation will review any statements of corrected deficiencies and may require additional evidence to verify the correction of noted deficiencies.</p>

The school must engage an independent accountant or accounting firm to perform an agreed upon procedures engagement. The purpose of the engagement will be to assist the school’s board of trustees and the Office of Innovation in evaluating the Initial Statement. The engagement of the accountant(s) must start within 45 days after the date the school has received and disbursed more than \$50,000 in monies received from payments from school districts (per pupil funding, etc.), or grants or other revenue sources. The resulting Independent Accountant’s Report should be provided to the school board no later than 45 days after the commencement of such engagement with a copy to the Office of Innovation.

If the Independent Accountant’s Report notes any deficiencies in the fiscal controls that are the subject of the Initial Statement, the school board must remedy such deficiencies within 45 days of receipt of the Independent Accountant’s Report. Within the same timeframe, the school must submit to the Office of Innovation a statement that such deficiencies have been corrected, which statement shall identify the steps taken to correct the deficiencies. The Office of Innovation may require further proof that all deficiencies have been corrected.

<p>PRE-OPENING ACTION TO DO LIST: FISCAL POLICIES AND PROCEDURES <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit with Office of Innovation</i></p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Follow the above Initial Statement procedures to draft and revise school fiscal policies and procedures. 	

<input type="checkbox"/> Follow the above procedures for an agreed upon procedures engagement and submit the Independent Account’s Report to the Office of Innovation. <input type="checkbox"/> If applicable, follow above procedures to remedy any noted fiscal control deficiencies and submit required statement to the Office of Innovation. <input type="checkbox"/> Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties.	
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Copies of the school’s fiscal policies and procedures. Evidence of employment of or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties.

Payroll System

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Finance	
Item	Deliverable
A payroll system has been established, and, if offered, properly allows employees to consent to 12 month payroll.	Contract with payroll company or evidence of employment of or contract with persons to handle payroll; and copy of deduction policy.

PRE-OPENING ACTION TO-DO LIST: PAYROLL SYSTEM <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit</i>	
<input type="checkbox"/> Establish system to compensate employees and track and monitor appropriate deductions (if not completed as part of Initial Statement process (above)). <input type="checkbox"/> Create a ten month payroll system, and if offered, create a process to allow employees to consent to a twelve month payment schedule.	
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Contract with payroll company; <i>or</i> Evidence of employment of or contract with persons to handle payroll; <i>and</i> Copy of deduction policy. (All of the above may already have been submitted to the Office of Innovation as part of the Initial Statement process, above.)

New charter schools must ensure that they have adequate systems in place to compensate employees and track and monitor appropriate deductions. Charter schools must follow state and federal labor laws.

To the extent explicit information on the school’s payroll system was not provided to the Office of Innovation as part of the Initial Statement Process (above), the Office of Innovation will check it at the Pre-Opening Action Visit.

Annual Audit Report

All charter schools authorized by the MNPS must conduct an annual audit of the school’s annual financial statements, which must be conducted in accordance with Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards (GAS) issued by the Comptroller General of the United States. GAS requires the school’s auditor to issue a report on compliance with laws, regulations, contracts, and grants and a report on internal controls over financial reporting, based on the audit of financial statements. If deficiencies are found, the school should also prepare a corrective action plan to address any weaknesses or problems. The annual audit is due no later than December 31 of each year.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	TN Comptroller’s Guide	http://www.tennessee.gov/comptroller/ma/reference.htm

Annual Budget and Cash Flow Projections

<p>ANNUAL BUDGET AND CASH FLOW PROJECTIONS PROCEDURES <i>Begin: Immediately after charter is granted</i> <i>Due Date for Annual Cash Flow Projection: June 30</i> <i>Due Date for Revised Budget: June 30</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Create annual cash flow projection and submit copy to Office of Innovation by June 30. <input type="checkbox"/> Revise budget if necessary and submit copy to Office of Innovation by June 30.

Although founding groups submit a proposed budget for the first year of the new school’s operation in the Charter Application, the Office of Innovation recognizes that budget adjustments may be necessary after chartering due to a number of factors. In the event that the new charter school’s budget has significantly changed from that proposed in the Charter Application, the school is required to submit a revised budget. In addition, annual cash flow projections for the following fiscal year should also be submitted to the Office of Innovation by June 30.

Tax Exempt Status

<p>TAX-EXEMPT STATUS PROCEDURES <i>Begin: Immediately after charter is granted</i> <i>Due Date: Within one year of charter agreement being issued</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Obtain federal tax-exempt status for the school’s education corporation. <input type="checkbox"/> Submit copies of all applications (Form 1023) and filings regarding tax-exempt status to the Office of Innovation, including final Internal Revenue Service determination letter.

Charter schools are required to obtain federal tax-exempt status within one year following the effective date of each school’s Charter Agreement, and then maintain such status. Further, a charter school’s Provisional Charter mandates that a new charter school only take actions

permissible for an Internal Revenue Code (IRC) section 501(c)(3) not-for-profit corporation (despite the charter school not yet having tax-exempt status).

The Office of Innovation requires schools to submit copies of all applications and filings relating to its seeking and maintaining its IRC section 501(c)(3) tax-exempt status.

Please note that IRS application for tax-exempt status Form 1023 was revised in 2004 and again in 2006. Prior versions of the form should not be used. Another departure from the past, charter schools cannot apply for an Employer Identification Number (EIN) at the same time as they apply for tax-exempt status, they must have already received an EIN (through IRS Form SS-4) and put it on the Form 1023.

IRS	Form 1023 (Application) Tax Information for Charitable Organizations Form SS-4	http://www.irs.gov/pub/irs-pdf/f1023.pdf http://www.irs.gov/charities/charitable/ https://sa.www4.irs.gov/sa_vign/newFormSS4.do
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FOLLOWING YOUR CHARTER AGREEMENT

Your Charter Agreement is “effective” or “in force” from the time the Board of Education approves your Charter Application for the school. After that date, the school must follow all of the provisions in its Charter Application which serves as a Provisional Charter and forms the basis of the formal Charter Agreement that enters into force subsequent to full signing by all relevant parties and filing in the Office of the Metropolitan Clerk. One of the purposes of this Workbook is to focus you on the provisions of the Charter Agreement that relate to the school’s opening period, but be aware that there are many other provisions of your Charter Agreement, Charter Application, and the law that an operating charter school must follow. Understanding that the Charter Agreement is a dense legal document, we still recommend that you review it or have school counsel review it and highlight the important provisions. The importance of having a person responsible for communicating with the Office of Innovation regarding school charter accountability and how to change your Charter Agreement when the need arises, are discussed below.

CHANGE IN PROGRAM

From time to time charter school founders find it necessary to make certain changes to their proposed program and/or Charter Agreement. Under these circumstances, a charter school leader should immediately contact the Office of Innovation’s Coordinator of Charter Schools to discuss the proposed changes and determine the proper course of action *before the school implements any changes*. Some changes are “material” changes to the school’s Charter Agreement and others are “non-material” changes. Your Charter Agreement may often serve as a guide in determining what type of change is contemplated. If a change is described as “non-material,” or within limits set forth in the Charter Agreement, it will not require formal revision of the Charter Agreement, and, depending on the change, *may* not require permission from the Office of Innovation. These changes are usually minor and some are described in various sections and notes of this Workbook. On the other hand, major changes to your Charter Agreement will likely be determined to be “material” and require a formal revision of your Charter Agreement pursuant to the Charter Schools Act,²¹ which requires approval of the MNPS Board of Education (upon recommendation of the Office of Innovation).

If you change your charter in an impermissible way on your own, the school will be found in violation of its charter, and may be placed on a corrective plan or probation in addition to having to properly revise the charter or undo the change.²²

Changes that are almost always material and which require Charter Amendment include but are not limited to:

- adding grades not included in the school’s Charter Agreement;

²¹ TCA 49-13-110

²² *Charter Agreement*, Section 10

- enrollment changes beyond the limits established in Section 1.3 of this Charter Agreement—increases of no more than 5% or 25 students, *whichever is less, or* decreases of up to 15% or down to 50 students;
- changes to curriculum, pedagogical approach or staffing structure that are inconsistent with the Charter Agreement (Charter Application, Exhibit 1);
- school calendar changes that reduce the calendar at all in the first year of operation, by more than ten (10) days in subsequent years, in the absence of timely notification of parents or below the requirement to provide at least the same equivalent time of instruction as required in regular public schools in TCA § 49-13-105 (12);
- changes to student disciplinary code(s) that are inconsistent with state and federal law
- changes in the operational specifications found in the Charter Application including but not limited to transportation plans, facility plans, etc.
- substantial changes in the makeup of the Governing Board from those listed in the Final Amended and Approved Application (Exhibit 1).²³

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	Charter Agreement	Section 10

STATE AND LOCAL BOARD POLICY WAIVERS

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Compliance	
Item	Deliverable
The school has completed policy assessment of both State Board and MNPS Board policies ²⁴ , submitted formal requests for all intended waivers, and submitted copies of waiver approvals to Office of Innovation	Completed School Policies Handbook, copies of State Board waiver approval, and MNPS waiver approval.

<p>PRE-OPENING ACTION TO-DO LIST: CHARTER SCHOOL REPORTING AND COMPLIANCE</p> <p><i>Begin: Immediately after charter is granted</i></p> <p><i>Due Date: At time of Pre-Opening Action Visit</i></p> <p><input type="checkbox"/> Review and classify all MNPS Policies and all State Board of Education policies</p>

²³ Charter Agreement, Section 10

²⁴ Because a public charter school is governed by its own governing body, most local board policies will be inapplicable. However, policies that relate uniformly to all students in an authorizing district (e.g. intra-district transfer or alternative school policies) and policies relative to reporting data to the state (e.g. student attendance and achievement on state assessments) will usually apply to public charter schools. Operators should check with the Office of Innovation if more information is needed.

<input type="checkbox"/> Compile School Policies Handbook <input type="checkbox"/> Submit waiver requests to Office of Innovation Submit waiver requests to State Board of Education and copy of request and approval to Office of Innovation	
Required Deliverable(s) at Time of Pre-Opening Action Visit:	School policy handbook, copy of State Board Policy waiver requests and approval, copy of MNPS Board Policy approval.

Charter School autonomy is based on the accountability and performance measures in the charter agreement and other accountability plans. Autonomy, however, is no excuse for random or indiscriminant decisions or application of rules. It is dangerous and irresponsible to operate without clear rules and procedures or to operate as if each situation can be handled on its own merits as it comes along. It is a mistake to assume that because your school is a charter school that it is not subject to administrative or other policies set by the State Board of Education or the MNPS Board of Education. Charter schools are part of the public education system in Tennessee, spending public funds and subject to public rules. It is also a mistake, however, to assume that charter schools must operate in exactly the same manner as other public schools. In fact, since one main purpose of the Charter Schools Act is to foster choice and innovation, flexibility and autonomy to depart from the established policies of the State and local Boards of Education are essential.

New applicants should consider all of the local and state operating policies thoroughly when composing the initial application. In the process, it is best to deal with each policy in one of the following categories:

- 1) Policies that **MUST** be followed as written
 - a) Federal and state civil rights;
 - b) Federal, state, and local health and safety;
 - c) Federal and state public records;
 - d) Immunizations;
 - e) Possession of weapons on school grounds;
 - f) Background checks and fingerprinting of personnel;
 - g) Federal and state special education services;
 - h) Student due process;
 - i) Parental rights;
 - j) Federal and state student assessment and accountability;
 - k) Open meetings; and
 - l) At least the same equivalent time of instruction as required in regular public schools.
- 2) Policies that you **CHOOSE** to followed as written
- 3) Policies that must be waived
 - a) In their entirety – In this case, you are identifying policies whose goals are at odds with or irrelevant to your school’s theme, culture, or operating philosophy.

- b) Through appropriate amendment – In this case you will replace the current policy with one that achieves a similar goal but in a manner that is different and consistent with your schools theme, culture, or operating philosophy.

Request Waivers to MNPS policy by submitting the requests in writing to the Office of Innovation no later than sixty (60) days prior to the school’s intention to implement the waiver, if granted. All waiver requests must list the specific District Policy (<http://www.policy.mnps.org/site227.aspx>) requested for waiver. All waiver requests shall also include detailed documentation of the grounds for requesting the waiver and specific evidence explaining how the policy currently inhibits or hinders the charter school’s ability to meet its goals or comply with its mission statement. All waiver requests, whether to State Board or Local Board policy, must also be submitted to the Office of Innovation. Request waivers to State Board of Education Policy by submitting the requests in writing to the Commissioner of Education no later than sixty (60) days prior to the school’s intention to implement the waiver, if granted. All waiver requests must list the specific State Board Policy (<http://www.state.tn.us/sbe/policies.html>) requested for waiver. All waiver requests shall also include detailed documentation of the grounds for requesting the waiver and specific evidence explaining how the policy currently inhibits or hinders the charter school’s ability to meet its goals or comply with its mission statement. Once waivers are approved by the Commissioner, please submit a copy of that approval to Office of Innovation.

SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	MNPS Policies	http://www.policy.mnps.org/site227.aspx
	Requesting MNPS Policy Waivers (SBO 1.106)	http://www.policy.mnps.org/AssetFactory.aspx?did=41722

Smart Tip: A good approach to the policy review is to start by assuming you will use the policy unless you are certain of a more effective replacement or the policy inhibits your ability to execute your innovative program with the flexibility you need to meet your accountability

State DOE	State Board of Education Policies	http://www.state.tn.us/sbe/policies.html
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CHARTER SCHOOL REPORTING AND COMPLIANCE

[Pre-Opening Actions Checklist](#) items discussed in this section are as follows:

Compliance	
Item	Deliverable
There is a staff person who is assigned to oversee and serve as the primary contact with regard to compliance.	Name of individual and contact information must be submitted to the Office of Innovation

PRE-OPENING ACTION TO-DO LIST: CHARTER SCHOOL REPORTING AND COMPLIANCE <i>Begin: Immediately after charter is granted</i> <i>Due Date: At time of Pre-Opening Action Visit</i>	
<input type="checkbox"/>	Identify a staff person who will be the Office of Innovation’s primary contact with regard to charter school reporting and compliance requirements.
Required Deliverable(s) at Time of Pre-Opening Action Visit:	Name and contact information of individual who will be the Office of Innovation’s primary contact for charter school reporting and compliance requirements.

Over the life of its charter, a new charter school will produce a number of reports to be submitted to the Office of Innovation, State Department of Education and various other stakeholders, including the public at large. Reporting requirements are generally outlined in Sections 1.4 and 2.3.4 of the school’s Charter Agreement, as well as throughout other guidance documents produced by the Office of Innovation. The Office of Innovation’s *Reporting Guide* is a document that should be reviewed by anyone in the school associated with compliance. Although various individuals within the school will ultimately be responsible for preparing these reports, it is vital that the Office of Innovation has a primary contact at each school that is responsible for overseeing general compliance requirements. As a result, as a part of the Pre-Opening Action process, new charter schools are required to submit the name and contact information for the staff member who will serve in that role.

RELATED SOURCES OF INFORMATION		
Source	Resource	Location
OFFICE OF INNOVATION	Charter Agreement	Sections 1.4 and 2.3.4
	Charter School Reporting Guide Reporting Deadlines Calendar	

Metropolitan Nashville Public Schools



INNOVATION

Pre-Opening Charter Accountability Workbook

APPENDICES

APPENDIX A: PRE-OPENING TO-DO LIST AND TIMELINE

	January	February	March	April	May	June	July	August
Academic Program and School Administration								
Recruit and hire appropriately qualified staff, including key leadership positions								
Provide written notice to Office of Innovation that head of school/principal has been named within 5 days of the hire date								
Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary								
Provision classrooms appropriately								
Prepare school calendar and distribute to families								
Prepare class schedules and distribute to teachers								
Make arrangements to provide a range of special education services								
School Management and Operations								

	January	February	March	April	May	June	July	August
Complete Negotiation and Authorization of Charter Agreement with MNPS								
Make arrangements to provide nutrition services to the school's students								
Ensure that appropriate food and beverage storage is available at the school								
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls								
Contact appropriate entity to arrange for school nurse, and/or recruit and hire a school nurse								
Develop a medications administration plan								
Develop health services plan								
Ensure that all students are appropriately immunized, or are excused from so being								
Ensure that the school will have the proper number of defibrillators and trained staff								
Facilitate transportation services with students, including assisting parents with requests for transportation								

	January	February	March	April	May	June	July	August
Arrange for supplemental transportation services								

	January	February	March	April	May	June	July	August
Organizational Viability								
Ratify school by-laws within 45 days of approval of charter								
Write the Student Application for Admission and submit it to the Office of Innovation by December 30 th								
Plan and document student recruitment and school marketing efforts by January 11 th								
Identify Application Entry Person and Complete Training and Installation for Lottery Software								
Participate in the lottery								
Notify parents and guardians of the results of the lottery								
Complete the Application and Admission Summary and submit it to the Office of Innovation by May 15								
Request student records from students' former schools								
Arrange for separate locked storage for students' academic and health records								
Enhance the school's discipline policies in its charter application, including provisions for the discipline of special education								

	January	February	March	April	May	June	July	August
students as needed and include in student/family handbook								
Enhance the school's complaint/grievance policy and include in student/family handbook								
Write the school's FERPA policy								
Give annual notice to families regarding the school's FERPA policy, preferably within the charter school's student/family handbook								
Set up student files with proper FERPA protections and procedures								
If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.								
Revise and enhance the school's Open Meetings Law policy to make it a working policy								
Revise and enhance the school's FOI policy to make it a working policy, including drafting of FOI regulations, required lists and notice, and post notice								
Distribute the school's code of ethics to school trustees, officers and employees								
Locate a school facility and notify								

	January	February	March	April	May	June	July	August
Office of Innovation and STATE DOE within 10 days of identification								
Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it to the Office of Innovation by January 31.								
Create a Facility Completion Schedule and submit it to the Office of Innovation by March 1 st								
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Office of Innovation								
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities								
Obtain Certificates of Insurance								
Write a plan and procedures to control access to the building								
Hire necessary security personnel, if needed								
Ensure that there is adequate signage and that the building is numbered for emergency response								
Develop the school's fiscal policies and procedures and draft Initial Statement								

	January	February	March	April	May	June	July	August
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k								
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report								
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties								
Create annual cash flow projection and submit by June 30 th ; submit revised budget if necessary by August 1								
Submit unaudited statements of income and expense to the OFFICE OF INNOVATION by August 1 st								
Obtain federal tax exempt status								
Establish a payroll system								
Establish a billing system for school districts								
Fidelity to Charter Agreement								
Identify a compliance contact person								

APPENDIX B: PRE-OPENING ACTIONS CHECKLIST

SCHOOL NAME _____ DATE _____

Governance and Management			
Item	Deliverable	Comments	Date Completed
The Board of Trustees has been established.	List of current members of the school's Board of Trustees, including contact information and officers.		
A permanent head of the school has been named.	Written notice that the head of school has been named within 5 days of the hire date.		
Other key leadership roles in the school are filled or adequately covered.	Updated organizational chart with names of specific individuals occupying key leadership roles.		
By-laws have been ratified.	Copy of ratified by-laws or a board resolution approving by-laws.		
Management contract has been executed.	Copy of management contract signed by representatives of management company and school Board of Trustees.		
Staffing			
Item	Deliverable	Comments	Date Completed
The number of teachers is adequate and their assignments match the staffing plan.	Teacher roster, including teaching assignments by grade level or specialty.		
Teachers are certified or meet the minimum requirements for licensure as defined by the state	Copies of teacher certifications, or appropriate proof of compliance with statutory exemptions.		

board of education pursuant to TCA 49-13-111(i)			
Staffing (con't)			
Item	Deliverable	Comments	Date Completed
Teachers in core academic areas (as defined by No Child Left Behind Act) are highly qualified in accordance with NCLB.	Proof of certification or academic credentials (transcripts), relevant tests (e.g. PRAXIS) and subject matter competency for each teacher.		
In accordance with state law, there must be a teacher with ESL certification to teach active EL students.	A teacher with ESL certification has been hired and a plan is in place to identify and teach active EL students.		
Fingerprint supported criminal background checks have been completed and all employees have clearance for employment, AND all employees have been identified to MNPS as working for the new charter school	Copies of Fingerprint Clearance forms from TBI for each employee identifying the new charter school as the employee's current employer.		
Curriculum and Instruction			
Item	Deliverable	Comments	Date Completed
Needed instructional materials and supplies have been distributed to classrooms at every grade level.	Classrooms should be adequately prepared for teaching and learning, including the appropriate distribution of curricular materials and supplies at time of Pre-Opening Action Visit.		
A school calendar and class schedules exist and provisions have	Copies of the annual school calendar, class schedules, and an		

been made for them to be available to every student and every family.	assurance that the school calendar has been made available to students and their families.		
Provisions have been made for a child find system and serving students with special needs.	Written documentation that the school has hired, contracted with or received a commitment from the school district regarding certified Special Education teacher(s) and a SPED coordinator, and hired, contracted with or received a commitment from contractors regarding speech and language therapists, and occupational and physical therapists, or other services or equipment, if required.		
The school is prepared to provide instruction in each approved grade and only in such grades.	Class schedule and teacher roster. Written assurance from the school.		
Students and Parents			
Item	Deliverable	Comments	Date Completed
The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, ORA, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.	Copy of Student and Family Handbook containing the specified policies, including FERPA access. Written assurance that Student and Family Handbooks (containing such policies) have been distributed. Copy of FERPA procedures for storage/handling of student files in school.		
Student enrollment procedures	Summary of school enrollment		

have been documented and a student roster is available to teachers.	statistics, including number of currently enrolled students, number of students on the waiting list, and copies of student rosters.		
A preliminary count of students with special needs is available.	Copies of IEPs for incoming students (Easy IEP training).		
Students and Parents (con't)			
Item	Deliverable	Comments	Date Completed
Student records have been received or requested.	Copies of incoming student records or written assurance from the school.		
Student academic, attendance, discipline, and testing records have been stored in locked cabinets.	Copies of incoming student records or written assurance from the school. Locked storage is present at time of Inspection.		
Student health records have been separated from academic records and are in locked storage in the office of the school nurse.	Copies of incoming student records or written assurance from the school. Copy of school health record procedures. Locked storage is present at time of Inspection.		
Operations			
Arrangements have been made for food service.	Inspection of food storage and kitchen area at time of Pre-Opening Action Visit, to include		

	food/beverage coolers and heaters.		
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Operations (con't)			
Item	Deliverable	Comments	Date Completed
The school has made arrangements to be staffed with a school nurse, and has a plan and procedures for the administration of prescription and non-prescription medications to students, and for provision of required health services.	<p>Written documentation of the school's relationship with a registered nurse and/or physician.</p> <p>Copies of policies for medication administration.</p> <p>Written plan for providing required health services.</p>		
Provisions have been made for student immunizations.	<p>Immunization records or proper exemption forms; or</p> <p>Written assurance that students who do not have such records will be barred from school after 14 days.</p>		
Appropriate provisions have been made for supplemental transportation of students if any are to be provided.	<p>Copy of agreement with provider of supplemental transportation services.</p> <p>Copies of fingerprint supported background checks for employees of the supplemental transportation services provider.</p>		

Operations (con't)			
Item	Deliverable	Comments	Date Completed
There are written plans for such life safety procedures as fire drills and emergency evacuation, including school safety plans in accordance with Project SAVE.	<p>Copies of school safety and evacuation plans are posted in each classroom at time of Pre-Opening Action Visit.</p> <p>Copy of draft SAVE plan and proof that the SAVE plan has been submitted to STATE DOE for approval.</p> <p>Assurance that school will meet with required groups (parents, teachers) and submit final plan, and revise as directed by STATE DOE.</p>		
Finance			
There is evidence of an accounting system with internal controls and fiscal policies.	<p>Copy of the school's fiscal policies and procedures.</p> <p>Evidence of employment of or contract with accountant, bookkeeper or other person to handle such duties.</p>		
A payroll system has been established, and, if offered, properly allows employees to consent to 12 month payroll.	Contract with payroll company or evidence of employment of or contract with persons to handle payroll; and copy of deduction policy.		

Facilities and Fixtures			
Item	Deliverable	Comments	Date Completed
Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	Inspection at time of Pre-Opening Action Visit.		
Space is accessible to all students (including handicapped students), clean, and well-lit. If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.	Inspection at time of Pre-Opening Action Visit. Procedures for reasonable accommodation of handicapped persons. Copy of ADA Compliance Transition Plan		
A certificate of occupancy (or equivalent) is on file, as well as any other appropriate certificates of inspection or permits.	Copy of certificate of occupancy and other appropriate certificates of inspection or permits.		
Certificates of insurance are on file, meeting at least the minimum levels required by the Charter Schools Act and including a provision to provide notice to the Charter Schools Office of Innovation of any material change, non-renewal or termination of the policy.	Copy of certificate of insurance or insurance policy or binder.		
Space is safe and secure; entrance and egress from the school's space	Inspection at time of Pre-Opening Action Visit.		

is adequately controlled.			
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Item		Comments	Date Completed
There is a staff person who is assigned to oversee and serve as the primary contact with regard to compliance.	Name of individual and contact information must be submitted to the Office of Innovation.		
The school has completed policy assessment of both State Board and MNPS Board policies, submitted formal requests for all intended waivers, and submitted copies of waiver approvals to Office of Innovation	Completed School Policies Handbook, copies of State Board waiver approval, and MNPS waiver approval.		

APPENDIX C: SAMPLE PRE-OPENING ACTION LETTER



August 1, 200_

VIA FACSIMILE AND FIRST CLASS MAIL

Mr. / Ms. _____
Executive Director
_____ Charter School
_____ Street
Nashville, TN 37_____

Re: Pre-Opening Actions/Consent to Commence Instruction for Preparatory Charter School

Dear Sir or Madam:

Please be advised that, pursuant to the MNPS Office of Charter Schools’ visit and inspection of the _____ Charter School (the “School”) on August __, 201_ (and documentation provided to or inspected by the Office of Innovation at that visit and previously), the Office of Innovation has determined that the School has completed, as of the date of this letter, substantially all of the Pre-Opening Actions required of it as defined in Paragraph 1.3 of the charter agreement between the School and the MNPS Board of Education (the “Charter”). Therefore, the School is permitted to provide instruction to students in accordance with the plan provided in the Charter.

Please be further advised that while the School has completed substantially all of the Pre-Opening Actions required of it, the School will be required to take additional actions in regards to teacher certification, fingerprinting of school personnel, policies, student records, school lunch forms, facilities punch list items, insurance certificates and health services as set forth below. Permission to commence instruction is conditional upon timely completion of those actions. In addition, the School must complete all of the Pre-Opening Actions before August 1 of the next school year or risk having its charter (revoked) per Paragraph 1.3 of the Charter.

Policies: Within seven days of the opening of school, please provide copies of the School’s FERPA policy and procedures for handling student records. By that date, please also provide copies of the public FOI policy to be posted in the school and an assurance that the state and federal workplace notices (minimum wage, workers compensation, OSHA, etc.) have been posted. By the close of business on August 20, 200_, please provide an assurance that

the School has 1) promulgated a complaint policy, a discipline policy that contains provisions for alternative instruction and due process, and 2) made those policies available to students and parents or guardians. By that date please also send us a copy of each of the policies.

Student Records: By no later than close of business on August 30, 200_, please provide an assurance that the School has obtained the academic records for each student, including IEPs.

School Lunch: By no later than close of business on August 20, 200_, please provide an assurance that the School has obtained the school lunch forms for each student seeking free or reduced-price lunch.

Facilities Issues: By no later than August 10, 200_, please provide an assurance that the School will post a sign outside the building showing the School name. By the opening of school, please provide an assurance that all classrooms have required emergency exit routes posted.

Insurance Certificate: While the School has obtained adequate levels of insurance, it must add a provision to the policy to provide notice to the Office of Innovation of any material change, non-renewal or termination. Please provide copies of updated insurance certificates or binders by September 22, 200_.

Health Services: By no later than fourteen school days after the opening of school, please provide an assurance that the School has obtained for each student evidence that each student has been vaccinated or has been appropriately excused from so being. By close of business on September 22, 200_, please provide an assurance that the School has obtained appropriate health certificates or records for each student, and taken steps to separate health records from academic records and to secure those records. By the opening of the School please provide an assurance that the School has given the Nurse student health record information and has lockable storage for the records.

In closing, and on behalf of Alan Coverstone, Executive Director of the Office of Innovation and the MNPS Board of Education, please accept our congratulations for the accomplishment of turning your vision of a public charter school into reality. We wish you success in the first year and look forward to visiting _____ Charter School. As always, please feel free to contact us at any time.

Sincerely,

Carol Swann
Coordinator of Charter Schools

c: Rich Haglund, Tennessee Department of Education, Office of Charter Schools

APPENDIX D: TEACHER ROSTER AND CERTIFICATION INFORMATION

Current Faculty Roster

Please keep this list current by adding new hires and marking those who leave as former.

Name	Employee ID	Certified or Support	Job Description	Type/Exp Cert.	Certification Area(s)	NCLB Highly Qualified for Subject(s)/Grades	Current	Former
Jane Doe	345-20-9871	Certified	Math Teacher grade 5				x	

* Roster should be kept up to date on the [OFFICE OF INNOVATION Information and Reporting Site](#). Newly hired faculty and staff should be added, and those who leave simply marked in the former column. During the renewal or Pre-Opening Action visit, please have available for review the related source documents for the above information, such as copies of teaching certificates, transcripts, examination results and any relevant teacher qualification documents required by No Child Left Behind (NCLB).

Performance Frameworks

Metro Nashville Public Schools (MNPS)

Provides an overview of the academic, financial and organizational frameworks that will become part of the charter school contract with Metro Nashville Public Schools

October 2014

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October 2014

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

National Association of
Charter School Authorizers
105 W. Adams Street
Suite 3500
Chicago, IL 60603-6253

Introduction

About the Metro Nashville Public Schools Performance Framework

Metro Nashville Public Schools in collaboration with the National Association of Charter School Authorizers developed the comprehensive Performance Framework to ensure that each and every school is serving students with a high-quality public education. The Performance Framework sets the academic, organizational and fiscal standards by which Metro Nashville Public Schools students will be evaluated, informing both Metro Nashville Public Schools and individual school officials about school performance and sustainability.

By utilizing the Performance Framework throughout the charter school's life cycle, Metro Nashville Public Schools officials will expand the rigorous standards and metrics by which each and every public charter school is evaluated. This will enable Metro Nashville Public Schools officials to take multiple factors into account when evaluating public charter schools across the district.

Section I. Academic Performance

The Academic Performance Framework includes measures that allow MNPS to evaluate the school's academic performance or outcomes. Specifically, this section answers the question: *Is this school an academic success?* A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place on a regular, sustained basis. For each measure, a school receives one five (5) ratings: *Excelling, Achieving, Satisfactory, Review, Target*. Each measure is weighted to provide an overall cumulative rating for the school on Academic Performance.

Academic Performance Point Ranges for Each Category

Each school will achieve a rating on their page that looks like this for their academic achievement:

- Excelling**
The school has composite total points of 65 to 100
- Achieving**
The school has composite total points of 55 to 64.99
- Satisfactory**
The school has composite total points of 28 to 54.99
- Review**
The school has composite total points of 20 to 27.99
- Target**
The school has composite total points of 0 to 19.99

Indicators and Measures:

1. K-8 Academic Progress
2. K-8 Attainment and College Readiness
3. K-8 Achievement Gap
4. K-8 School Culture
5. HS Academic Progress
6. HS Attainment and College Readiness
7. HS Achievement Gap
8. HS School Culture

Purpose of the MNPS Academic Performance Framework (APF)

The Academic Performance Framework (APF) was developed in an effort to combine the vast amounts of school data into one overall performance measure. Although it is not possible to measure everything that schools do to help students, the APF comprises key indicators deemed vital by district executive staff, principals, as well as a number of teachers and community members. While it has not yet been determined *exactly* how the APF will be used within MNPS, the following are among the possibilities:

- To support efforts to raise student achievement
- To support the district's accountability status
- To offer standardized accountability metrics to complement increased school-level autonomy
- To inform – but not determine – decisions regarding rewards, supports, and resource allocation for schools
- To provide school communities with a transparent set of indicators to understand school performance

How this Framework is used will ultimately depend upon how well it correlates with other objective performance measures and with observations and perceptions of educators. Single-year school performance data for the previous three school years will be reported annually. In any evaluation or accountability process, the trends over time are more informative than a single data point. The goal is to see schools moving upward on the various measures within the APF.

Performance Indicators & Measures

Four performance indicators are currently utilized in the APF. Indicators are the categories of measures that are used to evaluate school performance. A unified set of indicators yet slightly different individual measures have been developed for K-8 schools and high schools. The intent in both cases is to have a representative cross section of important measures, including critical indicators of student achievement and progress, that provide a fair and reliable picture of overall school performance. Schools are placed into one of five performance categories for each individual measure and receive performance points for each measure based upon their data.

The indicators and associated measures used in the APF and their corresponding weights are defined below:

- **Indicator 1. Academic Progress (50%) – Progress measures reflect academic growth or improvement over time.**
 - Grades K-8
 - Measure 1a. Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science (25%)
 - Measure 1b. Mean achievement level one-year increase for TCAP Reading, Math, and Science (25%)¹
 - Grades 9-12
 - Measure 1a. TVAAS mean one-year scale score gain for EOC Algebra I and II; English I, II, and III; and Biology I (25%)

¹ In order to more fairly compare academic increases made by different schools from one year to the next, consideration is given to prior achievement level distributions. Also, the movement of students from a higher to a lower achievement category factors negatively into this scoring metric.

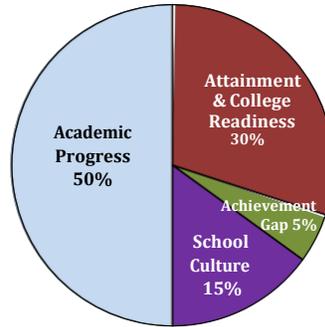
Measure 1b. Mean achievement level one-year increase for EOC Algebra I and II; English I, II, and III; and Biology I (25%)¹

- **Indicator 2. Attainment and College Readiness (30%) – These measures are annual snapshots showing the number of students that meet high standards of achievement.**
 - Grades K-8
 - Measure 2a. Percent of students scoring Proficient or Advanced for TCAP Reading, Math and Science (15%)
 - Measure 2b. Percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS (from all previous state assessment data) to score 21 or above on the ACT college entrance exam Composite by the end of high school (15%)
 - Grades 9-12
 - Measure 2a. Percent of students scoring Proficient or Advanced for Algebra I and II; English I, II, and III; and Biology I (10%)
 - Measure 2b. Percent of students scoring 21 or above on the ACT (or the corresponding score of 980 on the SAT) college entrance exam Composite (10%)
 - Measure 2c. Percent of seniors graduating on-time with a regular high school diploma (10%)

- **Indicator 3. Achievement Gap (5%) – These measures reflect the difference or gap in achievement between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).**
 - Grades K-8
 - Measure 3. Achievement gap index based upon differences in TCAP Reading, Math, and Science proficiency between student subgroups determined by race, economic status, disability, and English proficiency (5%)
 - Grades 9-12
 - Measure 3. Achievement gap index based upon differences in EOC Algebra I and II; English I, II, and III; and Biology I proficiency between student subgroups determined by race, economic status, disability, and English proficiency (5%)

- **Indicator 4. School Culture (15%) – These measures reflect the culture of the school – the norms, values, beliefs, traditions, and expectations that direct school activities. Currently educators and students re surveyed, but the eventual goal is to also include perceptions of parents in the APF.**
 - Grades K-8
 - Measure 4a. Mean educator favorability (agreement with positive culture statements) on the TELL Tennessee Survey (5%)
 - Measure 4b. Mean composite favorability from a parent Survey (5%)
 - Measure 4c. Mean composite favorability from students on the TRIPOD Survey (5%)
 - Grades 9-12
 - Measure 4a. Mean educator favorability on the TELL Tennessee Survey (5%)
 - Measure 4b. Mean composite favorability from a parent survey (5%)
 - Measure 4c. Mean composite favorability from students on the TRIPOD Survey (5%)

These indicator weights are shown graphically:



For each school, performance points on the indicators are added up to compute an overall school performance composite. Weights are adjusted as needed for missing data to allow each school the possibility of earning 100% of the points. Schools are assigned to one of five categories – Excelling, Achieving, Satisfactory, Review, or Target – based upon each individual measure and the composite.

This framework, like most performance systems, is not a perfectly level playing field. The challenges in getting results are somewhat greater in some schools (high percent free/reduced lunch) than others. The relationship between progress measures and economic status tends to be smaller than it is with one-time attainment measures, and progress is more heavily weighted than attainment in the APF. But attainment and college readiness are too critical to be ignored. While academic growth is of great importance, for students to be successful after they leave MNPS, they eventually need to reach high standards of achievement on rigorous state or national assessments.

Score Ranges & Reporting

There are pre-established criteria for categorizing performance on individual measures. The table below shows the individual measure score ranges and the composite number of points corresponding to the five performance categories.

Measure		Target	Review	Satisfactory	Achieving	Excelling
Composite (Total Points)		0 - 19.99	20 - 27.99	28 - 54.99	55 - 64.99	65 - 100
Individual Measures	Achv Level Increase % of Goal*	< 5%	5% - 29.9%	30% - 59.9%	60% - 74.9%	75% or greater
	K-8 TVAAS NCE gain*	< -2.0	-2.0 - 0.99	1.0 - 4.99	5.0 - 7.49	7.5 or greater
	HS TVAAS SS gain*	< -5.0	-5.0 - -1.01	-1.0 - 3.99	4.0 - 7.99	8 or greater
	% Proficient/Adv*	< 20%	20% - 29.9%	30% - 59.9%	60% - 74.9%	75% - 100%
	Achievement Gap*	> 20%	12.1% - 20%	4.1% - 12%	0.1% - 4%	0% or less
	TELL TN Survey Favorability	< 60%	60% - 69.9%	70% - 79.9%	80% - 89.9%	90% - 100%
	Tripod Survey % of Points	< 25%	25% - 39.9%	40% - 54.9%	55% - 64.9%	65% - 100%
	K-8 ACT Projections	0 - 4.9%	5% - 9.9%	10% - 39.9%	40% - 59.9%	60% - 100%
	HS ACT 21+	0 - 9.9%	10% - 19.9%	20% - 49.9%	50% - 69.9%	70% - 100%
	Graduation Rate	< 65%	65% - 69.9%	70% - 79.9%	80% - 89.9%	90% - 100%

APF reporting will evolve, and assessments and state accountability measures will change over time (e.g., implementation of Common Core and PARCC assessments). However, we anticipate that the basic approach utilized in the APF will remain relatively stable. Despite future changes in curriculum and assessment, the Framework will continue to utilize a representative cross section of critical measures in order to evaluate whether schools are meeting performance standards and making progress with respect to such things as student academic achievement and growth, the achievement gap, and school culture.

1. K-8 ACADEMIC PROGRESS

1.a TVAAS mean NCE gain
(25% weight)

1.b TCAP mean achievement level increase as percent of target
(25% weight)

2. K-8 ATTAINMENT AND COLLEGE READINESS

2.a TCAP percent of students scoring proficient
(15% weight)

2.b Percent of students scoring proficient
(15% weight)

3. K-8 ACHIEVEMENT GAP

3.a Index based upon gap in TCAP percent proficient between subgroups
(5% weight)

4. K-8 SCHOOL CULTURE

4.a Educator perceptions (TELL TN Survey)
(5% weight)

4.b Parent perceptions
(5% weight)

4.c Student perceptions (Tripod Survey)
(5% weight)

5. HS ACADEMIC PROGRESS

5.a TVAAS mean score gain
(25% weight)

5.b Mean achievement level increase as percent of target
(25% weight)

6. HS ATTAINMENT AND COLLEGE READINESS

6.a Percent of students scoring proficient on EOC
(10% weight)

6.b Percent of students scoring 21 or above on ACT Composite
(10% weight)

6.c Percent of students graduating on-time with a regular diploma
(10% weight)

7. HS ACHIEVEMENT GAP

7.a Index based on EOC percent proficient between sub-groups
(5% weight)

8. HS SCHOOL CULTURE

8.a Educator perceptions (TELL TN Survey)
(5% weight)

8.b Parent perceptions
(5% weight)

8.c Student perceptions (Tripod Survey)
(5% weight)

Section II: Financial Performance

Indicators and Measures:

1. Near Term Indicators
 - a. Current Ratio
 - b. Unrestricted Days Cash
 - c. Enrollment Variance
 - d. Default

2. Sustainability Indicators
 - a. Total Margin
 - b. Debt to Asset Ratio
 - c. Cash Flow
 - d. Debt Service Coverage Ratio

1. NEAR TERM INDICATORS

1.a. Current Ratio:

(Working Capital Ratio): Current Assets divided by Current Liabilities

- Meets Standard**
 - Current Ratio is greater than or equal to 1.1, OR
 - Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)
Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.
- Does Not Meet Standard**
 - Current Ratio is between 0.9 and 1.0 or equal to 1.0, OR
 - Current Ratio is between 1.0 and 1.1 and one-year trend is negative
- Falls Far Below Standard**
Current ratio is less than or equal to 0.9

1.b. Unrestricted Days Cash:

Unrestricted Cash divided by ([Total Expenses minus Depreciation Expenses] divided by 365)

- Meets Standard**
 - 60 Days Cash, OR
 - Between 30 and 60 Days Cash AND one-year trend is positive
Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash.
- Does Not Meet Standard**
 - Days Cash is between 15 and 30 days, OR
 - Days Cash is between 30 and 60 days AND one-year trend is negative
Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash.
- Falls Far Below Standard**
Less than 15 Days Cash

1.c. Enrollment Variance:

Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

- Meets Standard**
Enrollment Variance equals or exceeds 95% in the most recent year
- Does Not Meet Standard**
Enrollment Variance is between 85% and 95% in the most recent year
- Falls Far Below Standard**
Enrollment Variance is less than 85% in the most recent year

1.d. Default

- Meets Standard**
School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
- Does Not Meet Standard**
School is in default of loan covenant(s), but has worked with lender(s) to restructure debt service payments
- Falls Far Below Standard**
School is in default of loan covenant(s) and/or is delinquent with debt service payments

2. SUSTAINABILITY INDICATORS

2.a. Total Margin:

Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues

Meets Standard

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive, OR
- Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive

Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.

Does Not Meet Standard

Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not meet standard

Falls Far Below Standard

- Aggregated Three-Year Total Margin is less than or equal to -1.5%, OR
- The most recent year Total Margin is less than -10%

2.b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

Meets Standard

Debt to Asset Ratio is less than 0.90

Does Not Meet Standard

Debt to Asset Ratio is between 0.90 and 1.0

Falls Far Below Standard

Debt to Asset Ratio is greater than 1.0

2.c. Cash Flow:

Multi-Year Cash Flow = (Year 3 Total Cash) minus (Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash) minus (Year 1 Total Cash)

Meets Standard

- Multi-Year cumulative cash flow is positive and cash flow is positive each year, OR
- Multi-Year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

Note: For schools in their first or second year of operation, they must have positive cash flow.

Does Not Meet Standard

Multi-Year cumulative cash flow is positive, but trend does not meet standard

Falls Far Below Standard

Multi-Year cumulative cash flow is negative

2.d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) divided by (Annual Principal, Interest, and Lease Payments)

Meets Standard

Debt Service Coverage Ratio is equal to or exceeds 1.10

Does Not Meet Standard

Debt Service Coverage Ratio is less than 1.10

Falls Far Below Standard

Not Applicable

Section III: Organizational Performance

Indicators and Measures:

1. Education Program
 - a. Charter Terms
 - b. Compliance with Education Requirements
 - c. Students with Disabilities Rights
 - d. English Language Learner Rights
2. Financial Management and Oversight
 - a. Financial Reporting and Compliance Reporting
 - b. Generally Accepted Accounting Principles
3. Governance and Reporting
 - a. Governance Requirements
 - b. Accountability of Management
 - c. Reporting Requirements
4. Students and Employees
 - a. Rights of Students
 - b. Attendance
 - c. Credentialing
 - d. Employment Rights
 - e. Background Checks
5. School Environment
 - a. Facilities and Transportation
 - b. Health and Safety
 - c. Information Handling
6. Additional Obligations
 - a. All Other Obligations

1. EDUCATION PROGRAM

1.a Is the school implementing the essential terms of the education program as defined in the current charter agreement?

- Meets Standard**
The school implemented the essential terms of the education program in all material respects. The education program in operation reflects the essential terms as defined in the charter agreement.
- Does Not Meet Standard**
The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard**
The school failed to implement its program in the manner described above.

1.b Is the school complying with applicable education requirements?

- Meets Standard**
The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to education requirements, including but not limited to:
 - Instructional days or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core
 - State assessments
 - Implementation of mandated programming as a result of state or federal funding
- Does Not Meet the Standard**
The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard**
The school failed to implement its program in the manner described above.

1.c Is the school protecting the rights of students with disabilities?

Meets Standard

Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Identification and referral
- Operational compliance including the academic program, assessments, discipline, and all other aspects of the school's program and responsibilities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Appropriately carrying out student Individualized Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- Securing of all applicable funding

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

1.d Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) relating to English Language Learner requirements, including but not limited to:

- Required policies related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

2. FINANCIAL MANAGEMENT AND OVERSIGHT

2.a Is the school meeting financial reporting and compliance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

2.b Is the school following Generally Accepted Accounting Principles?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

3. GOVERNANCE AND REPORTING

3.a Is the school complying with governance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to governance by its board including but not limited to:

- Board policies, including those related to oversight of a charter management organization, if applicable
- Board by laws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules (e.g. requisite number of qualified teachers; ban on employees or contracts serving on the board, etc.)
- Compensation for attendance at meetings

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

3.b Is the school holding management accountable?

Meets Standard (Option 1)

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school management (including, if applicable, a charter management organization). The board maintains authority over the management and holds it accountable for performance as agreed under a written performance agreement, including but not limited to:

- Agreed upon performance expectations (academic, financial, and operational, as applicable)
- Required annual financial report of the management organization, if applicable, OR

Meets Standard (Option 2)

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school management, including but not limited to:

- (For Education Service Providers) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the education service provider
- (For Others) oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

3.c Is the school complying with reporting requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- MNPS Board of Education EE 17 requirements
- Additional information requested by the authorizer

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

4. LEGAL OBLIGATIONS: STUDENTS AND EMPLOYEES

4.a Is the school protecting the rights of all students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices).

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

4.b Is the school meeting attendance goals?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to attendance goals.

Does Not Meet Standard

The school failed to meet the school wide attendance goals in the manner described above.

Falls Far Below Standard

The school failed to meet the school wide attendance goals in the manner described above and its attendance rates were more than 10 percentage points below the state's attendance rates.

4.c Is the school meeting teacher and other staff credentialing requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA) relating to state certification requirements. The school ensures that only appropriately credentialed and/or otherwise qualified staff are employed by the school in ways that are consistent with their expertise.

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

4.d Is the school respecting employee rights?

- Meets Standard**
The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.
- Does Not Meet the Standard**
The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard**
The school failed to implement its program in the manner described above.

4.e Is the school completing required background checks?

- Meets Standard**
The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).
- Does Not Meet the Standard**
The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.
- Falls Far Below Standard**
The school failed to implement its program in the manner described above.

5. LEGAL OBLIGATIONS: SCHOOL ENVIRONMENT

5.a Is the school complying with facilities and transportation requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the school facilities, grounds, and transportation, including but not limited to:

- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

5.b Is the school complying with health and safety requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to safety and the provision of health related services, including but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food services requirements
- Other district resources, if applicable
- Security measures in place for extraordinary circumstances (school security hired, written evacuation procedures, lock-down procedures, evidence of practice drills, crisis team identified and trained)

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

5.c Is the school handling information appropriately?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to security, including but not limited to:

- Maintain the security of and provide access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
- Access to documents maintained by the school under the state's freedom of information law and other applicable authorities
- Transfer of student records
- Proper and secure maintenance of testing materials

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

6. ADDITIONAL OBLIGATIONS

6.a Is the school complying with all other obligations?

Meets Standard

The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Consent decrees
- Intervention requirements by the authorizer
- Requirements by other entities to which the charter school is accountable (e.g. state education agency)

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

Exhibit 4: Annenberg Standards

1. Charter schools are required to report on their websites and in enrollment and marketing materials the full range of academic, enrichment, and extracurricular offerings that they provide.
2. Members of charter school governing boards are required to file full financial disclosure reports and identify any potential conflicts of interest, relationships with management companies, or other business dealings with the school, its management company, or other charter schools. These documents should be available online through MNPS' website.
3. Governing boards of charter schools are required to hold all meetings in the district in which their school or schools operate. All meetings are to be open to the public and publicized in advance in accordance with applicable state law.
4. Charter schools shall provide online access to minutes from charter school governing board meetings, the school's policies, information about staff, instructional strategies, curriculum, school rules and behavior codes, school budgets, and information about management companies or other large contracts.
5. Charter schools and MNPS are subject to state laws regarding freedom of information, public records, and public meetings.
6. Complete contracts for management services are required to be electronically posted on the schools' websites within ten days of execution. The posting should include detailed information about the services to be provided by the management company and all financial commitments and compensation, as well as all fees and bonuses to be provided to the management company.
7. Charter Schools shall make full public financial disclosure by charter management organizations of their expenditures and net revenues related to the operation of each school they serve.
8. Charter schools are prohibited from allowing anyone with a financial relationship to a management organization or the staff of any authorizing agency from serving on the governing board of any charter school.
9. Charter schools are prohibited from utilizing enrollment and registration procedures that directly or indirectly exclude or discourage certain students from enrolling at the school. Certain schools, such as academic magnets and performing arts schools, shall be exempted.
10. Charter schools shall make available public documentation and reporting of student attrition throughout the school year, including date, reason, and disposition (where the student ends up). This should include all disciplinary actions, including both in- and out-of-school suspensions and referrals to law enforcement, and "voluntary" and "involuntary" exits. It should be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status, disability status, and English proficiency status.
11. Before any student withdraws from a charter school, the student, his or her parent or guardian, and charter school personnel sign a document stating that the student is withdrawing voluntarily and that charter school personnel have not prohibited, discouraged, or attempted to discourage the student from continued enrollment in the charter school.
12. Charter school discipline policies and practices must be promulgated and implemented to avoid discriminatory and/or disproportionate punishments of students based on race, gender, or other characteristics and are consistent with federal school discipline laws and guidance.

Exhibit 4: Annenberg Standards

13. Every charter school shall make its school discipline policy publicly available on the school's website, so that parents can thoroughly review the policy before enrolling their child. All charter discipline policies should include explicit provisions regarding due process for students, including the right to a hearing before long-term removal, suspension, expulsion, disciplinary or safety transfers, or alternative school placements, as well as parental appeals and notification rights.
14. Charter schools are required to report annually on all disciplinary actions and withdrawals from the school, including the reason for the student's departure, suspension, or other action and the statement that documentation of due process rights was available. These data should be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status, disability status, and English proficiency status.
15. Charter schools shall make financial documents available to the public annually on the websites of the school, the authorizer, and any management company. These documents should include a comprehensive statement of revenues, financial and in-kind donations, state and local funding, New Market Tax Credits, bond issuances, and any and all additional funds or debt service connected to the operation of the school and/or network of schools.
16. Charter schools shall report on administrative expenses as well as funds paid to the authorizer for authorizing and oversight services. Schools and networks should also publish reports on expenses incurred for student recruitment and marketing.
17. Charter schools shall document and publicly disclose the owners of any non-public property used to house a charter school, along with documentation of the amount of rent being paid for the facility and to whom payments are being made and verification that there are no conflicts of interest between the school and the holder of the property.
18. Charter schools shall send for publication all vendor or service contracts over \$10,000 at any charter school as public information on the MNPS website.
19. Governing board members, administrators, parents, students, educators, school staff, and community members are protected from retaliation for whistleblowing in accordance with federal and state law.

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Gary Appenfelder

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Metro Nashville Public Schools

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Alan Coverstone

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Glenda Gregory

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Jay steele

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Chief Academic Officer
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Chris Henson

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Sharon Gentry

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Board Chair
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Andrew Sullivan

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Richard M. Riebeling

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Director of Finance

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Sally Palmer

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Insurance Division Manager

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Mark Murray

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Shannon Hall

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Agent Delivery Events

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Intermediary Delivery Events

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Carbon Copy Events	Status	Timestamp
Peggy Winstead [REDACTED] Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Accepted: 2/11/2015 9:39:16 AM CT ID: 66c9488f-eed5-482e-8a6d-c3e250ab51ad	<div style="border: 2px solid blue; padding: 5px; display: inline-block;">COPIED</div>	Sent: 7/22/2015 9:17:08 AM CT
Sally Palmer [REDACTED] Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Accepted: 7/27/2015 9:14:10 AM CT ID: 0c4d7a1c-617c-4207-850b-4e524287a6d5	<div style="border: 2px solid blue; padding: 5px; display: inline-block;">COPIED</div>	Sent: 7/27/2015 11:54:10 AM CT

Notary Events	Timestamp
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Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	7/27/2015 11:54:14 AM CT
Certified Delivered	Security Checked	7/27/2015 11:55:57 AM CT
Signing Complete	Security Checked	7/27/2015 11:56:06 AM CT
Completed	Security Checked	7/27/2015 11:56:06 AM CT

Electronic Record and Signature Disclosure
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CONSUMER DISCLOSURE

From time to time, Metro Nashville Public Schools (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the 'I agree' button at the bottom of this document.

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At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign 'Withdraw Consent' form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Metro Nashville Public Schools:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: gary.appenfelder@mnps.org

To advise Metro Nashville Public Schools of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at gary.appenfelder@mnps.org and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.

To request paper copies from Metro Nashville Public Schools

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to gary.appenfelder@mnps.org and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Metro Nashville Public Schools

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to gary.appenfelder@mnps.org and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	Windows2000? or WindowsXP?
Browsers (for SENDERS):	Internet Explorer 6.0? or above
Browsers (for SIGNERS):	Internet Explorer 6.0?, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	<ul style="list-style-type: none"> •Allow per session cookies •Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection

** These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

Acknowledging your access and consent to receive materials electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the 'I agree' button below.

By checking the 'I Agree' box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC CONSUMER DISCLOSURES document; and
- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and
- Until or unless I notify Metro Nashville Public Schools as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Metro Nashville Public Schools during the course of my relationship with you.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

INSTRUCTIONS FOR BUDGET NARRATIVE – KNOWLEDGE ACADEMIES, INC.

Before preparing the budget narrative, **applicants should review the Federal Register notice inviting applications**, the instructions for ED 524 Section C, Budget Narrative and the program statute for specific guidance and requirements. Note that applications will be evaluated according to the specific selection criteria specified in the Federal Register notice. **Attachments must be in .PDF format.**

The Budget Narrative Form should include the eligible applicant's itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B of the ED 524 form. If applicable to this program, provide the rate and base on which fringe benefits are calculated. This competition does not require cost sharing or matching.

Applicants must complete ED 524 (in the standard forms section) for all budget years of the proposed project. Applicants must also provide a budget narrative that describes their proposed multiyear project activities and the costs associated with those activities as well as all costs associated with carrying out the proposed project.

Applicants approved for funding under this competition will be asked to attend a two-day meeting for project directors at a location in the continental U.S. during each year of the project. Applicants are encouraged to include the cost of attending this meeting in their proposed budget.

The budget should include only costs that are allowable, reasonable, and necessary for carrying out the objectives of the grant project. Rules about allowable costs are set out in 2 CFR Part 200¹, as adopted by the Department at 2 CFR Part 3474.²

For each line item of Sections A (federal costs) of the Budget Form (ED 524), provide detailed costs (in dollars) accompanied by a narrative justification to support your request.

Provide other budget explanations or comments deemed necessary.

Note: There is no matching requirement under this program. If an applicant shows funding in Section B, they must meet this voluntary match if awarded.

Please check all figures and combined totals in the budget narrative, and compare the amounts with those reflected on the ED 524.

Funding Restrictions. Grantees under this program:

- i. Must use grant funds for:
 - a. Post-award planning and design of the educational program, which may include: (i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and (ii) professional development of teachers and other staff who will work in the charter school; and

Initial implementation of the charter school, which may include: (i) informing the community about the school; (ii) acquiring necessary equipment and educational materials and supplies; (iii) acquiring or developing curriculum materials; and (iv) other initial operational costs that cannot be met from State or local sources.

Note: CSP funds awarded under CFDA number 84.282B may be used only for the planning, program design, and initial implementation of a charter school. As a general matter, the Secretary considers charter schools that have been in operation for more than three years to be past the initial implementation phase and, therefore, ineligible to receive CSP funds to support the initial implementation of a charter school.

Instructions for Completing the Budget Narrative

¹ http://www.ecfr.gov/cgi-bin/text-idx?SID=a00c8ef91d397f640d8c236871fe5eef&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

² <http://www.ecfr.gov/cgi-bin/text-idx?SID=a00c8ef91d397f640d8c236871fe5eef&node=pt2.1.3474&rqn=div5>

Before preparing the budget narrative, applicants should review the Federal Register Notice, and the program statute for specific guidance and requirements. Note that applications will be evaluated according to the specific selection criteria specified in the Federal Register notice.

Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Section A of the ED 524 (and Section B, if applicable). Provide other budget explanations or comments deemed necessary.

The following tables provides an overview of how grant funds will be used for the Planning & Implementation years 1 and 2.

Planning Year

Planning Year	Activity 1	Activity 2	Grant Request
Director and Assistant, Center for Personalized Learning	Initial Implementation	Talent Development	████████
Teacher Leader Fellowships	Post-award planning & design	Teacher Development	\$37,500
Laptops / LCD Projector	Initial Implementation	Equipment & Materials	\$45,000
School Leader	Initial Implementation	School Leader (4 Months)	████████
Curriculum Resources	Initial Implementation	Curriculum Materials	\$30,000
Talent Recruiter	Initial Implementation	Teacher Recruitment	████████
Curriculum Development	Initial Implementation	Curriculum Development	\$24,500
Lockers	Initial Implementation	Equipment & Materials	\$18,000
Community Outreach	Initial Implementation	Community Outreach	\$15,000
Wireless Network & Intercom	Initial Implementation	Equipment & Materials	\$12,500
Whiteboards	Initial Implementation	Equipment & Materials	\$6,000
Planning Meeting for Project Directors. 2 days (National)	Post award planning & design of the educational program	Travel	\$2,000
Grand Total			\$300,000

Implementation Years 1 and 2.

Implementation Years 1 and 2	Activity 1	Activity 2	Grant Request
Teacher Leader Fellowships	Post award planning & Design	Teacher Development	\$40,000
Curriculum Development	Post award planning & Design	Curriculum Development	\$21,000
Learning Coach	Post award planning & Design	Teacher Development	████████
Laptops	Initial Implementation	Equipment & Material	\$40,000
Educational Site Licenses	Initial Implementation	Remediation & Intervention Software	\$25,000
Wireless Network	Initial Implementation	Equipment & Material	\$23,750
Community Outreach	Initial Implementation	Community Outreach	\$13,250
LCD Projector & Mounts	Initial Implementation	Equipment & Material	\$10,000
Program Evaluation	Initial Implementation	Survey, Data Analysis & Focus Groups	\$10,000
Planning Meeting for Project Directors. 2 days (National)	Post award planning & design of the educational program	Travel	\$2,000
Grand Total			\$200,000

Personnel (Line 1): Provide each project personnel’s base salary and wages and FTE.

Planning Year

Director & Assistant, Center for Personalized Learning – Provides 6 months of salary for a Director and Assistant for the **Center**. All salaries, beyond the planning year, are accounted for in the general operating budget for KA @ the Crossings (████████). **School Leader** – Provides 4 months of salary and benefits for the school leader (████████). **Talent Recruiter** – Provides for the partial salary of a full-time talent recruiter. Our team will add 25 full-time personnel in preparation for school launch in Fall 2016. All salaries for a Talent Recruiter, beyond the planning year, are accounted for in the general operating budget. (████████).

Implementation Years 1 and 2

Learning Coach. Provides for the summer portion (two months) of the salary for the position of a full-time learning coach that works with teachers everyday on personalized teacher development plans.

Fringe Benefits (Line 2): If applicable to this program, provide the rate and base on which fringe benefits are calculated and identify the staff who are receiving the benefits. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect costs.

Travel (Line 3): Indicate the travel costs of employees and participants only. Provide a breakdown of the costs associated with each trip and justification for the costs. In addition, eligible applicants should include costs for at least one project staff person (project director) to attend an annual 2-day project directors meeting in Washington, DC.

Planning Year

Planning Meeting for Project Directors (2 Days National) – Provides for travel, room, & board for 2 day project director planning meeting for the grant (\$2,000).

Implementation Years 1 and 2

Planning Meeting for Project Directors (2 Days National) – Provides for travel, room, & board for 2 day project director planning meeting for the grant (\$2,000).

Equipment (Line 4): Indicate the cost of tangible, non-expendable personal property that has usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or \$5,000 per article. Lower limits may be established to maintain consistency with the applicant's policy. Indicate the amount of equipment that is being purchased, the cost per unit, and the justification of purchases that links to the project narrative.

Planning Year

Laptops / LCD Projectors – Provides access to 150 technology devices averaging \$300 each. The State of Tennessee administers all standardized testing online.

Lockers – Provides for 40 sets of lockers (9 per set), budgeted at \$450 each.

Wireless Network & Intercom System – Provides for the installation and infrastructure costs to install one intercom speaker per classroom and provide wireless access points

throughout the facility.

Whiteboards – Provides for 15 classroom whiteboard, estimated at \$400 each.

Implementation Year 1 and 2

Laptops – Provides access to about 135 technology devices averaging \$300 each. The State of Tennessee administers all standardized testing online.

Wireless Network & Intercom System – Provides for the installation and infrastructure costs to install one intercom speaker per new classroom and provide wireless access points to these new rooms.

LCD Projectors & Mounts – Provides LCD projectors and mounting for 20 total classrooms (@ \$500 each).

Supplies (Line 5): Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project. Applicants should provide a breakdown of how supplies costs are determined.

Planning Year

Curriculum Resources – Provides a \$3,000 budget for curriculum materials for each of 10 classrooms (\$30,000).

Implementation Years 1 and 2

Educational Site Licenses (Curriculum) – Provides enrolled students access to up to 4 separate educational site licenses for curriculum and intervention programs, across all academic disciplines, including the creative arts, averaging ~\$20 to ~\$25 per individual license, up to 4 subject areas per student (~\$85 per student x 300).

Contractual (Line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract. Identify who is being contracted with, the

amount of the contract (this should include a breakdown of the major service components of the contract and the costs of each portion) and an explanation of what the services are being provided by the contractor.

Planning Year

School Leader Fellowship. Includes professional development training, specifically designed for charter school leaders, delivered by [Building Excellent Schools](#) (\$10,000).

Teacher Leader Fellowships [REDACTED] – Provides professional development stipends for classroom teachers, focused on school wide metrics for team-based performance, data analysis, innovative applications of technology, the exploration of emerging curriculum resources, and training related to social emotional learning curriculum.

Curriculum Development – 7 content leads will review and collaborate on the development of cross-disciplinary projects that integrate the academic standards [REDACTED]

[REDACTED]. KA @ THE CROSSINGS has content leads in each of the following areas: Reading Language Arts, Mathematics, Science, Social Studies, Foreign Language, Creative Arts, and Technology.

Community Outreach – Provides for up to 4 weeks of radio advertising (metropolitan and Spanish radio) (\$2,500 per week x 4 weeks = \$10,000), and printing for brochures (\$5,000).

Implementation Years 1 and 2

Teacher Leader Fellowships [REDACTED] – Provides professional development stipends for classroom teachers, focused on school wide metrics for team-based performance, data analysis, innovative applications of technology, the exploration of emerging curriculum resources, and training related to social emotional learning curriculum.

Curriculum Training & Development – 7 content leads will review and collaborate on the development of cross-disciplinary projects that integrate the academic standards ([REDACTED])

[REDACTED]). KA @ THE CROSSINGS has content leads in each of the following areas: Reading Language Arts, Mathematics, Science, Social Studies, Foreign Language, Creative Arts, and Technology.

Community Outreach – Provides for up to 4 weeks of radio advertising (metropolitan and Spanish radio) (\$2,500 per week x 4 weeks = \$10,000), and printing for brochures (\$3,250).

Program Evaluation – Provides for consulting fees associated with independent evaluator assessing metrics related to achievement, learning gains, surveys, professional development and focus groups.

Construction (Line 7): Not applicable.

Other (Line 8): Indicate all direct costs not covered on lines 1-6. This includes a breakdown of number of subgrants per year as well as the amount of each award or range, if applicable, per year. In addition, this line also could include costs such as space rental, required fees, training, and communication and printing costs. *Do not include costs that are included in the indirect cost rate.*

Total Direct Costs (Line 9): The sum of lines 1-8.

Indirect Costs (Line 10): Indicate the applicant's approved indirect cost rate, per sections 75.560 – 75.564 of EDGAR. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to the Department for a temporary indirect cost rate if it wishes to charge indirect costs to the grant.

NOTE: If you have questions about obtaining an approved Indirect Cost Rate or applying your Indirect Cost Rate, you may contact a cost negotiator using the information provided at the following URL: <http://www2.ed.gov/about/offices/list/ocfo/fipao/icgreps.html>. If you have further questions about Indirect Cost rates, please refer to 2 CFR 200.56.

Training Stipends (Line 11): Indicate the amount of stipend, the number of grant participants receiving the stipends and the justification for the stipend. Please make sure that training stipends are placed under this line item and not under "Personnel" or "Other."

Total Cost (Line 12): This should equal to sum of lines 9-11 (total direct costs + indirect + training stipends).

Please note that a budget justification should be provided for both Federal costs and Non-Federal costs (if applicable).

Other Attachments Instructions: The other attachments are to be attached to the "Other Attachment Form" in Grants.gov under the Mandatory Documents section. This section is where applicants will attach additional documents, including resumes/curriculum vitae and appendices. Applications should include a resume for the project director and other staff who will be directly

involved in the administration of the CSP grant, and proof of non-profit status. Before preparing additional documentation, applicants should review the **Federal Register Notice** and the **program statute** for specific guidance and requirements.

Charter School Program Assurances

As a part of the completed application, the applicant must print the assurances included in this application package document, sign, and fax to the Charter Schools Program at (202) 205-5630, with supporting documentation. This document can also be scanned and uploaded under "Other Attachments"

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Art		Fuller	

Address:

Street1:	5320 Hickory Hollow Parkway
Street2:	
City:	Antioch
County:	
State:	TN: Tennessee
Zip Code:	37013
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
6158006814	

Email Address:

art.fuller@knowledgeacademies.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Knowledge Academies, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,000.00	2,000.00	2,000.00			6,000.00
4. Equipment	81,500.00	73,750.00	73,750.00			229,000.00
5. Supplies	54,500.00	25,000.00	25,000.00			104,500.00
6. Contractual	87,000.00	84,250.00	84,250.00			255,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	300,000.00	200,000.00	200,000.00			700,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	300,000.00	200,000.00	200,000.00			700,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Knowledge Academies, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits						
3. Travel						
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)