



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

*Respectfully submitted to Fayette County School District
on behalf of the founding team of Academy of the Arts Charter High School
by Lead Founder and Proposed Executive Director Mecca Jackson
February 1, 2021*

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GENERAL INFORMATION:

Name of proposed school: Academy of the Arts Charter High School

Projected year of school opening: 2022

Charter authorizer for proposed school: Fayette County School District

Sponsor/Sponsoring Agency: Academy of the Arts Charter High School, Inc.

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

Model or focus of proposed school: A performing arts school model for students in grades 9-12

City or geographic community for proposed school: Somerville, Tennessee

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

Primary Contact mailing address: **4525 Hickory Creek Drive, Bartlett, TN 38135**

Primary Contact work telephone: (215) 900-2705 Primary Contact mobile telephone: () _____

Primary Contact email address: mjackson@academyartschs.com

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

Full Name	Current Job Title and Employer	Position with proposed school
Mecca Jackson	High Tech High – New School Creation Fellow	Founder, proposed Executive Director

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

If yes, identify the CMO or other partner organization:

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

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

Indicate Applicant Type:

- New-Start Applicant (Category 1)
- Existing TN Operator Proposing New Focus/Grade (Category 2)
- Existing non-TN Operator (Category 2) Existing TN Operator Proposing to Replicate (Category 3)
- Existing Operator of ASD School Exiting the ASD (Category 4)

ASSURANCES:

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

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

Signature

Mecca Jackson

Printed Name of Authorized Representative

Lead Founder and Proposed Executive Director

Title of Authorized Representative

1.1 SCHOOL MISSION AND VISION

(a) School Mission:

The **mission** of Academy of the Arts Charter High School is to educate high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and in life!

(b) Vision:

The **vision** of Academy of the Arts Charter High School is to advance human creativity and transform aspirations into artistic scholarship and entrepreneurship! We offer a rich arts environment where thinkers, doers and dreamers can work collaboratively and cooperatively through their artistic technical development. We will instill a lifelong passion for the performing arts through a personalized curriculum that prepares students for higher education as well as professions in the arts!

Aligned to the aspirations of the Tennessee Department “*Best for All*” 2020 strategic plan, we are emboldened by the belief that all students deserve an excellent education that prepares them for college and career regardless of their economic status, race, family educational levels, zip codes or home language. We unapologetically focus on ensuring that all of our students are prepared to graduate from high school! Recognizing that each child has their own unique path in life to follow, we want to prepare our student artists to have viable “choices” upon high school graduation. It is our vision that every student will have the option to attend college from the academic knowledge they have acquired while attending our school or directly enter the workforce as a result of the entrepreneurial training and courses offered at AACHS. Providing students with the skills and talents to have a choice between college and career, and have full access to the many professions that our 21st century, knowledge-based economy offers, is the guiding focus of our work. Therefore, every organizational decision made by the Governing Board, school leadership, and staff is in alignment with our ambitious vision.

Academy of the Arts Charter High School believes that learning should be joyous and fun and that students should have the opportunity to pursue their talents and interests as a part of their educational career. We believe that students’ knowledge can and should be demonstrated in multiple unique forums, allowing children to showcase their understanding in a capacity that promotes creative expression. It is through these beliefs that we envision a school where student artists create tangible products within their selected major that are formally recognized, celebrated and awarded in the community. We envision student artists training and growing into professional dancers, singers, actors, painters and designers who decisively pursue their dreams in the performing arts and have the skills to navigate their professional careers as a result of training at AACHS.

Academy of the Arts Charter High School will develop all students’ intellectual capacity, while shaping and molding their artistic talents through daily training in the performing arts. Students will be exposed to a diverse curriculum fully aligned with the Tennessee state standards. As we provide an innovative and creative educational option to the students and families in Fayette County that does not currently exist, we will strategically target economically disadvantaged and minority students living in this community. As outlined below, Academy of the Arts has the following core components at the center of our vision:

- Training in the Performing Arts
- Art Integration
- Entrepreneurial Education

Goals:

1. 100% High School Graduation Rate (*students who attend 4 consecutive years*)
2. 100% College Acceptance Rate - 2 or 4-year college/university (*students who attend 4 consecutive years*)
3. Students enrolled will show proficiency in Math
4. Students enrolled will show proficiency in English
5. The school will make progress with all subgroups
6. The school will be fully enrolled and show 95% re-enrollment rate
7. The Board of Directors will provide effective and sound oversight of the school
8. Parents will demonstrate satisfaction with academic program and communication
9. The school will demonstrate fiscal and fiduciary responsibility

The goals presented along with the accountability measures to determine progress made towards each goal is outlined in great detail in **Section 1.4**. Attainment of goals 1-6 will demonstrate strong achievement of our mission. AACHS must also be able to demonstrate effective management and positive community relationships, which will be reflected in meeting goals 7-9.

(c) Prescribed purposes for Academy of the Arts Charter High School:

-TCA 1: Improve learning for all students: In accordance with T.C.A.§49-13-102(a), AACHS's academic model is designed to close the achievement gap between high and low performing schools by offering a personalized curriculum that takes into consideration the specific needs and interests of each student within our school. In the Fayette County School District, there are no existing charter school options authorized by the district; no access to a public performing art school model; and no access to a public high school with Math proficiency levels greater than 40% or English proficiency levels greater than 57%. By offering an art infused curriculum and a creative forum through our performing art model, students can use their talents to achieve proficiency in all subject areas. In each major, student artists are challenged to meet their artistic potential while excelling academically in core content areas. Our five majors (Music, Film/Video/Drama, Dance, Fashion Design and Visual Art) each celebrate diversity in performance art while complementing each other as a whole. We welcome all students with an interest in the arts and will offer them an academic curriculum paired with a unique and artist centered education in the performing arts.

-T.C.A. 2: Provide options for parents and meet educational needs for all students: In accordance with T.C.A.§49-13-102(a), Academy of the Arts by its existence alone will offer parents and students in Fayette County an additional school option when considering their secondary education. Currently, Fayette County School District only has one public comprehensive high school for students to attend and does not have any charter schools within the district. Fayette Ware High School is the only public high school within the Fayette County School District, which is limiting in regards to student and parent's "choice" when considering a public high school. Academy of the Arts Charter High School will provide the community with an additional school option to support their secondary needs.

-T.C.A. 3: Encourage the use of innovative teaching methods: As a performing arts school model, Academy of the Arts Charter High School is heavily grounded in creating space for innovation and by design will implement unique teaching methods. In accordance with T.C.A.§49-13-102(a), educators, who will be known and addressed as "facilitators", will engage students through the following teaching methods:

- **Crossover Learning-** *Facilitators and non-instructional staff will support students with learning in informal environments such as at museums or after school clubs and link educational content with issues that matter in learner’s lives.*
- **Context Based Learning** – *Facilitators will support students by learning through doing. Learning will occur beyond the classroom.*
- **Adaptive Teaching** – *Facilitators will use data from students previous and current learning to create a personalized path through educational content.*
- **Experiential Learning-** *Facilitators will support students as they work on [real-world projects](#) that enable them to apply their academic knowledge, while learning professional skills and technical skills¹.*
- **Storytelling** – *Facilitators will use storytelling to help students understand the world around them and improve student learning in lecture classes. Research from *The Journal of Effective Teaching* conducted a study showing that “overall, students score higher on assessments when material was presented as stories”.²*
- **Character Education-** *The U.S. Departments support of character education in schools defines this innovative teaching method as teaching the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.³*
- **Inquiry Learning** – *Facilitators will use this “active form of learning that starts by posing questions, problems and scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and their own knowledge about the subject”.⁴*
- **Role Playing & Scenario Analysis** – *According to Northern Illinois University Center for Innovative Teaching and Learning, role playing “can be effectively used in the classroom to motivate and engage students, provide real world learning scenarios to help students learn, provide opportunities for critical observation of peers and learn skills in real world scenarios.”⁵ Facilitators will use role playing and scenarios to help students gain additional and alternative meaning from instructional content.*

We recognize that including such innovative teaching methods gives facilitators a greater sense of autonomy regarding lesson design, structure and implementation. As a result of this opportunity for facilitators to have decision making authority, students will be provided with greater opportunities to think critically and creatively demonstrate proficiency in all content areas.

-T.C.A. 4: Measure performance of pupils and faculty to ensure all children have opportunity to reach proficiency on state academic assessments: In accordance with T.C.A.§ 49-13-102(a), Academy of the Arts has designed its academic model to include best instructional practices and unique teaching methods that will allow all students to reach proficiency as determined by local, state and national assessments. Throughout the course of the school year, students will engage in multiple assessments through various forms that will measure their academic growth, identify skill deficits and serve as a performance predictor on state assessments. Further details on our student assessment and data analysis protocols and procedures are outlined in **Section 1.4**.

-T.C.A. 5: Create new professional opportunities for teachers: The greatest impact on instruction is the effectiveness of the teacher! Understanding the critical role facilitators play in the academic growth

¹ <https://www.edsurge.com/news/2020-12-17-how-experiential-learning-can-improve-educational-and-workforce-equity>

² <https://files.eric.ed.gov/fulltext/EJ1092135.pdf>

³ <https://www2.ed.gov/admins/lead/character/brochure.html>

⁴ https://en.wikipedia.org/wiki/Inquiry-based_learning

⁵ <https://www.niu.edu/citl/resources/guides/instructional-guide/role-playing.shtml>

and development of students, Academy of the Arts Charter High School is committed to thoroughly and routinely training our facilitators so that they are highly effective instructing, coaching, leading and serving students. In accordance with T.C.A.§49-13-102(a), we are committed to creating new professional development opportunities for all staff through a 4 -week summer institute, 14 professional development days during the school year, a rigorous coaching model and a number of off-site and virtual professional development opportunities. A detailed description of our professional development plan is outlined in [Section 2.5](#).

-T.C.A. 6: Afford parents substantial opportunities to participate in the education of their children:

Research from the [National Coalition for Parent Involvement in Education](#) shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school.”⁶ Academy of the Arts understands the importance of parent involvement in their students educational career and values partnerships with parents. In accordance with T.C.A.§49-13-102(a), AACHS will maximize our professional responsibilities through parent involvement and develop relationships with parents and guardians that supports our academic and cultural programs. We will implement innovative and collaborative approaches such as “Academic Parent-Teacher Teams” (APTT), which is a new model that encourages parents and facilitators to maintain their relationship throughout the year and set clear academic goals that parents can reinforce. For example, facilitators will discuss with parents the concepts students are learning in school and model ways for parents to work with students on these skills at home. AACHS will also incorporate unique activities during the school year such as “Bring Your Parent to School Day”, where parents will have the opportunity to shadow their child at school for the day and participate in the learning activities in their classes. A detailed description of additional ways in which Academy of the Arts Charter High School will engage parents within the school community is outlined in [Section 1.12](#).

(d) Alignment with Authorizers Priorities:

As a part of Fayette County Public Schools 5-year strategic plan, the district has identified the following goals and priorities as their “Imagine21Goals”⁷.

Fayette County Schools Goals and Priorities:	Academy of the Arts Alignment with FCSD Goals and Priorities:
Goal 1: Achieve 90% Graduation Rate and 21% College - Ready Rate by 2021	Our mission is committed to educating high school students through the performing arts and providing students with the educational and entrepreneurial skills to succeed in college and career.
Goal 2: Offer 21 Quality Certification Programs for Career Readiness by 2021	In addition to our mission being aligned to career readiness, our academic model will offer students the opportunity to earn a CTE certificate in 1 of the 3 performing art majors we offer (Fashion Design, Visual Art and Film/Video/Drama).
Priority 1: Quality Education for All	Our arts infused personalized curriculum is designed based around the specific student demographics, state standards and academic

⁶ <https://www.rasmussen.edu/degrees/education/blog/parental-involvement-in-education/>

⁷ <https://3.files.edl.io/cc8b/18/09/12/195835-442395d3-af7a-45ce-8c0f-77ed5751859c.png>

	needs of our students. Our performing art model is designed to be inclusive of all students with an interest in the arts.
Priority 2: Stronger Support for Teachers and Leaders	Extensive and consistent coaching and professional development model for facilitators that includes 4 weeks of summer institute, 14 required PD days during the school year and a number of voluntary PD opportunities including virtual as well as in collaboration with our identified partners.

(e) What success will look like:

When we are achieving our mission, 100% of the students in our senior class will graduate from Academy of the Arts Charter High School and will have secured at least one acceptance letter into a 2 or 4-year college or university. AACHS 11th and 12th grade students will successfully take the ACT, with an average score of at least 20.6. All students will show at least 1 year of instructional growth in Math and English as measured by MAP diagnostic assessments and growth monitor tools each year. Through our entrepreneurial classes, students will graduate from high school with an actionable business plan that can be implemented in the real world. All students who attempt the CTE route in Fashion Design, Visual Art and Film/Media/Theater will successfully complete the requirements to earn a certification in their respected areas of study.

As a school committed to education through the performing arts, AACHS students are expected to show artistic scholarship as well as measurable academic growth each year. When we are achieving our mission, AACHS students will have their original pieces of work in Fashion Design, Music, Visual Art, Dance and Film/Media/Theater recognized and celebrated on the local, state and national levels for creativity and innovation. AACHS students will showcase their performing art talents with our community partners and have their work spotlighted at organizations such as the Brooks Museum of Art and Stax Museum. Students will show artistic achievement through acceptance into local art programs such as the fellowship offered through Urban Arts Commission.

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

AACHS will include the following innovative and unique features that will work in conjunction to foster student achievement:

Innovative Approach 1 - Performing Arts Program:

- Students will be able to participate and train in courses that are not offered at traditional comprehensive high schools. AACHS’s performing art model will offer the following majors to students: Fashion Design, Dance, Film/Video/Drama, Music and Visual Art. Students will spend upwards of 120 minutes daily in their major courses such as ballet, graphic design, coding, or sewing, while maintaining the required instructional minutes in core content classes such as English, Math and Science. The performing art design model AACHS offers is in direct alignment with the school’s mission and vision to educate students through the performing arts, offer a personalized curriculum geared to the specific needs and interests of our student population, which will increase proficiency rates.

Innovative Approach 2 - Art Infused Curriculum:

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

Innovative Approach 3 - CTE Certification Courses:

- AACHS will offer courses that will qualify students to earn CTE certification in Visual Art, Drama/Film & Video and Fashion Design upon high school graduation. CTE classes prepare students with a college prep education as well as real-world skills, which aligns with the mission of AACHS.

Innovative Approach 4 - Entrepreneurial Courses:

- Our business and finance classes allow students to participate as active learners of concepts and practices then move to application of their chosen business idea or venture. They learn through a combination of application, understanding, interpretation and reflection as they gain real world experiences. Through this approach, students will be empowered with an entrepreneurial mindset that can serve them regardless of career path.

Innovative Approach 5 - Collaboration through PLC's:

- AACHS will build and implement professional learning communities among facilitators and leadership teams to create a culture of collaboration. PLC's will be centered around ensuring that students learn while having an intentional focus on results. We will establish results-oriented professional learning communities that welcome student data and turn data into useful and relevant information used to create *specific, measurable, attainable, realistic* and *time-bound* (SMART) goals.

Innovative Approach 6 - Industry Professionals as Facilitators:

- AACHS will recruit and hire facilitators of the arts that have professional experience in the artistic major they are hired to teach. Facilitators that have served as dancers, musicians, artists, designers, actors and producers will be able to share the industry related technical skills they have acquired with students, making their feedback and demonstrations more credible and authentic.

Innovative Approach 7 - Daily Intervention Period:

- An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. In addition to facilitators implementing the school-wide Tier I interventions they will be trained on during professional development, Academy of the Arts will provide a daily intervention period for Tier II and Tier III learners as we work to close the achievement gap in the Fayette County area. This additional

structured remediation block will give students additional time and practice with skills not yet mastered.

Innovative Approach 8 – Active Learning Model:

- Keeping learners at the center of the design process, AACHS facilitators will design units and prepare lesson plans inclusive of active learning tasks as a primary method for instruction. Active learning is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information.⁸ Our arts education model and arts infused curriculum will be heavily infused with active learning tasks, such as but not limited to student produced and performed plays, student choreographed dances and fashion shows produced with unique student designs and products. Unlike traditional educational models, AACHS students will be given the opportunity daily to actively engage with the information they're learning through direct instruction. These hands-on, collaborative assignments are extended opportunities to connect new and old information, correct previous misconceptions, and reconsider existing thoughts or opinions. Each of these activities will require

Innovative Approach 9 – Restorative Practices:

- As AACHS works to educate high school students through the arts and provide them with the skills to be successful in college and career, we recognize that giving our students the social and emotional skills to function as productive adults in society is critical to their development and growth. Academy of the Arts will implement several innovative restorative practices throughout our design model that will build healthy relationships and a sense of community to address conflict and wrongdoing. Restorative Practices: 1) reduce, prevent and improve harmful behavior; 2) address and discuss the needs of the community; 3) build healthy relationships between educators and students and; 4) resolve conflict, hold individuals accountable and groups accountable.⁹ Academy of the Arts will implement the following innovative restorative practices that have proven results. Each innovative practice is outlined in further detail in sections **1.6 C** and **1.10 C**:
 - Circle Process (Morning Meeting & PMUs) – The circle process is used to develop relationships and build community and is a tool to teach social skills. Circles are used to celebrate students, begin and end the day and discuss difficult issues. AACHS circles will be referenced and implemented as Morning Meeting and Pick Me Ups (PMUs).
 - Community Service (Service Learning) - Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.¹⁰ Through partnerships with community organizations such as the Memphis Public Library, Stax Museum and the Brooks Museum, Academy of the Arts will coordinate thoughtful organized service learning opportunities for students including a requirement to complete 8 hours of community service at a local organization of choice by graduation.

8

<https://www.smartsparrow.com/what-is-active-learning/#:~:text=Active%20learning%20is%20any%20learning,re%20learning%2C%20students%20perform%20better.>

9

<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

10

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

- SEL Program – AACHS will invest in and implement a daily social and emotional learning curriculum to teach students how to effectively communicate, deal with conflict and express their emotions. We will use an innovative Mutt-i-Gree program.
- Restorative Justice and Peer Mediation – Restorative justice focuses on repairing harm done and rebuilding relationships. Peer Mediation is a youth leadership model used to resolve conflict. AACHS will use both innovative strategies as an alternative to suspension as repair relationships and seek justice.

All aspects of the education plan are designed to meet the unique needs of our proposed community. The Founding Team brings the experience, expertise, and commitment to ensure that this plan is executed at the highest level and are determined to create a safe, structured, and joyful learning environment that will catalyze student growth and impact both within its walls and within the larger Tennessee community.

1.2 ENROLLMENT SUMMARY

(a) Community Profile:

With 40,164 people, Fayette County is the 39th most populated county in the state of Tennessee out of 95 counties.¹¹ The county is 21% urban and 79% rural with a land area of 704 sq. mi.¹² Fayette County is located in western Tennessee with highway 64 running through the area. It serves students in the following zip codes: **38066, 38068, 38075, 38036, 38076, 38039, 38042, 38046, 38045, 38048, 38057, 3806**. Some key landmarks in the county are Crawford’s Farm, Immanuel Church, Lucerne, Bolivar-Somerville Stage Road and Somerville Historic District.

Table 1.2 (a) *Fayette County Demographics*

Fayette County Demographics	
Population	
Race & Ethnicity	
Median Household Income	
Median Age	

When looking at the educational attainment rate of the residents of Fayette County, census data shows that Fayette County has an educational attainment rate slightly below the state of Tennessee as well as the United States. Current data reports 86.2% of residents are high school graduates or higher, compared to Tennessee with a rate of 87.5% and the United States with a rate of 88%.¹³ The educational attainment rate for residents with a bachelor’s degree or higher in Fayette County is 22%, compared to Tennessee with a rate of 27.3% and the United States of 32.2%.¹⁴ Based on this data, there is a clear need in Fayette County to grow high school graduation rates and provide career skills to students so that they have the capability to earn an income that will allow them to sustain an adequate lifestyle. Research shows that there is a direct correlation between education level and income. Individuals who do not earn a high school diploma on average make less and have a greater chance of living in poverty. Academy of the Arts Charter High School is committed to shifting the educational landscape in Fayette County to improve the high school graduation rate and offer career and financial education to students so that they are able to

¹¹ <https://www.tennessee-demographics.com/fayette-county-demographics>

¹² http://www.city-data.com/county/Fayette_County-TN.html

¹³ <https://censusreporter.org/profiles/05000US47047-fayette-county-tn/>

¹⁴ <https://censusreporter.org/profiles/05000US47047-fayette-county-tn/>

sustain an adequate lifestyle after high school graduation. **Table 1.2 (b)** shows the current educational attainment level of residents in Fayette County.

Table 1.2 (b) – *Fayette County Population by Minimum Level of Education*

Educational Attainment	Fayette County	Tennessee	United States
No Degree	13.8%	12.5%	12%
High School	32.1%	32.1%	27%
Some College	31.9%	28%	28.9%
Bachelor’s	14.7%	17.2%	19.8%
Post Grad	7.5%	10.1%	12.4%

The town of Somerville, where Academy of the Arts Charter High School is being proposed, is located slightly northeast of the center of Fayette County. As of the census of 2000, there were 2,519 people, 1,006 households, and 618 families residing in the town.¹⁵ The racial makeup of the town was 59.94% White, 39.38% African American, 0.08% Native American, 0.08% Asian, 0.04% from other races, and 0.48% from two or more races. Hispanic or Latino of any race were 0.24% of the population. The Loosahatchie River, a west flowing tributary of the Mississippi River, runs past the northern end of the town.

While the town of Somerville is small in population, the poverty rate in this area is greater than that of the state of Tennessee. 31.4% of Somerville, TN residents had an income below the poverty level in 2017, which was 52.3% greater than the poverty level of 15.0% across the entire state of Tennessee.¹⁶ Taking into account residents not living in families, 26.6% of high school graduates and 64.3% of non-high school graduates live in poverty. Poverty among disabled males and females within Somerville is also greater than the state of Tennessee. The poverty rate was 33.1% among disabled males and 37.1% among disabled females. This data confirms the research reflecting a correlation between educational level and income potential. Residents of Somerville who earned a high school diploma have lower poverty than residents who did not graduate from high school. The poverty rates in Somerville are not only greater than the state of Tennessee, they also reflect a large income disparity between minority and White residents.

Table 1.2 (c) shows data pulled from <http://www.city-data.com/poverty/poverty-Somerville-Tennessee.html>¹⁷ highlighting the poverty rates in Somerville.

Table 1.2 (c) – *Somerville, TN Poverty Levels*

2017 Poverty Rate	Income Below Poverty Rate	Income Below 50% of the Poverty Rate	Poverty Rates Among HS Grads	Poverty Rates Non- HS Grads	White	Black	2+ Races
Somerville	1.4%	20.5%	26.6%	64.3%	12.0%	53.0%	27.4%
Tennessee	5.0%	6.2%	18.6%	45.0%	12.0%	24.0%	21.0%

(b) Rationale for the proposed community:

¹⁵ https://en.wikipedia.org/wiki/Somerville,_Tennessee

¹⁶ <http://www.city-data.com/poverty/poverty-Somerville-Tennessee.html>

¹⁷ <http://www.city-data.com/poverty/poverty-Somerville-Tennessee.html>

The decision to propose Academy of the Arts Charter High School in Somerville, Fayette County was centered around multiple data points. The rationale to propose AACHS in Somerville is to: 1) Create school choice; 2) Expand career pathways for students and young adults; 3) Advance financial equity within the community; 4) Close the achievement gap for diverse student populations. Currently, there is only one comprehensive public high school in the area, which limits students and parent’s selection options in regards to attending a high school in this area. There is a strong academic need for an innovative school design to support and reach students that are not making the required and necessary gains to reach college and succeed in life.

Decrease Poverty Rate: The effects of poverty on educational attainment and career success have long been researched and documented. Studies have shown that the related challenges that come from living in poverty (that is, challenged educational opportunities, inadequate health care, limited family resources, and high crime environments) have the potential to undermine a child’s learning and earning potential. Academy of the Arts mission and goals directly support the work to decrease the poverty levels in Fayette County that are a result of the lack of a high school diploma. Currently, 13.9% of the population for whom poverty status is determined in Fayette County (5.4K out of 39.1K people) live below the poverty line, a number that is higher than the national average of 13.1%. The most common racial or ethnic group living below the poverty line in Fayette County is Black, followed by White and Hispanic. Education is the best way to help ensure financial security in the United States, and American adults who have not completed high school are at an especially high risk of living in poverty. More than one in every four of the 22 million adults age 25 and over who dropped out of high school live below the poverty line.¹⁸ Providing high school students with the academic training to graduate and earn a high school diploma, providing them with a career track option to earn a CTE certification by graduation and offering mandatory financial literacy courses through all 4 years of school will work to close the poverty gap in Fayette County.

Further, studies reveal that many students who get caught in the intergenerational cycle of poverty have difficulty breaking the cycle. According to Ruby Payne, author of *A Framework for Understanding Poverty*, “An education is the key to getting out of, and staying out of, generational poverty” (79).¹⁹ To this end, it is the desire to open Academy of the Arts and provide students with the skills, character, and intellect necessary to flourish in high school, college, and beyond. Academy of the Arts design model specifically focuses on the academic and professional advancement of every student. AACHS goals of 100% graduation rate and 100% college acceptance rate directly support the current social and economic efforts to decrease the poverty rate, especially situations of poverty due to a lack of a high school diploma. **Table 1.2 (d)** shows a comparison of poverty rates.

Table 1.2 (d) – *Diverse Poverty Rates in Fayette County, Tennessee and the United States*

2019 Poverty Rate:	Overall:	Under 18:
U.S.	10.5%	14.4%
Tennessee	13.9%	22%
Fayette County	13.5%	23%

Expand Career Options: The most common employment sectors for those who live in Fayette County are Manufacturing, Health Care & Social Assistance and Retail Trade. Compared to other counties, Fayette County has an unusually high number of residents working as Installation, Maintenance and Repair Occupation (1.83 times higher than expected), Community & Social Service Occupations (1.8

¹⁸ <https://www.usatoday.com/story/money/2019/11/06/united-states-poverty-rate-for-every-group/40546247/>

¹⁹ Payne, Ruby. *A Framework for Understanding Poverty*. RFT Publishing Co. Texas: 1998

times), and Construction and Extraction Occupations (1.48 times).²⁰ Academy of the Arts Charter High School’s unique model will provide students with the training ability to pursue a career in the performing arts through one of the five majors offered in the design model: Fashion Design, Dance, Visual Art, Music and Film/Media/Theater, also laying the foundation to earn competitive salaries. The highest paid jobs held by residents of Fayette County by median earnings are Architecture & Engineering Occupations (\$80,625), Legal Occupations (\$77,059) and Computer, Engineering and Science Occupations. **Table 1.2 (e)** lists the most common work sectors in the county.

Table 1.2 (e) – *Common Employment Sectors and Jobs within Fayette County*

Most Common Employment Sectors in Fayette County:	Most Common Jobs Held by Residents of Fayette County:
Manufacturing	Sales & Related Occupations
Health Care & Social Assistance	Management Occupations
Retail Trade	Office & Administrative Support Occupations

Academy of the Arts is committed to educating all students through the performing arts and ensuring students have viable career options when they graduate from high school. AACHS goal is to ensure students are equipped with the skills, resources and talents to secure employment that will afford them a sustainable lifestyle. As the economic development of Tennessee becomes increasingly dependent upon skills and outcomes that are embedded in the Tennessee Standards for Arts Education, such as critical and creative thinking, problem solving, collaboration, reflection, and persistence, it is even more important to ensure that Tennessee students are engaged in sequential standards-based arts instruction.²¹ AACHS will not only offer a competitive academic program, students will also be immersed in a sequential standards based arts program that can lead to a direct career path after high school graduation. The career potential for individuals who participate in an arts education is vast and growing. Training in the artistic areas that Academy of the Arts will offer prepares students to head down specific career paths that can lead to a number of different employment opportunities. Based on NCES, O’NET 23, ZipRecruiter and the U.S. Census Bureau, the following careers and salary ranges in **Table 1.2 (f)** are open to people who major in the performing arts:

Table 1.2 (f) – *Potential Careers in the Performing Arts and Salary Ranges*

Careers in the Performing Arts:	Salary Range:	National Average:
Artist	\$15,800 - \$92,000	\$49,962
Dancer	\$16,000 - \$258,000	\$67,839
Art Director	\$16,000 - \$131,000	\$78,781
Graphic Designer	\$20,000 - \$91,935	\$48,283
Interior Designer	\$17,000 - \$74,989	\$43,575
Music Producer	\$13,000 - \$359,000	\$70,326
Product Designer	\$30,500 - \$162,500	\$84,316
Gallery Curator	\$19,000 - \$151,000	\$79,979
Photographer	\$14,000 - \$102,000	\$43,114
Theater Director	\$11,500 - \$138,000	\$57,235
Choreographer	\$18,000 - \$73,000	\$40,701
Drama Therapist	\$19,500 - \$124,000	\$61,850

²⁰ <https://datausa.io/profile/geo/fayette-county-tn#demographics>

²¹ <https://www.tn.gov/education/state-of-the-arts--sota-.html>

Music/Drama/Art Teacher	\$18,000 - \$106,000	\$48,400
Advertising/Promotions	\$11,000 - \$400,000	\$58,572
Broadcasting Presenter	\$18,500 - \$117,500	\$55,549
Arts Administration	\$18,000 - \$106,000	\$47,783
Playwright	\$15,506 - \$108,097	\$51,826
Technical Writer	\$30,000 - \$112, 500	\$69,635
Composer	\$11,751 - \$99,649	\$51,795
Music Director	\$11,000. - \$159, 000	\$29,844
Animation Director	\$27,500. - \$154,000	\$81,039
Cartoon Artist	\$15,500 -. \$70,500	\$38,319
Cinema Production	\$19,500 - \$179,000	\$58,857
Digital Film Producer	\$22,500 - \$182,000	\$70,101

Create School Choice:

- The need for additional high quality schools in the community is evident in the demographic data of Fayette County and the Somerville neighborhood. Currently, there is only one comprehensive public high school in the area, which limits students and parent’s selection options in regards to attending high school. The only alternative to attending Fayette Ware Comprehensive High School is to pay tuition and enroll at a private high school in the area. Families with the financial means have the option to send their child to Fayette Academy, which is an independent Christian school in Somerville, TN with an associated cost of \$7,975 annually per student. Macon Road Private Baptist School is the second private option for parents in Fayette County, which is located in Arlington, TN and has an associated cost of \$8,650 for students in grades 9-11 and \$9,400 for students in 12th grade. According to a census report 32.6% of high school students in Fayette County attend private school compared to 13.3% of high school students across the state of Tennessee that attend a private school. The establishment of Academy of the Arts Charter High School will offer an additional option for a free public high school in Fayette County with an innovative school model. Parents and students will not be limited to choosing between one public high school or paying private school tuition for their child to attend a quality high school.

(c) Academic Performance and Enrollment Trends of Existing Schools in Targeted Community:

The academic performance trends for Fayette County School District over the past three years reflects a strong need for an alternative and innovative design model. **Academy of the Arts Charter High School is prepared to support underserved students with its mission to educate high school students through the performing arts while giving them the educational and entrepreneurial skills to succeed in college and career.** Based on Fayette County School Districts academic achievement levels, ready grad rate and average ACT scores, student performance is well below average results in the state of Tennessee. The Math and ELA academic percentages presented in **Table 1.2 (g)** below reflect the percentage of students within Fayette County School district who are proficient in those content areas. According to Public School Review, the current national proficiency average for Math is 46% and ELA is 50%.²² The “Ready Grad” score shown below in **Table 1.2 (g)** reflects how many students in Fayette County are ready for college and career after high school graduation. The ACT composite score is an important factor in determining postsecondary success and readiness for postsecondary institutions. The national ACT average score is 21.1. **Table 1.2 (g)** reflects the current and 3-year historical data as captured from <https://reportcard.tnk12.gov/districts/240/profile>.

²² <https://www.publicschoolreview.com/average-fla-proficiency-stats/national-data>

Table 1.2 (g) – Fayette County Current and Historical Performance Indicators

Fayette County School District	2017	2018	2019	2020
Math Academic Performance	9.2%	11.1%	17.5%	N/A
ELA Academic Performance	17.9%	17.5%	20%	N/A
Ready Grad Score	N/A	9.6%	20.4%	20.3%
Average ACT Score	N/A	17	17.3	17.2

**Average ACT score for Black/Hispanic/Native American students is 16.4%, which is even further from the national average of 20.*

There is a strong academic need for an innovative school design to support and reach students on the secondary level that are not making the required and necessary gains to reach college and succeed in life. According to the data pulled from <https://reportcard.tnk12.gov/districts/240/profile>, only 20.3% of high school students in Fayette County School District are considered “ready grad” based on the district’s score in 2020. In addition to the overall “ready grad” score, only 13.8% of minority students (Black, Hispanic, Native American) were considered “ready grad” and prepared for college and career in the district. Through Academy of the Arts comprehensive mission to educate all high school students through the performing arts and prepare them for college and career, the school is designed to address the achievement gap on the secondary level within the Fayette County School District and provide students from diverse backgrounds with the skills and training to successfully pursue a career or postsecondary education after graduation. We are prepared to address these instructional gaps through our diverse arts education program that will offer active learning and cooperative learning instructional methods as well as alternative methods of assessments to measure student proficiency and growth.

As reflected in the chart below, Fayette Ware Comprehensive High School is performing well below the proficiency levels of the rest of the state of Tennessee in Math and ELA. According to Niche data from the 2017-2018 performance, Fayette Ware High School’s proficiency levels were at 4% in Math, which is lower than the state as well as the district. This performance data shows there is an urgent need for an alternative instructional model on the secondary level within Fayette County School District. Academy of the Arts Charter High School is prepared to support various student learning styles and offer an alternative approach to increasing proficiency levels in grades 9-12. **Table 1.2 (h)** reflects current proficiency data in Fayette County School District.

Table 1.2 (h) – Fayette Ware High School Current Student Proficiency Data

	Math Proficiency	Reading Proficiency
State of Tennessee	35%	34%
Fayette County School District	12%	18%
Fayette Ware Comprehensive High School	4%	19%

Further examination into the academic performance within the Fayette County School District on the middle school level shows similar deficits in student proficiency scores. Data from the surrounding middle schools was pulled from <https://www.greatschools.org/tennessee/somerville/fayette-county-school-district/> and used to predict potential high school student proficiency levels entering 9th grade. The

two middle schools within the Fayette County School District are East Junior High and West Junior High. Data for the two middle schools within this district is provided in **Table 1.2 (i)**.

Table 1.2 (i) – Proficiency Levels from Local Middle Schools in Fayette County School District

	East Junior High (7-8) Somerville, TN	West Junior High (6-8) Oakland, TN	State of Tennessee
Math Proficiency Levels	8%	13%	41%
ELA Proficiency Levels	13%	15%	34%
SS Proficiency Levels	16%	15%	41%

Minority populations and economically disadvantaged groups are showing even lower proficiency averages in Math and ELA in the Fayette County School District. The school district has over 60% minority population. However, Black, Hispanic and Native American students within Fayette County School District have proficiency levels well below the national, state and local performance levels. Studies show that school models heavily immersed in the performing arts have a direct positive academic and cultural impact on minority students and students from low socioeconomic backgrounds. Students from diverse backgrounds in-particular directly benefit from innovative design models such that Academy of the Arts intends to provide. Students who attend AACHS will have alternative opportunities to demonstrate academic success and growth as further detailed in the assessment section of this application. AACHS arts infused curriculum, innovative assessment measures and learning by doing teaching methods are examples of specific structures in place to support diverse learners and promote academic growth in all student populations. Data from **Table 1.2 (j)** was pulled from <https://reportcard.tnk12.gov/districts/240/profile> and shows how minority students compare academically to their White peers.

Table 1.2 (j) – Fayette County School District Comparison of Proficiency Percentages by Diverse Student Groups from 2018 -2019

	ELA Proficiency	Math Proficiency
Black Students	14%	10.8%
Hispanic Students	20.3%	21.9%
White Students	28%	27.7%

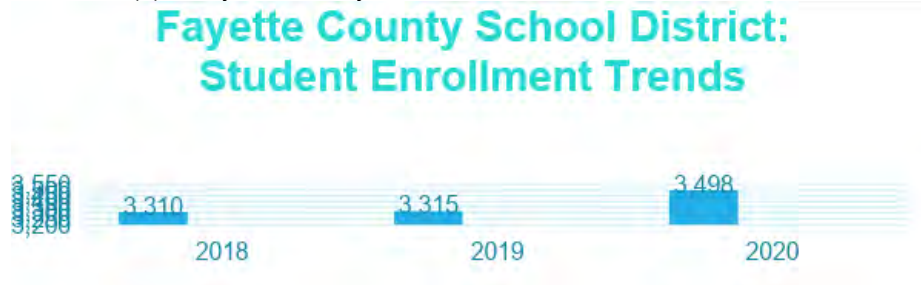
Academy of the Arts Charter High School was created and designed with diverse populations at the core of its innovation. In addition to the overall “ready grad” score, only 13.8% of minority students (Black, Hispanic, Native American) were considered “ready grad” and prepared for college and career in the district. Through Academy of the Arts comprehensive mission to educate all high school students through the performing arts and prepare them for college and career, the school is designed to address the achievement gap on the secondary level within the Fayette County School District and provide students from diverse backgrounds with the skills and training to successfully pursue a career or postsecondary education after graduation.

Enrollment Trends:

Fayette County School District has maintained steady enrollment numbers over the past 3 years with the exception of an increase from the 2019 school year to the 2020 school year. An increase of 183 students is

reflected in the Fayette County School District student enrollment numbers during the 2020 school year. **Table 1.2 (k)** reflects this districts’ enrollment numbers since 2018.

Table 1.2 (k) – *Fayette County School District Enrollment Trends*

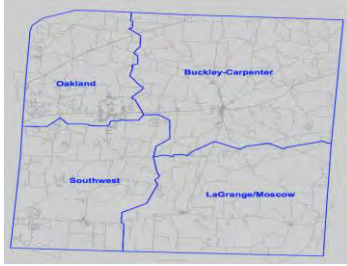


Academy of the Arts projects to open with 90 ninth grade students in year one. This allows us to (a) maximize access to families across that grade in year one, (b) ensure fiscal health in the early start-up of our full 9-12 educational model, and (c) control for overall small school size, critical to the needs of our target community. The impact of small school size is significant enough to increase operating efficiencies, academic achievement in schools with high learning support needs and school climate, including extracurricular participation, teacher satisfaction, student satisfaction and student discipline policy and implementation: “studies of small schools found that school size functions primarily as an enabler of improved student outcomes....Early implementers and proponents of small schools speculated that, with fewer students, school staff would be able to form deeper and more supportive relationships with learners. Indeed, this hypothesis was proven to be true – but only in the schools that also changed their approaches to community engagement, instruction, and school structure...Successful small schools focused on improving the quality of instruction, often implementing new curricula or approaches to teaching. Teachers and leaders participated in professional development to learn new methods of content delivery and relationship-building skills.”²³

(d) Target Population of Students:

Fayette County School District serves students in Oakland, Buckley - Carpenter, Southwest, LaGrange/Moscow cities, which is represented in the following zip codes: **38066, 38068, 38075, 38036, 38076, 38039, 38042, 38046, 38045, 38048, 38057, 38060**. The student demographics of Fayette County are 58% Black, 38% White, 2% Hispanic, 1% Asian and 2% Other. While Academy of the Arts Charter School is welcoming to any and all students who are passionate about studying the performing arts, AACHS target population will be minority students and students from low socioeconomic backgrounds. The instructional model Academy of the Arts will implement has shown a direct positive impact on the academic performance of diverse populations and students who come from disadvantaged backgrounds. The innovative teaching styles that AACHS will implement are grounded in proven theories and best practices that work to specifically impact minority students and students from low socioeconomic backgrounds, which is a significant target population in Fayette County.

23 Humann, Cheryl, et al. APA Consulting. “Final School Size Study Report: Impact of Smaller Schools.”



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

Academy of the Arts Charter High School would more effectively provide the following to students:

- **Arts education and training:** AACHS will offer students daily training and the ability to study their performing art field of choice for a minimum of 120 minutes each day. No other traditional comprehensive high school with this extensive performing art model exists within Fayette County School District. AACHS was designed to include a daily schedule that permits a minimum of 120 minutes each day practicing, learning and studying within the performing arts. We will effectively build a unique daily schedule centered around the arts where students spend half of their day in each art major, which current schools within the district are unable to provide. Our design model will allow students to be led and taught by industry professionals with specific talents and skills they can transfer to students. Since we offer an arts education model, AACHS will effectively offer a variety of instructional opportunities for students to demonstrate their content knowledge and understanding skills. Through our 5 majors (Dance, Fashion Design, Visual Art, Music and Film/Video/Drama) AACHS will effectively offer students the ability to demonstrate mastery visually, vocally, electronically through required student showcases and performances quarterly. This assessment model does not exist in traditional schools within the district.
- **Art infused curriculum and Personalized learning:** “A successful personalized learning model relies on the seamless integration of individualization, differentiation, and student interests”.²⁴ AACHS will implement an art infused core curriculum, which is different and not offered at any other school within Fayette County School District. Through a partnership with “Arts Impact”, AACHS will have a personalized and innovative arts infused curriculum designed by experts in the field. The curriculum does not currently exist and will be designed in collaboration with Arts Impact experts, the Executive Director of Schools and facilitators within the school. Since the arts infused curriculum will be designed based on our specific student needs and aligned to the Tennessee Academic Standards (TAS), we are able to more effectively implement this model and see academic results as they are aligned to targeted student needs.
- **Entrepreneurial courses:** In alignment with our mission to provide all students with the academic and entrepreneurial skills to succeed in college and career, Academy of the Arts will partner with Junior Achievement to implement their *JA BE Entrepreneurial* program. *JA Be Entrepreneurial* is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. This program is a series of 10 courses students will begin as freshman. They will

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Culatta, R. (2016, October 19). Personalizing Learning. Retrieved from Office of Educational Technology, U.S. Department of Education: www2.ed.gov/documents/teaching/summerseminars/culatta-personalizinglearning.pptx

engage in activities, simulations, presentations from Junior Achievement guests and class trips all aligned to building the financial literacy of students. AACHS will effectively implement our entrepreneurial program in partnership with Junior Achievement, who are experts in this field and have partnered with schools nationally as well as locally in Memphis, TN. AACHS will be the first school to bring this new program to the students of Fayette County School District since it is currently not in any schools within this district. Since AACHS has established a partnership with Junior Achievement, we will be able to effectively implement this program with their training and our commitment to include these courses within our school schedule. Financial literacy is typically offered as one course within traditional schools. AACHS will effectively offer this program in a capacity where students will take a deep dive into financial concepts and skills throughout their 4 years in attendance at Academy of the Arts.

- **Rigorous Coaching and Facilitator Trainings:** Our school will only be as great as the facilitators we hire and train! AACHS is committed to the continuous development of our teaching staff and therefore will implement a rigorous coaching and feedback model that is often unattainable at larger schools. Our coaching model will include weekly and bi-weekly formal and informal walkthroughs and observations of all facilitators on staff. Our coaching strategies will include in the moment coaching up of facilitators and feedback given within 48 hours of any observation conducted. Our partnership with Arts Impact requires a week-long summer training each year with all staff prior to the school year beginning in addition to our regularly planned staff training. We are implementing a facilitator structure where the expert adult in the classroom will serve as students' coach and support to guide their learning experience as opposed to traditional teachers who primarily engage in "direct instruction" practices to teach students.

- **Strategic Partnerships:** Through our application process, Academy of the Arts has secured partnerships with prominent local organizations that are willing to support our mission and help students acquire the academic and entrepreneurial skills to succeed in college and career. The University of Memphis and Southwest Tennessee Community College are willing to partner with AACHS through a dual enrollment program for our students. The University of Memphis is also willing to connect our students and facilitators with their art museum for student field trips and art exhibitions. The Stax Museum has shared that AACHS students would be able to use their recording art studio, visit their site and observe guest speakers and potentially complete internships within their facility. The Brooks Museum is working with AACHS to develop a student program where local teen artists can work together through collaborative art projects monthly during the year. Junior Achievement is currently working with Academy of the Arts to establish a 3DE pilot program at the school in 2023, which currently only exists in Atlanta, Georgia. New Ballet Ensemble is a strong supporter of AACHS mission and is excited to create ongoing collaborative projects with AACHS dances upon charter approval. These are just examples of the recently established partnerships Academy of the Arts has been able to secure in order to bring innovative artistic and academic learning experiences to our potential high school students.

(f) Existing Operator: Not Applicable:

(g) Existing Operator: Not Applicable:

(h) Enrollment summary and Anticipated Demographics:

The projected enrollment summary for Academy of the Arts Charter High School is 90 students in year one while increasing each incoming freshman class by 10 students in years two, three and four. Maximum

capacity will be 120 students per grade, which will be achieved in year 7 with full school capacity at 480 students. **Table 1.2 (k)** reflects the student enrollment projections starting in year 1:

PROJECTED NUMBER OF STUDENTS FOR ACADEMY OF THE ARTS CHS

Grade Level	Year 1 2021- 2022	Year 2 2022 – 2023	Year 3 2023 – 2024	Year 4 2024 – 2025	Year 5 2025 – 2026	*At Capacity Year 7
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	90	100	110	120	120	120
10	0	90	100	110	120	120
11	0	0	90	100	110	120
12	0	0	0	90	100	120
Totals	90	190	300	420	450	480

The decision to project a small enrollment number of 90 students was determined by research based best practices to establish a positive school culture as well as considering current student enrollment numbers within Fayette County School District. There is a rationale that smaller schools allow for leadership teams to build a positive school culture more effectively. The decision to propose a slow growth model was to ensure our leadership team can effectively implement AACHS core values and allow for facilitators and students to build genuine relationships as the school is established over the first 3-5 years. When calculating our projected student numbers, we have considered the risk of enrollment and built a contingency plan to ensure Academy of the Arts can open and operate in August 2022 if 90 students are not confirmed to attend. The projection for 90 students was determined using the enrollment calculations and assumptions below:

- Fayette Ware High School student enrollment for the 2020 – 2021 academic year is 863. If the enrollment number is evenly split among all four grades that would leave approximately 216 students in their current 9th grade class. Determining a year one enrollment of 90 students for Academy of the Arts founding freshman class would be assuming only 41% of Fayette Ware High School’s 9th grade population.
- To determine a projected enrollment number of 90 incoming Freshman for year 1, we also considered the current average of local 7th grade students at East Junior High and West Junior High. East Junior High reported their 2020 – 2021 total student enrollment for 7th and 8th grade students at 329 and West Junior High reported their 2020 – 2021 total student enrollment for 6th, 7th and 8th grade students at 385 students. If the enrollment numbers are evenly split among their grades, that will leave an estimate of 292 students from their current 7th grade classes ready to attend high school in 2022, which is the anticipated opening year of Academy of the Arts Charter High School. Assuming 90 students based on the approximate junior high population, 30% of students attending AACHS as freshman in 2022.

The projected demographics for Academy of the Arts Charter High School based on three data points: 1) The demographic and enrollment trends of the entire Fayette County School District; 2) Current demographic data at Fayette Ware Comprehensive High School and; 3) Current enrollment demographic data pulled from the two existing middle schools within this county. Academy of the Arts will offer a strong arts education model and innovative teaching strategies that have proven through multiple studies to serve students from diverse populations and low socioeconomic backgrounds. The assumed student demographic for AACHS is based on the research in support of arts education for diverse populations and the academic gap among minority students within Fayette County School District. **Table 1.2 (I)** reflects current student enrollment by race.

Table 1.2 (I) – Fayette County Student Enrollment by Race

Student Demographics	Tennessee State	Fayette County School District	Fayette Ware High School	Academy of the Arts Charter High School (Projected)
Black	37%	62%	60.8%	65%
White	63%	38%	33%	25%
Hispanic	10%	6%	5.4%	4%
Asian	2%	1%	0.5%	0.5%
Two or More	3%	11%	0.2%	0.2%

1.3 ACADEMIC FOCUS AND PLAN

(a) Academic Focus:

Our academic focus is educating students through the performing arts while preparing them for success in college and career through a diverse pedagogy and a comprehensive curriculum. In Tennessee, arts education includes the study of five separate and distinct disciplines: dance, media arts, music, theatre, and visual arts.²⁵ Academy of the Arts academic focus is fully aligned to Tennessee’s arts education program. AACHS is designed to offer students a high quality and innovative arts experience in five separate disciplines: Fashion Design, Dance, Music, Visual Art and Film/Media/Theater. In accordance with T.C.A.§ 49-13-104, our purpose is to improve learning for all students and to close the achievement gap between high-achieving and low-achieving students. We will use teaching methods and curriculum from proven arts education school models such as the Philadelphia High School for the Creative and Performing Arts, which is ranked 5th in the country. AACHS performing arts model is designed to support, engage and empower all students from varying backgrounds and demographics to achieve high standards in core subject areas as measured by the Tennessee State Assessments.

We will maintain a prioritized focus on integrating arts throughout the curriculum to develop student skills and talents as a pathway to career and prepare students to pursue their passions and talents. With a

²⁵ <https://www.tn.gov/education/state-of-the-arts--sota-.html>

focus on the arts as the foundation for all learning, AACHS has a complimentary focus on career and technical education within the performing arts. The CTE program we offer will afford students the opportunity to earn a certificate in Dance, Fashion Design or Film/Media/Theater, which is paving a career path for them to enter directly into immediately after high school graduation. Offering a performing arts CTE certificate is aligned with our mission to educate high school students through the arts while preparing them for college and career.

While Academy of the Arts is committed to offering a high quality, standards aligned core curriculum, we have a heavy focus on the performing arts and growing students' talents and skills with deep conceptual learning through our arts education model:

Artistic Programs:

- **DANCE:** Dance is an art form that uses movement to communicate meaning about the human experience. Education in the art of dance develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication and serves as a vehicle to support a student's mental and emotional well-being. Comprehensive dance education includes improvisation, technique, choreography, performance, observation, and analysis. Our dance curriculum is designed to educate and accommodate students of all levels, whether it is in the basic elements of training or at the pre-professional level. Students will learn self-discipline, physical control, class etiquette, properly executed alignment, and technique through rigorous daily classes. In addition, students will be able to identify, write, perform, and understand dance vocabulary. As students' dance abilities mature, they will demonstrate increased individual artistic expression through musicality and quality of movement. Focus will be on the refinement and mastery of classical and contemporary techniques. Dance majors gain valuable knowledge and experience from not only the professional teaching artists on AACHS faculty, but from numerous dance artists who are part of our yearly "Master Class" series.

The Dance department presents three dance performances each year and participates in various community based events that range from work with professional dance companies to art installations. All dance majors are required to participate in at least 2 of the 3 dance performances.

- **Visual Art:** Visual Art is a spatial art form that satisfies the human need to respond, construct and expand from life experiences through images, structures and tactile works. The courses required of the Visual Art Major have been carefully designed in order to provide a structured and classical art education. The student will be rigorously trained in drawing, painting, sculpture, design, and educated in art history. The goal is to promote a return to excellence in the visual arts through intensive training and the implementation of high standards. Presented as an academic as well as artistic pursuit, the courses will inspire students to begin to perceive connections between art and other subject areas. Students will build upon learned concepts with the intention of gaining mastery, concentration, a strong work ethic, and self-discipline. Through practice, study, analysis, reading, and research, they will learn to apply their intelligence and discernment to the art they create.
- **Music:** General Music is a course offered over several years that introduces students to musical concepts through their interaction with artistic processes (creating, presenting/performing, responding, and connecting) and media (traditional instruments and electronic media). Music of different genres, historical periods, cultures, aspects of performance, and careers in music are also possible topics of exploration. General Music courses could include General Music/Vocal Music,

World Music, American Music, Class Piano, Class Guitar, Music Survey, Music Theory, Music Technology, and more.

- Film-Media-Theater: This department focuses on the conceptual, technical, and artistic elements of all designs by working collaboratively to tell a compelling story. Production Arts majors at Academy of the Arts will utilize, develop, and apply their creative skills in a variety of practical applications and contexts. Students will explore visual storytelling through the study, design, and construction of sets, costumes, makeup and special effects, props, lighting, projection, and sound. Collaboration is paramount, and students in this major will gain hands-on experience supporting the artistic events and programming for all majors at AACHS. This major will allow students to explore career options in the field, which may include: stage, house, and arts management, design, and technology.

AACHS Drama program will provide students with the skills that they will need to move on to competitive college programs as well as professional theatre experiences. Classes are designed to encourage students to create imaginative and compelling characters, to regard their voices and bodies as creative instruments, to expose them to theatrical literature, and to instill in them a sense of respect and professionalism for the art form that will stay with them throughout their lives.

- Fashion Design: In today's society, emphasis has been on fashion, clothing selections and related careers. Students are well aware of fashion and how it affects their lives amongst their peers. Academy of the Arts Fashion Design program will allow students to take a closer look at their own sense of fashion through the eyes of the fashion world. To establish a feeling of accomplishment and pride the students will construct their own garments using personal preference in fabric and notion choices. Our Fashion Design program will provide students with the opportunity to acquire the knowledge and skills to perform basic hand and machine sewing techniques. Students will learn how to identify information found on a pattern. Students will demonstrate knowledge of how to measure the body, fractions, and yardage. There will be an emphasis on garment construction and textile recognition.

Academy of the Arts students will graduate as creative, critical thinkers and community contributors. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools. AACHS environment will be vibrant, energized and supportive. The arts programs will infuse our campus with a great sense of purpose, allowing students to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation. Equity and inclusion are of the highest priorities, which can be achieved through our artistic academic design model.

(b) Academic Plan:

Academy of the Arts academic plan is to teach high school students through the performing arts daily. We will balance an immersive arts environment with a comprehensive academic program as well as a Career and Technical Education Pathway curriculum. Students that attend AACHS will study one of five different art forms and will spend half of their day training in their major. Through our arts education model, arts infused curriculum, CTE pathway and entrepreneurial focus, AACHS students will be prepared to use their creativity in a wide range of fields and to be successful in many different endeavors after high school graduation. AACHS academic plan is designed to inspire its students to find their individual voices through intensive study of the arts and a challenging academic program that focuses on critical thinking and analysis. **Table 1.3 (a)** outlines AACHS academic plan with clear measures of success.

Table 1.3 (a) – AACHS Academic Plan, Course of Action & Measures of Progress

Academic Plan	Course of Action	Accountable Leads	Interim Measures of Progress
<p><i>Implement art infused curriculum across all content areas daily beginning opening day</i></p>	<p>-Secure contract with Arts Impact upon charter approval -Coordinate 5-day summer training institute with facilitators, Arts Impact mentors & consultants annually</p>	<p>-Executive Director -Arts Impact Mentors and Consultants -Assistant Principal of Instruction (once hired)</p>	<ul style="list-style-type: none"> ● Student and Parent quarterly and annual surveys ● Feedback and scoring rubric used by Arts Impact (partnering organization providing art infused curriculum development and training over a 3-year contract and partnership) ● walkthrough and observation (daily/weekly/monthly) ● ACT annual measures and year-to-year comparisons ● Student retention rate yearly ● Benchmark comparisons quarterly and year-to-year

<p><i>Incorporate entrepreneurial and financial literacy content for students in each grade throughout the entire school year</i></p>	<p>-Secure contract with Junior Achievement upon charter approval to ensure availability of curriculum & materials (August 2021) -Build Junior Achievement courses into students' daily schedule (June 2022) -Schedule required guest presentations from Junior Achievement to conduct real-world lesson connections (Oct – Feb 22/23) -Schedule staff trainings with Junior Achievement around</p>	<p>-Executive Director -Director of Operations -Assistant Principal of Instruction (once hired) -Junior Achievement Consultants</p>	<ul style="list-style-type: none"> ● Student surveys quarterly ● Required culminating projects annually ● Scoring rubric & feedback from Junior Achievement consultants quarterly
<p><i>Offer high quality, engaging performing art courses in all 5 majors (Fashion Design, Dance, Visual Art, Music, Film-Video-Drama)</i></p>	<p>-Recruit and hire innovative, skilled and talented facilitators in each art major offered -Provide effective and thoughtful professional development to staff consistently each year beginning with 10 days of summer training, monthly PD and individual coaching as needed -Provide identified curriculum framework and pacing guide to</p>	<p>-Executive Director -Director of Operations -Assistant Principal of Instruction (once hired) -Facilitators</p>	<ul style="list-style-type: none"> ● ACT annual measures and year-to-year comparisons ● Student retention rate yearly ● Benchmark comparisons quarterly and year-to-year ● Quarterly student showcases ● Student and Parent survey feedback ● Student performances daily ● Student Processfolio scores ● Student Portfolio products and scores

	<p>facilitators to</p>		
<p><i>Include CTE pathway for students who major in Fashion Design, Dance and Film-Video-Drama</i></p>	<p>-Hold an annual “Career Day” at AACHS to inform students of their career choices after high school - Have students create their career path with support of guidance counselor upon entrance to AACHS in 9th grade</p>	<p>-Executive Director -Guidance Counselor -Assistant Principal of Instruction (once hired) -Facilitators</p>	
			<ul style="list-style-type: none"> ● ACT annual measures and year-to year comparisons ● Benchmark comparisons quarterly and year-to-year ● Student semester report card grades ● Student retention numbers ● Graduation rate ● College acceptance rate ● Daily student and staff attendance (reviewed daily and weekly by leadership team) ● Walkthrough and observations

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(c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.

Educational Philosophy:

Academy of the Arts believes that one of the purest and most authentic forms of communication is through artistic expression! We believe that students should have the choice to pursue their art interests and talents in school and participate in work that is meaningful to them. Our philosophy is that students gain true knowledge and understanding when they are *guided* (not forced) through educational experiences and permitted to creatively engage with topics, ideas, and concepts to develop their own innovative product. We also believe that when students experience success in their art classes, on stage, in studios, and performing in the community, these positive experiences help to motivate students in all of their coursework. Students are impassioned, motivated, and will want to be at school. Providing students with a high impact, quality arts education will help them build self-confidence, collaboration, and problem-solving skills while developing discipline and a focused work ethic. Academy of the Arts has unique characteristics and instructional methods all aligned to and in support of our beliefs and philosophy.

Important Characteristics

AACHS innovative arts-centered curriculum pairs pre-professional training in the artistic major with a rigorous core academic program. Students study their art discipline for half of the school day and a full academic schedule during the other half of the day. Three important characteristics of our design model are: 1) Authentic Student Assessments; 2) Culturally Responsive Art Education and; 3) Student led, Facilitator Guided; Community Supported.

- **Authentic Student Assessments** – Academy of the Arts will administer forms of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.²⁶ Facilitators will pose engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. Authentic students’ assessment will include a task for students to perform and a rubric by which their performance on the task will be evaluated. Students will demonstrate their knowledge of skills and concepts through authentic student assessments as described in **Table 1.3 (a)**.

Table 1.3 (a) – *Sample Authentic Student Assessments*

Authentic Student Assessment	Purpose/Description
<i>Performances</i>	Performance is an integral part of our students’ class work. Academy of the Arts students are expected to perform every day.

²⁶ <http://jfmuellet.faculty.noctrl.edu/toolbox/whatisit.htm>

	<p>Whenever students practice their craft, they are performing. Performance enables students to display what they have learned and to be critiqued by facilitators and peers in order to grow as both students and artists. Motivated and dedicated students may be offered additional opportunities for performances and exhibitions outside of the classroom. To that end, it is our goal to establish opportunities for AACHS students to participate in state and national associations and competitions within their artistic arenas. Through field trips, Academy of the Arts students are exposed to professional performances that highlight the artistic and academic components of the curriculum. Our school will also create opportunities to bring professionals from the business side of the arts into the school for workshops and seminars. These “Master Classes” will be offered in every artistic department and are held throughout the school year, introducing Academy of the Arts students to true masters of their art discipline</p>
<i>Showcases/ Exhibitions</i>	<p>Student showcases and exhibitions promote equity and set the expectation that all students, not just a small group, are capable of producing high quality work. Through workshops, events, gallery nights, students will be able to connect to the larger community and utilize critical skills such as communication, networking and presentation skills.</p>
<i>Processfolio</i>	<p>A processfolio is formative – it charts the development of an artwork’s creation as well as the student artist. From beginning notes, drafts, revisions, edits, all the way through to the completed piece – these are included in the processfolio.</p>
<i>Portfolio</i>	<p>Portfolios are collections of student work representing a selection of performance. Portfolios are derived from the visual and performing arts tradition in which they serve to showcase artists’ accomplishments and personally favored works. A portfolio may be a folder containing a student’s best pieces and the student’s evaluation of the strengths and weaknesses of the pieces.²⁷</p>
<i>Student Self Assessments</i>	<p>Researchers agree that self-assessment is a necessary and important component of quality classroom arts assessment. Self-assessment is authentic assessment—it mirrors the “real-world” work done by professional artists. Self-assessment is a useful tool in the artistic process by delineating progress toward goals and helps students understand where they are in relation to the goals they have set for themselves.</p>
<i>Student Peer Assessments</i>	<p>Critique in the arts is the analytical and interpretative discussion about a work of art. Peer critique gives students an opportunity to use and share their voice, and it helps them to become more receptive to hearing and using feedback.²⁸</p>
<i>Artistic Graduation Capstone Project</i>	<p>The graduation project is the capstone of a student’s artistic experience at Academy of the Arts, and students must complete</p>

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<https://www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html#:~:text=Portfolios%20are%20collections%20of%20student%20work%20representing%20a%20selection%20of%20performance.&text=A%20portfolio%20may%20be%20a%20weakness%20of%20the%20pieces.>

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<https://www.edutopia.org/practice/mastering-self-assessment-deepening-independent-learning-through-arts>

	and pass the project to be eligible to graduate. This project provides an opportunity for students to reflect upon, utilize, and apply the knowledge gained from their artistic and core curriculum while enrolled at AACHS, and projects will be clearly outlined and supported within each artistic department.
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- **Culturally Responsive Art Education** – Academy of the Arts will prepare students for future success in college and career through rigorous and integrated academic instruction through cultural engagement in the performing arts. Core integrated performing arts training with performing arts integrated core that embraces inquiry and competency-based learning with intervention supports that are vital for high quality success in the future.

Authentic Student Assessment	Purpose/Description
<i>Art Infused Curriculum</i>	AACHS will offer an authentic arts infused curriculum through our partnership with the organization Arts Impact. Arts Impact is recognized nationally and the program was founded in 1999 on key features of successful professional development and education practices: a concept-based approach to teaching and learning, use of performance-based assessments as a shared practice between teacher and student, and employing authentic arts integration. ²⁹ Arts Impact’s model is based on best practices in professional learning as well as standards driven arts integrated instruction. Through AACHS partnership with Arts Impact, we will teach concept-based arts infusion, in which students learn core ideas that mean the same thing in the arts as in reading, math or STEM. Examples of arts infused concepts include equivalence in visual arts and math, inference in theater and reading, and fractions in dance and STEM. We guide teachers in how to develop their own arts infused lessons and criteria-based assessments, drawing on the work of McTighe and Wiggins’ Understanding by Design. Our professional learning model is grounded in research based best practices as outlined by Learning Forward, including job-embedded coaching, professional learning communities and data-driven reflection.
<i>Entrepreneurial Program</i>	Through our partnership with nationally recognized Junior Achievement, all AACHS students will learn practices that successful entrepreneurs use today to develop, test, and launch a business, all while gaining skills around problem solving, iteration, and collaboration.
<i>CTE Pathways</i>	CTE career pathways is a national program designed to help students get a jump start towards their future college and career goals. This program allows students to develop skills, earn certifications and gain hands-on experience in a career field of their interest. Academy of the Arts will offer a CTE pathway in Fashion Design, Dance and Film-Video-Drama.

29 <https://arts-impact.org/our-programs/arts-infused-learning/>

- **Student-Led, Facilitator Guided, Community Supported:** Students will be surveyed for a consensus of the semester collaborative project/performance. Facilitators will then model collaboration by integrating performing arts in core curricula and integrating core curricula in performing arts guided by their expertise. Additional performances, led by students throughout the school year, will teach crucial workforce and life skills that prepare students for whole-being success. Some of those skills are: creativity, collaboration, communication, networking, marketing, promotion, critical thinking, problem-solving, conceptualization, cultural awareness, tolerance, teamwork, discipline, confidence and poise.

Instructional Methods

AACHS understands that there must be a balance between teacher directed instruction and student driven collaborative work with seamless movement among three levels of guided instruction, focused instruction, and independent learning. In addition to specific content knowledge, there is a focus on authentic life skill development and responsible citizenship meeting real world needs of the student. The following are examples of the instructional methods and strategies facilitators will implement daily to ensure high impact instruction within our art courses and core subjects:

- | | | |
|-------------------------|--|------------------------|
| -Investigation/Inquiry | -Inquiry-Based Questioning | -Critiques |
| -Cooperative Learning | -Improvisation | -Reflective Discussion |
| -Demonstration/Modeling | -Create Real –World & Personal Relevance | |

Through full implementation of the innovative characteristics and high impact instructional methods outlined in our academic plan, AACHS students will graduate as creative, critical thinkers and community contributors. Graduates will be prepared to excel in college or career, including specialized art schools. Academy of the Arts academic plan will allow us to create an environment that is vibrant, energized and supportive. The arts program will infuse the campus with a great sense of purpose and students will be able to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation.

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

Arts education programs benefit schools! There is overwhelming data and multiple findings from research studies confirming that an arts education drives academic improvement for all students and helps to close the achievement gap. Academy of the Arts Charter High School’s design model is in alignment with the components research studies have confirmed to improve achievement for all students. Summary findings from the research on how arts education improve student achievement states that “students in the arts have lower dropout rates, higher GPAs, and better scores in math and language on standardized tests, even when controlling for SES as a factor” (Fiske, 1999; Isreal, 2009; Scheuler, 2010; Catterall et al., 2012; President’s Committee on the Arts and the Humanities, 2011; Parsad & Spiegelman, 2012; Elpus, 2013).³⁰

The positive impact that studying the arts for consecutive years has on student academics and social development is vast and wide. The arts reach students who might slip through the cracks in school, reach students with different learning styles and create schools that are exciting places for learning and

³⁰ <https://nasaa-arts.org/wp-content/uploads/2017/05/critical-evidence.pdf>

discovery. Academy of the Arts Charter High School will offer an arts education to all students that, based on the research, will drive academic achievement in the Fayette County School District and add to closing the achievement gap for all students, especially those from disadvantaged and diverse backgrounds. The following results and findings serve as evidence that confirm AACHS performing arts design model would work to close the achievement gap for all students.

- o James Catterall’s 2009 book “*Doing Well and Doing Good by Doing Art: A 12 Year Study of Arts Education*” identifies academic and social outcomes associated with 26-year-olds who had had deep arts involvement from 8th through 12th grade.³¹ Findings from this study showed a greater percentage of high school students attending college and earning a degree. **Table 1.3 (a)** represents the key findings from this study.

Table 1.3 (a) – *Percent of Young Adults Who Attend College & Earn Degrees (2000)*

	Low Arts	High Arts
Attended college after high school	48%	71%
Attended a four-year college	17%	39%
Earned associates degree	10%	24%
Earned bachelor’s degree	6%	18%
Graduate or professional degree	0%	1%
Earned mostly A’s in college	9%	15%

- o James Catterall et al. conducted a research study called “*The Arts and Achievement in At-Risk Youth*” followed the same population over a long period of time, tracking the outcomes of students who received intensive arts exposure or arts learning compared with students who did not. The report used four large national databases to analyze the relationship between arts involvement and academic and social achievements.³² Teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic outcomes than do low-SES youth who have less arts involvement. They earn better grades and demonstrate higher rates of college enrollment and attainment. The data in **Table 1.3 (b)** represents some of the key findings from Catterall’s research study around the impact of arts education on student’s achievements.

Table 1.3 (b) – *Catterall’s findings*

	Low SES, Low ART	Low SES, High ART	All SES (Sample)
Mean GPA of H.S. Students based on 4.0 scale (2004)	2.41	2.63	2.73
Mean GPA of H.S. Students based on 4.0 scale (2005)	2.55	2.94	2.84

31 <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

32 <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

Mean Math GPA of H.S. Students based on 4.0 scale (2005)	2.48	2.63	2.54
% of 13 -17 year olds who did NOT graduate in 2008	22%	4%	7%
% of 12 th graders who planned to earn a BA (2004)	42%	61%	67%
% of 10 th graders who enrolled in a BA program (2006)	19%	32%	46%
% of 10 th graders who enrolled in highly or moderately selective 4-year college (2006)	26%	41%	57%
% of young adults who earned a BA (2008)	5%	17%	27%

- A Montgomery County, Maryland study with a rigorous evaluation design provided a more fine-grained look at the results of arts integration; the study compared three arts integration-focused schools (AIMS) to three control schools over a three -year period. During that time AIMS schools substantially reduced the achievement gap between high-poverty minority students and other students. The AIMS school with the highest percentage of minority and low-income students reduced the reading gap by 14 percentage points and the math gap by 26 percentage points over a three-year period. In the comparison schools, the number of proficient students actually decreased by 4.5% over the same time period (RealVisions, 2007). The AIMS schools with the lowest number of proficient students in reading and mathematics at the outset of the study experienced a 23% increase in the number scoring proficient over a three-year period.³³
- Americans for the Arts has assembled a series of e-books entitled *Arts Education Navigator* that notes the following quantitative data based on research, survey and reports that outline the benefits of arts education in schools. According to their facts and figures, the following statistics are some of the benefits of an arts education³⁴:
 - Students in the art are **4 times more likely** to be recognized for academic achievement
 - Low income students highly engaged in the arts are **more than twice as likely** to graduate college as their peers
 - Students involved in the arts are **4 times more likely** to participate in a Math and Science fair
 - Students involved in the arts are **3 times more likely** to be elected to class office
 - Students with high arts participation and low socioeconomic status have **4% dropout rate – 5 times lower** than their low socioeconomic status peers
 - Students who take 4 years of art and music classes **average almost 100 points better** on their SAT scores than students who take only one-half year or less

³³ https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In_Arts_Education.pdf

³⁴ <https://www.miated.org/pdf/AFTA-Arts-Education-Navigator-Facts-Figures.pdf>

- **50%** of low-income students who are highly engaged in the arts are gainfully employed vs. 40% of their peers
 - **44%** of low-income students who are highly engaged in the arts earned an associate’s degree vs. 27% of their peers
 - **37%** of low- income students who are highly engaged in the arts earned a bachelor’s degree vs. 17% of their peers
 - **37%** of low –income students who are highly engaged in the arts volunteer vs. 20% of their peers
 - Low-income students who are highly engaged in the arts are **twice as likely** to graduate college as their peers with no art education.
- A longitudinal study by the National Endowment for the Arts (NEA) confirmed that arts education predicts better graduation rates, regardless of a student’s socio-economic status. After tracking more than 22,000 students for 12 years, the NEA researchers found that students with high levels of involvement in the arts were five times more likely to graduate high school than those with low involvement in the arts.
 - In 2013, Kenneth Elpus at University of Maryland published findings using data from the National Longitudinal Study of Adolescent to Adult Health, finding that arts students were 20% less likely to have an out-of-school suspension for each year of arts studied. Additionally, former students of the arts were 29% more likely than former non-arts students to have earned a four-year college degree by age 24 to 32. Moreover, each additional year of arts coursework was associated with a 12% increase in the likelihood that adolescents would eventually earn a four-year college degree.
 - Data pulled from The College Board 2005 shows evidence that high school students who study the performing arts for consecutive years earned higher scores on the SAT. “Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores.... Notably, students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT”.³⁵
 - Anthropologist Shirley Brice Heath studied non-school youth organizations in low-income neighborhoods. Her research showed that those students who were involved in arts education for at least nine hours a week were four times more likely to have high academic achievement and three times more likely to have high attendance (Heath, 1998). Heath’s findings are especially credible because she was not specifically studying arts education; the findings were an unexpected outcome of another investigation.³⁶
 - Education researcher Milbrey McLaughlin, while conducting a longitudinal study of the lives of youth in low-income neighborhoods found that those who participated in arts programs were more likely to be high academic achievers, be elected to class office, and participate in a math or science fair (McLaughlin, 2000).³⁷
 - A U. S. Department of Justice study reported participation in arts programming led to decreased delinquency and drug use, increased self-esteem, and more positive interactions with peers and

³⁵ <https://nasaa-arts.org/wp-content/uploads/2017/05/critical-evidence.pdf>

³⁶ https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-Arts_Education.pdf

³⁷ https://nasaa-arts.org/wp-content/uploads/2017/06/PCAH_Reinvesting_In-Arts_Education.pdf

adults. Students who experience success in arts appreciate the results of effort and persistence, and are more motivated to apply themselves to other learning tasks (Israel, D., 2009).³⁸

- The 19 Chicago elementary schools operating the CAPE arts integration model showed consistently higher average scores on the district’s reading and mathematics assessments over a six-year period when compared to all district elementary schools (Catterall and Waldorf, 1999).³⁹
- Probably the most extensive and systematic study of the benefits of arts integration is associated with North Carolina’s network of A+ Schools (which now have been established also in Oklahoma and Arkansas). A+ Schools are a comprehensive education reform model that is based on using arts-integrated instruction, incorporating Gardner’s theory of multiple intelligences, recent brain research findings, and dance, drama, music, visual art, and creative writing. More than twelve years of research about the A+ Schools in North Carolina tracked consistent gains in student achievement, the schools’ engagement of parents and community, and other measures of learning and success. Most notably, the A+ Schools with higher proportions of disadvantaged and minority students performed as well on statewide reading and mathematics assessments as students from more advantaged schools. This is doubly impressive considering that while other schools have focused on basic skills in response to high stakes testing, the A+ Schools have been able to achieve reading and mathematics gains on statewide accountability tests without narrowing the curriculum (Corbitt, McKenney, Noblit, and Wilson, 2001).⁴⁰
- An arts education has been shown to raise students’ ability to critique themselves, their willingness to experiment, their ability to reflect, and also to learn from mistakes (Robinson, 2013).
- An arts education increases students’ ability to manage behavior, make decisions, and maintain a positive self-concept (Holochwost, Palmer Wolf, Fisher, & O’Grady, 2016).

(e) Curriculum and Basic Learning Environment:

Academy of the Arts curriculum and course offerings have been strategically designed to meet the unique needs of students coming to our school with various and diverse backgrounds and experiences. AACHS will implement the following process to develop our curriculum. During the planning year, the proposed School Leader will develop subject specific curriculum maps, aligned to the appropriate standards based on the Tennessee Academic Standards (TAS). This work will be informed by the School Leader’s experience in curriculum development and resources from existing high performing schools serving similar populations, such as Charter Tech High and The Philadelphia School for the Creative and Performing Arts, as well as commercial curricular materials.

Academy of the Arts believes that facilitators have a critical role to play in curriculum development, but also know that relying on teachers to develop the entire curriculum while also building a school is not an efficient or sustainable approach. To achieve the right balance and ensure investment in our highly skilled teachers, AACHS approach is to provide teachers with clear curricular guidance and then provide them with the time and support to build on the guides and develop classroom level implementation. Specifically, for each of the first four years, we plan to provide teachers with a clear curriculum guide for each new course that includes a standards-based scope and sequence, and instructional strategies,

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

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

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

assessments, and resources for each unit. These standards-based guides will give teachers the ‘what’ in their lessons and the map for the year so that there is transparency with regard to what students should know and be able to do when they are promoted from each grade level. These guides will allow teachers to focus their instructional planning on daily and weekly instruction within each unit. During summer professional development prior to opening, teachers will begin to own the curriculum by building on the guides and working individually and in teams with the School Leader (the Principal in subsequent years) to develop classroom level assessments, units, and daily/weekly plans. In the following years, i.e., during the second year when the 9th grade ELA teacher is teaching the course again, teachers will have more skills and experience to refine and revise the course curriculum as needed.

Weekly and daily plans, based on the guides, will be developed using the approach outlined in *Understanding by Design* by Wiggins and McTighe.⁴¹ Utilizing this process to design units of instruction and assessments focuses learning on developing a deeper understanding of the important concepts in each subject area. The backward design process involves planning in four steps that focus on the following questions:

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

We expect our facilitators to spend their instructional planning time thinking deeply through the above steps, particularly Step 3, with a focus on how to reach and teach each student. To support teachers in designing differentiated learning opportunities for students, we will utilize a variety of curricular resources in each subject area as well as provide intensive initial and ongoing training to our teachers. This will allow teachers to tailor the guided and independent practice portions of the lessons to students’ Personalized Learning Profiles. The curricular resources the School Leader has used to produce results in previous schools as well as other research-based, proven resources are identified for each subject area below.

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

While Academy of the Arts is welcoming to all high school students who wish to study the performing arts, our targeted population are students from diverse populations, at-risk students and students from low socioeconomic backgrounds. We will implement innovative instructional methods and a unique curriculum that research proves is highly effective for students considered at-risk, diverse student populations and low socioeconomic student groups. Our arts infused curriculum will offer students creative ways to demonstrate mastery of the content and provide groups that have been traditionally unsuccessful at schools alternative learning opportunities. AACHS instructional methods and practices provide activities daily that are highly engaging for students. Regardless of native language, ability, or disability, music, art, and drama are accessible to all.⁴² Because the arts are largely nonverbal and focus on creativity, students in any classroom can participate in various satisfying ways. Further, this

⁴¹ Wiggins, G. and McTighe, J. *Understanding by Design*. Association for Supervision and Curriculum Development: 2005.

⁴² <https://files.eric.ed.gov/fulltext/EJ724890.pdf>

participation can lead to better understanding and ultimately higher levels of performance in other academic subjects that may demand well-developed abilities with language.

The arts are fundamental to all cultures and time periods and therefore provide a natural view into the social contributions and perspectives of other cultures. In addition, an arts education is well suited for the population AACHS is targeting because:

- The arts are an avenue of achievement for students who might not otherwise be successful
- At-risk, diverse and low –socioeconomic students may focus on alternative forms of assessment and evaluation
- For at-risk students, the arts are an entry point, where students can experience success and make connections, develop strategic knowledge, and increase interest in other subject areas (Diket 2003)⁴³
- The creative arts provide concrete experiences that can help individuals relate to others and themselves
- The creative arts help people appreciate the beauty and wisdom of their own cultural backgrounds.

A recent study conducted by the Rice Institute for Urban Research on the "Causal Effects of Arts Education" found that a substantial increase in arts educational experiences has remarkable impacts on students' academic, social, and emotional outcomes.⁴⁴ Relative to students assigned to the control group, treatment school students experienced a 3.6 percentage point reduction in disciplinary infractions, an improvement of 13 percent of a standard deviation in standardized writing scores, and an increase of 8 percent of a standard deviation in their compassion for others.

(g) Alignment with Tennessee's Academic Standards:

Academy of the Arts Charter High School curriculum is in full alignment with the Tennessee Academic Standards (TAS). Our instructional program is unique in that not only is there standard alignment within our core content areas, but there is also full alignment between TAS and our arts education program and career and technical education program. Our core content design is backwards-planned based on the skills students need to know at the end of each grade level as outlined in those standards. We are grounded in the knowledge and skills students must have to graduate high school and succeed in the career path or post-secondary educational path they decide to follow.

Each component of the Academy of the Arts academic model relating to English reflects the CCSS for English Language Arts. Our innovative approach to English instruction ensures: regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from literary and informational text; and building knowledge through content-rich literary and informational text.⁴⁵

Our instructional approach to Mathematics will encompass the 8 Standards for Mathematical Practice identified by Tennessee's Department of Education. Regular practice within the following are a part of Academy of the Arts approach: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure and; look for and express regularity in repeated reasoning. Our Math core curriculum is fully aligned to TAS and will ensure that students are engaged in rich, high-level mathematical tasks that support the approaches, practices, and habits of mind which are called for within these standards.⁴⁶

⁴³ Diket, R. M. 2003. The arts contribution to adolescent learning. Kappa Delta Pi Record 39(4): 173-77

⁴⁴ <https://kinder.rice.edu/research/investigating-causal-effects-arts-education-experiences-experimental-evidence-houstons-arts>

⁴⁵ <https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html>

⁴⁶ https://www.tn.gov/content/dam/tn/education/standards/math/stds_math.pdf

TAS for Speaking and Listening are heavily embedded in Academy of the Arts core content subjects as well as through the arts education program. Given our art infused academic model, students receive regular practice with communication in Math, English, History and Science that employs literacy skills in reading, vocabulary, listening, writing and speaking in alignment with the TAS. Not only do our English and Math core curriculum align with these standards, our arts education program is aligned with these standards as well. Through our dance, drama/film/video, music, visual art and fashion design majors, students will have daily practice with: participate in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively; present information/ideas formally and informally in such a way that others can follow a line of reasoning; effectively integrate information from appropriate diverse formats; evaluate a speaker's point of view and; make strategic use of digital media.

The federal Every Student Succeeds Act (ESSA) lists the arts and music as a part of a “well-rounded” education. To ensure that the arts education offered at Academy of the Arts is well rounded and effective, we have aligned our program to the four overarching domains of Perform, Create, Respond and Connect outlined by the Tennessee Department of Education for arts education programs. AACHS will ensure that students have daily practice with the eleven foundations outlined within the four domains. Within each of the five performing arts majors at AACHS, students will have daily practice with the following: select, analyze, and interpret artistic work for performance/ presentation/production; develop and refine artistic techniques and work for performance/ presentation/production; convey and express meaning through the performance/presentation/production of artistic work; generalize and conceptualize artistic ideas and work; organize and develop artistic idea and work; perceive and analyze artistic work; interpret intent and meaning in artistic work; apply criteria to evaluate artistic work; synthesize and relate knowledge and personal experiences to artistic endeavors and ; relate artistic ideas and works with societal, cultural and historical context.⁴⁷

(h) Blended learning:

Blended Learning is an educational pedagogy that combines traditional teacher-led instruction with a digital component that gives students some control over time, place, path or pace.⁴⁸ Blended learning strategies will provide students at AACHS with flexibility, allow students to work at their own pace, have access to a personalized curriculum daily, reinforce learning and add engagement with peers.⁴⁹ Academy of the Arts will implement a blended learning model through online content in various lessons during core instructional classes as well as throughout our performing art courses.

Core Content Blended Learning Model: Students in grades 9-12 will participate in Lab Rotation and Station Rotation blended learning models during Literacy and Math as well as RTII implementation. Students will be required to use digital content aligned to their needs during core instruction to remediate deficit skills.

During Literacy, facilitators will create rotation blocks and student's will be broken into groups of 3-5. These groups will allow teachers to work with small groups and deliver reading comprehension, informational text analysis and literary textual analysis. One group during Literacy rotations will be engaged in blended learning using adaptive technology to continue regular practice at their specific reading level and on learning objectives determined by STAR Reading benchmark assessments. During

47 https://www.tn.gov/content/dam/tn/education/standards/art/Fine_Arts_Standards.pdf

48 <https://edtechawesomeness.com/category/blended-learning/>

49 <https://files.eric.ed.gov/fulltext/EJ1168949.pdf>

Math, facilitators will create Rotation Stations to give students opportunities to practice specific skills to eliminate any deficit identified through the STAR Math benchmark assessment. The role of the facilitator during these times is to provide small group direct instruction and monitor student computer use by ensuring students are engaged and logged on to the appropriate online platform. In addition, the role of facilitators is to analyze student data from the online platforms and designate time within the school day for students to analyze their results from the online platform as well and create a plan moving forward.

Academy of the Arts will incorporate the use of adaptive computer software to ensure we maximize every minute with students to close achievement gaps and provide students who are below grade level daily practice to build their skills in English and Math. We will use STAR for English and Math and their online progress monitoring tool. This approach will drive academic gains and aid in the closure of achievement gaps across subgroups of students. Our blended learning model will allow individualized instruction to continue while facilitators work with small groups of students.

Art Courses Blended Learning Model: Academy of the Arts will also have a heavy blended learning component within our arts education program. Our blended learning model will allow facilitators to mix digital media with traditional teaching methods and integrate visual e-learning strategies into different educational contexts. Students who major in Fashion Design, Visual Art, Film/Media/Theater and Music will spend a portion of their skill building and art training in online programs as they engage in graphic design, photography, editing, and music engineer courses. Throughout these courses, students will be required to use online programs and applications to develop and create their illustrations that will later be submitted for assessment purposes. Students will also use online platforms to record their film and media productions, edit and present final products to be assessed and added to their student portfolios. To create a responsive teaching and learning environment, facilitators will use online formative assessments such as Kahoot, Quizzez, and Google Forms to collect student data instantly and make lesson adjustments in the moment. Facilitators will use online assessment platforms such as “Formative for Teachers” free to create custom art assessments and manage student work online in the moment, give feedback immediately, and receive scores for student work.

Academy of the Arts blended learning model within our art program will teach students to be self-sufficient and allow them to move through assignments at their own pace. In addition to the online art assessments and art portfolios students will engage in online applications and programs as outlined in **Table 1.3 (c)**. The following are examples of online applications AACHS students will engage in through our Blended Learning model:

- ✓ Peer Critiques through FlipGrid & Schoology
- ✓ Virtua Field Trips
- ✓ Access to skill videos & demonstrations
- ✓ Create and develop virtual art portfolio

Table 1.3 (c) – *Sample online applications for blended learning art program*

Music Production	Fashion Design	Visual Art	Film/Media/Theater	*Graphic Design
Garageband	Art Authority	Sketch Book Pro	iMotion	Illustrator
Wave Machine Labs	Vogue Runway	Procreate	Reel Director	Photoshop
Songify	Adobe Illustrator	Art Authority	8mm Vintage Cam	Adobe In Design

Animoog	The Matboard	Inspire Pro	iMovie	Dimension
Poweramp Music Plus	Corel Draw	iDraw	Stop Motion Recorder	Adobe Sparks

**While Graphic Design is not a separate major of study, several art areas will be required to take this course to support learning in their declared major.*

(i) For existing operators only: Describe Key Academic Plan Features: Not Applicable

1.4 ACADEMIC PERFORMANCE STANDARDS

(a) Annual and Long-Term Academic Achievement Goals:

At Academy of the Arts, we are committed to changing the educational landscape for high school students in Fayette County School District by offering an art and academic program that enhances student performance and growth. We recognize that schools must produce results, which is why AACHS has a culture that embraces accountability at all levels. We have set ambitious academic and cultural goals to ensure our high school students are achieving and well prepared to be successful in college and their careers after graduation. We have determined goals based on absolute, comparative and growth measures as indicators of the success of our program. In addition to the following ambitious metrics, we have set mission specific academic and organizational goals and targets as outlined in **Table 1.4 (a)**:

Table 1.4 (a) – *AACHS Academic and Organizational Goals*

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

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

Goal 5: AACHS will maintain good standing under TN ESSA accountability system	
Absolute Measure	AACHS will never be identified as a “priority school” or meet the criteria of an “at risk” school as determined by the state’s ESSA accountability system. ⁵⁰
Goal 6: AACHS will be fully enrolled with high levels of attendance and reenrollment rates	
Absolute Measure	<ul style="list-style-type: none"> ● 85% of students who begin the school year at AACHS will remain in the school throughout the academic year ● 90% of students will re-enroll each year (with the exception of geographic location) ● AACHS will maintain a 95% or higher average daily attendance ● AACHS will meet projected enrollment numbers and maintain this enrollment throughout the year.
Goal 7: Parents and students will demonstrate satisfaction with the art & academic program	
Absolute Measure	<ul style="list-style-type: none"> ● 90% of families who complete the annual parent satisfaction survey will be satisfied or very satisfied with AACHS ● 85% of students will indicate they are satisfied or very satisfied with AACHS on annual survey ● 80%-85% completion rate on family surveys annually ● 100% completion rate on student surveys annually
Goal 8: AACHS will maintain high levels of staff retention and satisfaction	
Absolute Measure	<ul style="list-style-type: none"> ● 90% of facilitators and staff will agree or strongly agree that AACHS is an innovative, warm and collaborative professional learning environment on the annual survey ● 80% facilitator and staff retention rate annually in years 1-3; 85% facilitator and staff retention rate annually in years 4-6; 90% facilitator and staff retention rate annually in years 7 on.
Goal 9: The Board and Directors will provide effective and sound oversight of the school	
Absolute Measure	<ul style="list-style-type: none"> ● The Board will conduct a formal annual review of the Executive Director ● The Board will conduct an annual self-evaluation to measure effectiveness ● The Board will conduct a formal annual review of bylaws and policies ● The Board will conduct an annual review of organizational strengths and weaknesses
Goal 9: Art Education Goal	
Absolute Measure	<ul style="list-style-type: none"> ● Students at AACHS will earn state, local or national recognition annually for their innovative art products.

(b) Process for Setting, Monitoring, and Revising Academic Achievement Goals:

To ensure that Academy of the Arts Charter High School is following its mission to educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in career and college, the school is committed to the following process to set, monitor and revise academic achievement goals each year:

⁵⁰ https://www.tn.gov/content/dam/tn/education/documents/ESSA_school_accountability_fact_sheet.pdf

- **Setting Goals** – To reach these annual and long-term goals, AACHS facilitators and leadership team members will intentionally set daily and quarterly academic goals based on a common set of expectations laid out by the Tennessee Academic Standards. current performance data based off of incoming
 - Academy of the Arts Charter High School has 3 primary academic goals for the entire school: 100% high school graduation, 100% students will secure at 1 least acceptance college/university letter, and every child will show 1 year of growth each year based on MAP and STAR diagnostic and benchmark results. We recognize that we must set measurable goals and use data continually to make improvements in educational outcomes.
 - Use data from TCAP (Tennessee Comprehensive Assessment Program) and TVAAS (Tennessee Value –Added Assessment) results to set goals.
 - Use end of year benchmark data to set grade level goals.

- **Monitoring Goals** - Progress towards our goals will be shared monthly with the Board during meetings. The Board’s Academic Committee will review and monitor our progress towards our goals each month and give corrective action steps around any area of the academic program that is not making gains. Schoolwide goals will be reviewed and assessed during our “Data Days”. During “Data Days”, the leadership team will guide facilitators and staff in quarterly analysis of our progress towards our annual goals while making any necessary academic or cultural adjustments to obtain our goals. All weekly leadership team meetings will begin with a review of all relevant goals and discussions and plans made from these meetings will be assessed to ensure our immediate course of action will help us reach our annual goals.

- **Revising Goals** – At the end of each year facilitators and leadership team members will meet as a whole school during close-out professional development to analyze achievement of goals made. Formal feedback will be collected from facilitators regarding what is needed to meet goals next year. The Board will also conduct an annual review of our goals to ensure they are adequate and inclusive of the appropriate measurements to evaluate our innovative school design. A formal committee will then be created to discuss and revise goals as needed based on end of year student performance data, feedback from facilitators and staff and feedback from the Board of Directors. The committee will be inclusive of the leadership team, facilitators and staff and at least 2 Board members and will collectively be charged with determining any revisions to our annual goals.

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

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

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

within 2 months of implementation of the corrective action plan, the Board will meet bi-weekly with the Executive Director to progress monitor and evaluate steps taken to set the school on the appropriate courses.

✓ *Follow on Support:*

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

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

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

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

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

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

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

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

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

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

Academy of the Arts will strategically work to ensure that we meet our schoolwide attendance goal of 95% or higher daily student attendance! Our goal is to “**Strive for 95**”. Understanding that students must attend school on a daily basis to gain the necessary skills to succeed in school and in life, we will be diligent and thorough in regards to managing and monitoring student attendance to ensure high levels of student participation. Our attendance systems, procedures and policies will be transparent, thorough and available for all students and parents as a reminder of AACHS attendance goals and expectations.

Attendance Policies (Tier 1):

Attendance policies set limits on what is allowable behavior in the school and determine consequences for actions. Academy of the Arts will present a sound and reasonable attendance policy with clear standards and high expectations for students. We will ensure that our attendance policy is published and understood by all staff, students and parents through orientations and professional development trainings. AACHS attendance policies will be aligned to the district’s goals and policies. The course of action we take through our attendance policy will be to change the behavior and not punish students and families. To ensure that all parties have read and understand AACHS attendance policy, our guidance counselor will review and discuss the attendance policy during student orientation. At the conclusion of the presentation during the orientation, all parents and students will be required to sign the attendance policy confirming their understanding, agreement and commitment to achieving a high rate of student attendance while at Academy of the Arts Charter High School.

Attendance Incentives (Tier I):

High reward and consistent recognition of student attendance at Academy of the Arts is an important aspect of building a positive school culture and ensuring high rates of student attendance. When students are excited about school and want to learn, they will show up and be consistently present. Our arts infused curriculum and student choice within the learning design will create the excitement for students to attend. AACHS plans to incentivize high rates of attendance in the following capacities:

- Daily shout-outs each morning to the homeroom with perfect attendance (or the highest attendance rate each morning). Homerooms will be able to earn a golden star each morning placed outside their classroom door. The homeroom with the most stars at the end of each month will earn a pizza party for their class provided by the school.
- Monthly N.B.A. (Never Been Absent) Club will be established and posted inside the school. Each month students with perfect attendance will be posted on a bulletin board and they will be added

to the N.B.A. Club. N.B.A. Club members will earn an ice-cream social at the end of each month attendance for the entire marking period. Trips will be local and within the Memphis area and will be determined by the leadership team and students.

Attendance Early Intervention (Tier II):

Academy of the Arts will be responsive to the first signs of student’s attendance before excessive amounts of school are missed. Interventions that start early are more effective at addressing and increasing student attendance in school. AACHS will take targeted steps regarding monitoring and supporting student attendance early on so that we can put in place the appropriate support before absences become excessive. A key component to our early intervention process will be the inclusion of and communication with families. Academy of the Arts schoolwide daily attendance goal is 95%. The expectation for individual student daily attendance is 95% attendance for the school year to ensure they have access to the content needed to progress through each grade. In a school year with 180 days, a student will need to be present 171 days for the year to meet a 95% attendance goal, which means a student cannot miss more than 9 days in one year. It is critical to address student absences immediately and systemically. Therefore, AACHS will take the following action steps outlined in **Table 1.4 (b)** beginning with a student’s first absence:

Table 1.4 (b) - *Early Intervention Steps for Attendance*

1st Student Absence:	2nd Student Absence:	3rd Student Absence:	4th Student Absence:
Secretary calls students home that day to report absence and learn reason why student is absent.	Facilitator calls parent or guardian that day to inform them of their child’s 2nd absence. The facilitator will explain the impact of attendance on student learning and ask how the school can support to prevent any further instances of absence.	Facilitator calls parent or guardian to schedule an in-person conference regarding student’s absence. Facilitator will conduct the meeting with parent, student and guidance counselor all present. Conference will be documented with 1-2 clear next steps the student will take to improve their attendance.	Referral to Attendance Team: After the 4th student absence, facilitators will complete a RTII referral for attendance support with the student and submit to the guidance counselor. The guidance counselor will bring the referral form and all relevant documentation to the weekly Attendance Team meeting.

Attendance will be taken daily and submitted electronically by each facilitator no later than 9. Every morning between 9 and 9:45, our secretary will call all of the homes of the students marked absent for the day. This consistent communication with parents and guardians allows the school to learn the reasons of any valid student absence, keep parents informed and demonstrate to students that AACHS is committed to ensuring they are on track to meeting their goals. Our secretary will make daily phone calls home each morning and document their attempts through our online Student Information System (SIS).

Attendance Team (Tier III):

Academy of the Arts recognizes that there will be some families and student situations where Tier I and Tier II interventions and supports will not be sufficient to their needs. To address chronic absenteeism, we will utilize the support of the Attendance Team, which will be composed of the Executive Director, Guidance Counselor, Special Education Director and Secretary in year 1 and 2. The Principal and Social

Worker will be added in years 3 and 4. The team will take the following steps to address chronic absenteeism:

- Meet weekly to review and discuss newly referred students
- Create individual attendance plans for each student referred. Possible strategies to be included in a student’s plan are:
 - *Conduct home visits*
 - *Schedule individual or group counseling sessions with guidance counselor or social worker at AACHS,*
 - *Refer student and family to outside family counseling*
 - *Attendance team meet with the student to discuss attendance concerns*
 - *Coordinate mentoring services at AACHS*
- Progress monitor students referred to the team
- Connect with local agencies regarding truancy of identified students
- Contact any social workers or assigned mentors student may already work with outside of school

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

Academy of the Arts realizes that students learn in a variety of ways and show their understanding of concepts and ideas at different times. Our performing art design model is heavily rooted in providing students with creative platforms to demonstrate mastery of content skills. AACHS will ensure that students are demonstrating mastery of grade level material as a determining factor for promotion to the next grade level. Our graduation and retention policy was developed to reflect our mission to ensure students have the academic and entrepreneurial skills to succeed in college and in career. Students ability to demonstrate proficiency in core content and entrepreneurial courses will be evidence that we are in alignment with our mission and a determining factor for student matriculation.

Grade level promotion throughout Academy of the Arts is based on student attendance, student’s ability to achieve mastery of concepts as reflected in final marking period averages as well as final performances, showcases and capstone projects assigned throughout their performing art major. AACHS has set high expectations for student promotion that will be clearly presented in student, staff and parent handbooks and will be attainable in our policies for promotion online through our school website. AACHS will offer an arts education program and CTE program in addition to our general education program, which will require mastery of skills not just in core content areas, but also within the performing arts areas in which students decide to major in daily. Our promotion and retention policy is reflective of our mission and academic goals and will ensure that a student can be successful in the academic and artistic challenges of the next grade level. **Table 1.4 (c)** provides an outline of Academy of the Arts grade level promotion requirements.

Table 1.4 (c) – *Grade Level Promotion Requirements*

Grade Level:	Attendance Requirement :	Content Course Requirement:	Art & CTE Course Requirement:
9 th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/ CTE course average ≥ 70
10 th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/CTE course average ≥ 70

11 th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/CTE course average ≥ 70
12 th	Absent ≤ 15 days	All course average ≥ 70 (Math, ELA, Science, History)	All Art/CTE course average ≥ 70 *Completion & submission of capstone project

In compliance with IDEA, all students with IEP’s and 504’s will need to meet all promotion criteria unless their IEP indicates separate goals content areas. If this is the case, satisfactory meeting of those goals will satisfy that component of the promotion criteria. If there is an indication the student may need to be retained, the Executive Director will meet with the student and family to discuss a course of action, including interventions, additional supports, or mandated tutoring as soon as possible to best ensure all students can be successful. If interventions are not leading to the growth and improvement necessary, the recommendation to retain will be made by the classroom teachers, and final promotion decisions will be made by the Executive Director.

We will develop and provide students with multiple tiers of support before, during and after school including tutoring and our skill build course to ensure that our students have the supports they need to master the skills necessary for promotion. Daily attendance is vital to student success, allowing us to support students as they pursue their academic and career success and simultaneously teach students to take responsibility for their future. Thus, students who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness which does not impact attendance averages. We communicate regularly with families to ensure that every student can meet our attendance requirement, including making daily phone calls home, progress reports, 3 formal report cards and regular communication from facilitators.

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

Eligibility for high school graduation from Academy of the Arts Charter High School requires that students show understanding of the core content outlined in Tennessee Academic Standards (TAS). Facilitators and the leadership team will closely monitor student progress towards these goals when they enter AACHS in 9th grade and continue to progress monitor student’s academic achievement over the course of 4 years. **Table 1.4 (d)** shows the standards seniors must demonstrate their understanding around to graduate from Academy of the Arts Charter High School.

Table 1.4 (d) – *English Language Arts Exit Standards by Grade*⁵¹

12 th Grade Language Arts Standards	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it

⁵¹ https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_2_-_ELA.pdf

	<p>conforms to a style guide appropriate for the discipline and writing type.</p>
<p>Knowledge of Structure</p>	<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.</p>
<p>Vocabulary Acquisition and Use</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>12th Grade Reading Standards</p>	
<p>Key Ideas and Details</p>	<p>Literature:</p> <ol style="list-style-type: none"> 1. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 2. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. 3. Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

	<p>Informational Text:</p> <ol style="list-style-type: none"> 4. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. 5. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary. 6. Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
Craft and Structure	<p>Literature:</p> <ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging. 2. Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. 3. Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied. <p>Informational Text:</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
Integration of Knowledge and Ideas	<p>Literature:</p> <ol style="list-style-type: none"> 1. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text. 2. Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics. <p>Informational Text:</p> <ol style="list-style-type: none"> 3. Evaluate the topic or subject in multiple diverse formats and media. 4. Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text. 5. Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
12th Grade Speaking and Listening Standards	

<p>Comprehension and Collaboration</p>	<ol style="list-style-type: none"> 1. Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. 2. Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<p>12th Grade Writing Standards</p>	
<p>Texts, Types and Protocols</p>	<ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. <ol style="list-style-type: none"> a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone 2. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. <ol style="list-style-type: none"> a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including

	<p>but not limited to use of appropriate and varied transitions.</p> <ul style="list-style-type: none"> c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone <p>3. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Use appropriate language and techniques, such as metaphor, simile, and analogy. h. Establish and maintain an appropriate style and tone. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)</p>
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	<ol style="list-style-type: none"> 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information. 7. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. 8. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. 9. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. 10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
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12th Grade Math Standards – Bridge Math B

The Real Number System	<ol style="list-style-type: none"> 1. Use properties of rational and irrational numbers.
Quantities	<ol style="list-style-type: none"> 2. Reason quantitatively and use units to solve problems.
The Complex Number System	<ol style="list-style-type: none"> 3. Perform arithmetic operations with complex numbers.
Seeing Structures in Expressions	<ol style="list-style-type: none"> 4. Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions	<ol style="list-style-type: none"> 5. Perform arithmetic operations on polynomials. 6. Understand the relationship between zeros and factors of polynomials. 7.
Creating Equations	<ol style="list-style-type: none"> 1. Create equations that describe numbers or relationships.
Reasoning with Equations & Inequalities	<ol style="list-style-type: none"> 2. Understand solving equations as a process of reasoning and explain the reasoning. <ul style="list-style-type: none"> o Solve equations and inequalities in one variable. o Solve systems of equations. o Represent and solve equations and inequalities graphically.
Interpreting Functions	<ol style="list-style-type: none"> 3. Understand the concept of a function and use function notation. 4. Interpret functions that arise in applications in terms of the context. 5. Analyze functions using different representations
Similarity, Right Triangles & Trigonometry	<ol style="list-style-type: none"> 1. Understand similarity in terms of similarity transformations. 2. Define trigonometric ratios and solve problems involving right triangles.
Circles	<ol style="list-style-type: none"> 1. Find arc lengths and areas of sectors of circles.
Modeling with Geometry	<ol style="list-style-type: none"> 2. Apply geometric concepts in modeling situations.

Interpreting Categorical & Quantitative Data	<ol style="list-style-type: none"> 1. Summarize, represent, and interpret data on a single count or measurement variable. 2. Summarize, represent, and interpret data on two categorical and quantitative variables. 3. Interpret linear models.
Conditional Probability & the Rules of Probability	<ol style="list-style-type: none"> 3. Use the rules of probability to compute probabilities of compound events in a uniform probability model.
Geometric Measurement & Dimension	<ol style="list-style-type: none"> 6. Visualize relationships between two-dimensional and three-dimensional objects.
11th Grade Science Standards	
Matter & It's Interactions	<ol style="list-style-type: none"> 1. Develop models to illustrate the changes in the composition of the nucleus of an atom and the energy released during the processes of fission, fusion, and radioactive decay. 2. Recognize and communicate examples from everyday life that use radioactive decay processes. 3. Investigate and evaluate the expression for calculating the percentage of a remaining atom ($N(t)=N_0e^{-\lambda t}$) using simulated models, calculations, and/or graphical representations. Define the half-life ($t_{1/2}$) and decay constant λ. Perform an investigation on probability and calculate half-life from acquired data (does not require use of actual radioactive samples).
Motion & Stability: Forces & Interactions	<ol style="list-style-type: none"> 1. Investigate and evaluate the graphical and mathematical relationship (using either manual graphing or computers) of one-dimensional kinematic parameters (distance, displacement, speed, velocity, acceleration) with respect to an object's position, direction of motion, and time. 2. Algebraically solve problems involving constant velocity and constant acceleration in one-dimension. 3. Algebraically solve problems involving arc length, angular velocity, and angular acceleration. Relate quantities to tangential magnitudes of translational motion. 4. Use free-body diagrams to illustrate the contact and non-contact forces acting on an object. Use the diagrams in combination with graphical or component-based vector analysis and with Newton's

	<p>first and second laws to predict the position of the object on which the forces act in a constant net force scenario.</p> <ol style="list-style-type: none"> Gather evidence to defend the claim of Newton's first law of motion by explaining the effect that balanced forces have upon objects that are stationary or are moving at constant velocity. Using experimental evidence and investigations, determine that Newton's second law of motion defines force as a change in momentum, $F = \Delta p / \Delta t$. Plan, conduct, and analyze the results of a controlled investigation to explore the validity of Newton's second law of motion in a system subject to a net unbalanced force, $F_{net} = ma$ or $F_{net} = \Delta p / \Delta t$. Use examples of forces between pairs of objects involving gravitation, electrostatic, friction, and normal forces to explain Newton's third law. Use Newton's law of universal gravitation, $F = G \frac{m_1 m_2}{r^2}$, to calculate the gravitational forces, mass, or distance separating two objects with mass, given the information about the other quantities. Describe and mathematically determine the electrostatic interaction between electrically charged particles using Coulomb's law, $F = k \frac{q_1 q_2}{r^2}$. Compare and contrast Coulomb's law and gravitational force, notably with respect to distance. Develop and apply the impulse-momentum theorem along with scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on an object during a collision (e.g., helmet, seatbelt, parachute). Use experimental evidence to demonstrate that air resistance is a velocity dependent drag force that leads to terminal velocity. Develop a model to predict the range of a two-dimensional projectile based upon its starting height, initial velocity, and angle at which it was launched. Plan and conduct an investigation to provide evidence that a constant force perpendicular to an object's motion is required for uniform circular motion ($F = m v^2 / r$)
<p>Energy</p>	<ol style="list-style-type: none"> Identify and calculate different types of energy and their transformations (thermal, kinetic, potential, including magnetic and electrical potential energies) from one form to another in a system. Investigate conduction, convection, and radiation as a mechanism for the transfer of thermal energy. Use the principle of energy conservation and mathematical representations to quantify the change in energy of one component of a system when the energy that flows in and out of the system and the change in energy of the other components is known. Assess the validity of the law of conservation of linear momentum ($p=mv$) by planning and constructing a controlled scientific investigation involving two objects moving in one-dimension. Construct an argument based on qualitative and quantitative evidence that relates the change in temperature of a substance to its mass and heat energy added or removed from a system.

	<ol style="list-style-type: none"> 6. Define power and solve problems involving the rate of energy production or consumption ($P = \Delta E/\Delta t$). Explain and predict changes in power consumption based on changes in energy demand or elapsed time. Investigate power consumption and power production systems in common use. 7. Investigate and evaluate the laws of thermodynamics and use them to describe internal energy, heat, and work. 8. Communicate scientific ideas to describe how forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space. Explain how energy is contained within the field and how the energy changes when the objects generating and interacting with the field change their relative positions. 9. Describe, compare, and diagrammatically represent both electric and magnetic fields. Qualitatively predict the motion of a charged particle in each type of field, but avoid situations where the two types of fields are combined in the same region of space. Restrict magnetic fields to those that are parallel or perpendicular to the path of a charged particle. 10. Develop a model (sketch, CAD drawing, etc.) of a resistor circuit or capacitor circuit and use it to illustrate the behavior of electrons, electrical charge, and energy transfer. 11. Investigate Ohm's law ($I=V/R$) by conducting an experiment to determine the relationships between current and voltage, current and resistance, and voltage and resistance. 12. Apply the law of conservation of energy and charge to assess the validity of Kirchhoff's loop and junction rules when algebraically solving problems involving multi-loop circuits. 13. Predict the energy stored by a capacitor and how charge flows among capacitors connected in series or parallel. 14. Recognize and communicate information about energy efficiency and/or inefficiency of machines used in everyday life. 15. Compare and contrast the process, design, and performance of numerous next-generation energy sources (hydropower, wind power, solar power, geothermal power, biomass power, etc.).
<p>Waves & Their Applications in Technologies for Information Transfer</p>	<ol style="list-style-type: none"> 1. Know wave parameters (i.e., velocity, period, amplitude, frequency, angular frequency) as well as how these quantities are defined in the cases of longitudinal and transverse waves. 2. Describe parameters of a medium that affect the propagation of a sound wave through it. 3. Understand that the reflection, refraction, and transmission of waves at an interface between two media can be modeled on the basis of characteristics of specific wave parameters and parameters of the medium. 4. Communicate scientific and technical information about how the principle of superposition explains the resonance and harmonic phenomena in air columns and on strings and common sound devices. 5. Evaluate the characteristics of the electromagnetic spectrum by communicating the similarities and differences among the different

	<p>bands. Research and determine methods and devices used to measure these characteristics.</p> <ol style="list-style-type: none"> 6. Plan and conduct controlled scientific investigations to construct explanations of light's behavior (reflection, refraction, transmission, interference) including the use of ray diagrams. 7. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model. 8. Obtain information to construct explanations on how waves are used to produce, transmit, and capture signals and store and interpret information. 9. Investigate how information is carried in optical systems and use Snell's law to describe the properties of optical fibers.
<p>12th Grade Social Studies Standards – US History & Geography</p>	
<p>Social Studies Practices</p>	<ol style="list-style-type: none"> 1. Collect data and information from a variety of primary and secondary sources. 2. Critically examine a primary or secondary source. 3. Synthesize data from a variety of sources. 4. Construct and communicate arguments citing supporting evidence. 5. Develop historical awareness. 6. Develop geographic awareness.
<p>Age of Revolution</p>	<ol style="list-style-type: none"> 1. Describe the concept of the divine right of kings as well as the features, strengths, and weaknesses of European absolutism, including: Louis XIV, Versailles, and Peter the Great. 2. Compare documents that establish limits on government in response to absolute monarchy 3. Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. 4. Examine the causes and consequences of the English Civil War. 5. Identify the major causes of the French Revolution 6. Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France's government from constitutional monarchy to democratic despotism to the Napoleonic Empire. 7. Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire. 8. Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. 9. Explain the effects of the French Revolution on Europe and the world, including the influence of: the Napoleonic Code, Concert of Europe, and Haitian Revolution.

<p>The Industrial Revolution</p>	<ol style="list-style-type: none"> 1. Explain how the Agricultural Revolution, mechanization, and the “enclosure movement” led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. 2. Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. 3. Analyze how geographic and cultural features were an advantage or disadvantage to the diffusion of the Industrial Revolution. 4. Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies. 5. Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. 6. Evaluate the industrialization of Europe 7. Compare and contrast the rise of the following economic theories as a result of industrialization: capitalism, communism, and socialism.
<p>Nationalism & Imperialism</p>	<ol style="list-style-type: none"> 1. Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. 2. Describe the rise of anti-Semitism in Europe during this time period. 3. Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. 4. Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade. 5. Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. 6. Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism. 7. Describe the importance of India to the British Empire, the Suez Canal as a connection between Great Britain and India, and India’s reaction to British rule. 8. Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion. 9. Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. 10. Analyze Japan’s abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19th century.

	<ol style="list-style-type: none"> 11. Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade. 12. Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world.
<p>World War I Through the Depression</p>	<ol style="list-style-type: none"> 1. Explain how tensions between nations and states contributed to regional conflicts of the era. 2. Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I. 3. Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I. 4. Analyze the importance of geographic factors in military decision-making, and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme). 5. Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I. 6. Define total war, and describe its effect on European civilian populations. 7. Describe the effects of World War I, including the significance of: <ul style="list-style-type: none"> • Armenian Genocide • Loss of human life • Collapse of major empires • Movement of populations • Economic losses • Spread of disease • Environmental changes. 8. Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany. 9. Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. 10. Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War. 11. Analyze the cultural, economic, and intellectual trends of the 1920s. 12. Describe the collapse of international economies in 1929 that led to the Great Depression.
<p>Rise of Totalitarianism & World War II</p>	<ol style="list-style-type: none"> 1. Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes. 2. Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes. 3. Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II. 4. Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China.

	<ol style="list-style-type: none"> 5. Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. 6. Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, “island hopping,” kamikaze, and strategic bombing. 7. Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters. 8. Describe the roles of leaders during World War II, including the significance of: • Winston Churchill • Joseph Stalin • Adolf Hitler • Hideki Tojo • Benito Mussolini • President Harry S. Truman • President Franklin D. Roosevelt. 9. Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution. 10. Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims. 11. Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences. 12. Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. 13. Describe the cultural, economic, geographic, and political effects of World War II, including: • Casualties of the war (military and • Destruction of cultural heritage civilian) • Division of Germany • Changes to geopolitical boundaries • Impact of the Nuremberg trials • Creation of the United Nations • Refugees and displaced populations 14. Summarize the nature of reconstruction in Europe after 1945, including both the economic and political purposes of the Marshall Plan. 15. Explain the origins and significance of the establishment of the State of Israel, and describe the reactions by surrounding Arab countries to the United Nations’ decision to establish Israel. 16. Describe the economic and military power shift at the end of World War II, such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan.
Cold War	<ol style="list-style-type: none"> 1. Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China. 2. Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers. 3. Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe. 4. Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.

	<ol style="list-style-type: none"> 5. Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S. 6. Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful. 7. Describe the competition in Asia between the Soviet Union and U.S., including the wars in Korea and Vietnam as examples of proxy wars. 8. Explain reasons for the rapid decline of communist systems in the late 1980s. 9. Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe.
<p>Creation of New States & Decolonization</p>	<ol style="list-style-type: none"> 1. Explain the push and pull factors of migration. 2. Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947. 3. Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi). 4. Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser). 5. Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson Mandela and the African National Congress. 6. Analyze the political, economic, ethnic, and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption). 7. Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua. 8. Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans. 9. Compare and contrast the causes and effects of modern genocide, including in: Cambodia, Rwanda and the former Yugoslavia 10. Explain the causes and effects of German reunification on both West and East Germany. 11. Analyze the response of Arab countries to the creation of the State of Israel and the peace processes in the Middle East, including the Camp David and Oslo Accords.

Understanding the Contemporary World

1. Analyze the demographic changes of countries in post-World War II regions, using population pyramids and census data.
2. Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth.
3. Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era.
4. Evaluate the impact of geospatial technologies (such as GPS and GIS) on retail, military, transportation, city planning, and communication.
5. Analyze the economic, political, and social impacts of drug and human trafficking in the contemporary era.
6. Analyze how technology has intensified patterns of globalization and led to the idea of spacetime compression, containerization, and computer technology.
7. Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system.
8. Identify examples of supranational organizations, and discuss the benefits and drawbacks of membership.
9. Analyze the causes and effects of an increased role of South and East Asian countries in the global economy.
10. Describe the international importance and rapid economic development of the oil-rich Persian Gulf states.
11. Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources.
12. Describe governing ideologies, conflicts among nations (e.g., Persian Gulf War), and popular religious or democratic movements in the Middle East/North Africa.
13. Analyze the causes and consequences of terrorism and international efforts to counteract it.

1.5 PHASE – IN/ TURNAROUND PLANNING: (NOT APPLICABLE)

As a category 1 charter school applicant, this section does not apply to the information required.

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS

(a) Explain how the proposed school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages 11 will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.

In alignment with Tennessee’s Diploma Project of 2009, Academy of the Arts will hold all students to a minimum of 22 credits to be considered for high school graduation. In accordance with Tennessee SBE Policy 2.103, students who attend Academy of the Arts shall: 1) Earn 22 prescribed credits; 2) Complete the ACT/SAT prior to graduation and; 3) Have satisfactory attendance and discipline. As a mission driven public charter school to operate in the state of Tennessee, Academy of the Arts Charter High School will adhere to the Tennessee Department of Education graduation requirements and will include school based requirements students must meet to earn their high school diploma. **Table 1.6 (a)** reflect the credits per course students in Tennessee are required to earn in order to graduate high school:

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

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

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

Table 1.6 (b) – *Academy of the Arts Grade Points, Grading Scale & Transcript Information*

Grading Scale	Grading Points	Student Transcript Information
97 – 100 = A+	A+ = 4.0	Course Title
93 – 96 = A	A = 4.0	GPA by Semester

90 – 92 = A-	A- = 3.7	Cumulative GPA
87 – 89 = B+	B+ = 3.3	Honors and Activities
83 – 86 = B	B = 3.0	Grade Points
80 – 84 = B-	B- = 2.7	Credits Earned
77 – 79 = C+	C+ = 2.3	Credits Attempted
73 – 76 = C	C = 2.0	Grade Level
70 – 72 = C-	C- = 1.7	Grading Scale
67 – 69 = D+	D+ = 1.3	ACT Score & Dates
63 – 66 = D	D = 1.0	Final Numerical Grade & Letter Equivalent
60 – 62 = D-	D- = 0.7	Grade Summary
0 – 59 = F	F = 0.0	Enrollment & Graduation Date

During our Summer Infusion program with incoming freshmen, students will explore their interests, complete a project, and participate in a workshop where they will create a 4-year Learning Plan of focused and purposeful goals and expectations as outlined in State Board policy 2.103.⁵² This initial plan will be created with the support of our guidance counselor who will facilitate this workshop with incoming 9th grade students in the summer and it will be reviewed and updated annually with students as part of guidance counselors’ duties. This will allow AACHS to learn student’s academic and career goals so that we connect the student's academic and career goals to their school experience

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

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

(b) Graduation Requirements:

According to the Tennessee Department of Education, the federal Every Student Succeeds Act (ESSA) lists the arts and music as a part of a “well-rounded” education.⁵³ Academy of the Arts performing art model is designed to offer students a competitive academic program balanced with a unique arts education program to prepare students to succeed in college and/or career. In addition to the high school graduation requirements determined by the state of Tennessee, all students at AACHS will be required to complete additional credits in the performing art area in which they study. Tennessee graduation requirements ([SBE Policy 2.103](#)) stipulate one full credit of fine arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance,

⁵² <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/rulespolicies/2.103%20High%20School%20Policy%204-20-18.pdf>

⁵³ <https://www.tn.gov/education/state-of-the-arts--sota-.html>

media arts, theatre, and vocal and instrumental music.⁵⁴ AACHS students will be required to earn an additional 8 credits within their major over the course of 4 years. **Table 1.6 (c)** represents the total credits students will be required to graduate from Academy of the Arts by year. **Table 1.6 (d)** represents the required art credits students must earn each year and the course name by artistic major.

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

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

Table 1.6 (d) – AACHS Required Art Credit By Major Yearly

DANCE							
9 th		10 th		11 th		12 th	
Dance 1 (Jazz/Hip Hop)	1 Credit	Dance 2	1 Credit	Dance 3	1 Credit	Dance 4	1 Credit
Dance 1 (Ballet)	1 Credit	Dance 2	1 Credit	Dance 3	1 Credit	Dance 4	1 Credit
TOTAL	2	TOTAL	2	TOTAL	2	TOTAL	2

FASHION				DESIGN			
9 th		10 th		11 th		12 th	
Clothing & Textiles I	1 Credit	Clothing & Textiles II	1 Credit	Clothing & Textiles III	1 Credit	Fashion Design Studio & Exhibition	1 Credit
Intro to Graphic Design	1 Credit	Fashion Movement	1 Credit	Fashion Communication & Promotion	1 Credit	The Business of	1 Credit

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

						Fashion Design	
TOTAL	2	TOTAL	2	TOTAL	2	TOTAL	2

VISUAL ART							
9th		10th		11th		12th	
Art 1 (Ceramic Foundation)	1 Credit	Art 2 (Analytical Drawing)	1 Credit	Art 3 (Painting & Palette Control)	1 Credit	Art 4 (Advanced Drawing & Painting)	1 Credit
Intro to Graphic Design	1 Credit	Digital Media	1 Credit	3D Design & Sculpture	1 Credit	Art Studio & Exhibition	1 Credit
TOTAL	2	TOTAL	2	TOTAL	2	TOTAL	2

FILM/MEDIA/				THEATER			
-Intro to Theater (1 st semester .5 credit) -Intro to Film/Video (2 nd semester .5 credit)	1 Credit	-Creating Theater (1 st semester .5 credit) -Film & Video Prod. (2 nd semester .5 credit)	1 Credit	Drama Majors ONLY: - Playwriting/Screenwriting Film/Video Majors ONLY: - Photographic Technology	1 Credit	Drama Majors ONLY: -Theater 4 Film/Video Majors ONLY: - Cinematography	1 Credit
-Intro to Graphic Design	1 Credit	-Digital Media Prod.	1 Credit	Drama Majors ONLY: -Theater 3 Film/Video Majors ONLY: -Digital Media Prod. 2	1 Credit	Drama Majors ONLY: Film/Video Majors ONLY: -Digital Media Prod. 3	1 Credit

TOTAL	2	TOTAL	2	TOTAL	2	TOTAL	2
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MUSIC							
9th		10th		11th		12th	
9/10 Choir/Band	1 Credit	Music Theory	1 Credit	Jazz Ensemble	1 Credit	Advanced Music Theory	1 Credit
Intro to Music Eng.	1 Credit	DJ Performance & Production	1 Credit	Song Writing & Production	1 Credit	Advanced Instrumental	1 Credit
TOTAL	2	TOTAL	2	TOTAL	2	TOTAL	2

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

Pursuant to T.C.A. § 49-6-6001, all public-school students must participate in a postsecondary readiness assessment such as the ACT or SAT.⁵⁵ All students at Academy of the Arts will participate in the ACT their junior year in compliance with Tennessee’s high school graduation policy. To ensure our students are college ready and prepared for the ACT, we will provide students with skill build sessions and training by consultants with ACT. This additional support will help students reach success on this high stakes assessment to gain entrance into college should they decide to attend.

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

To assist students at risk of dropping out or not meeting graduation requirements, Academy of the Arts will implement the following strategies, which have been deemed “highly effective” by the National Dropout Prevention Center:

-Arts Education - Research demonstrates a direct and powerful relationship between arts education and dropout prevention. Academy of the Arts Charter High School model will ensure that students spend a minimum of 120 minutes each day studying and training in one of the five majors offered: Fashion Design, Dance, Music, Film/Media/Theater & Visual Art. The National Dropout and Prevention Center/Network emphasizes that students authentically engaged and invested in their declared performing

⁵⁵ <https://www.tn.gov/education/assessment/act-sat.html>

art major at school decreases student dropout rates. The National Dropout Prevention Center/Network has noted the findings of the following research studies that support arts education as a dropout prevention strategy:

- “Arts learning increases academic self-efficacy and keeps students engaged and in school” (Holochwost et al., 2016)⁵⁶
- “It improves academic outcomes” (Catterall et al., 2012)⁵⁷
- “Reduces suspensions, predicts higher levels of college attendance and graduation” (Elpus, 2013)⁵⁸
- “Promotes desired personal characteristics” (Holochwost et al., 2016)⁵⁹

-Career and Technical Education (CTE) – CTE is instruction linked to careers, the workplace, and technology. In alignment with our mission, Academy of the Arts will offer students the opportunity to earn their CTE certification in Fashion Design, Dance or Film/Media/Theater. Research shows that high school students involved in CTE are more engaged, perform better and graduate at higher rates. Taking one CTE class for every two academic classes minimizes the risk of students dropping out of high school. The average high school graduation rate for students concentrating in CTE programs is 93 percent, compared to an average national freshman graduation rate of 80 percent.⁶⁰ In addition, 91 percent of high school graduates who earned 2-3 CTE credits enrolled in college. CTE serves all high school students, including male and female students, students from many races and ethnicities, and students from higher and lower income backgrounds. However, at the start of the 21st century, male students; students from smaller, lower income or rural schools; students who have disabilities; and students who enter high school with lower academic achievement were more likely to participate in secondary CTE at higher levels.⁶¹ These demographics mirror the student population that AACHS will target and support, which makes this an appropriate strategy to assist students at risk of dropping out or not meeting graduation requirements.

-Individualized Instruction – Individualized instruction are instructional methods and pace reaching students’ personal learning styles and parameters. The tasks and activities through our arts education requires individualized instruction for students as they progress through skills in Fashion Design, Dance, Music, Visual Art, and Film/Media/Theater. One important step to individualizing instruction at AACHS will be students’ significant amount of opportunities to “**practice**” skills without penalty. For example, a student in a drama class will have time daily in class to “*rehearse*” their lines for a monologue or play individually, with a group or just a partner to develop a skill. Through constant “*repetition*” of routines, Dancers will have significant time to practice their skills each day through collaboration with peers and feedback from facilitators.

To truly apply individualized instruction, students will have “**choice**” throughout the tasks and activities they engage with. For example, Fashion Design majors will be able to determine what type of attire they would like to create and will have the autonomy to design their own line of clothing. Learning through our arts education model is flexible and students will have options as they will be asked to propose ideas for some of the projects they engage in.

56 <http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf>

57 <http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf>

58 <http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf>

59 <http://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf>

60 <https://www.actonline.org/about-cte/#:~:text=CTE%20Works%20for%20High%20School%20Students&text=Taking%20one%20CTE%20class%20for,graduation%20rate%20of%2080%20percent.>

61 <https://www.actonline.org/about-cte/#:~:text=CTE%20Works%20for%20High%20School%20Students&text=Taking%20one%20CTE%20class%20for,graduation%20rate%20of%2080%20percent.>

-Active Learning – The National Dropout Center specifically lists active learning as a strategy to prevent student dropout. Our arts education model and arts infused curriculum will require active (rather than passive) student participation in learning through student showcases, productions and unique visual products. There are a variety of active learning teaching strategies: cooperative learning, learning styles theory, multiple intelligences theory, and project-based learning. Academy of the Arts will specifically use cooperative learning strategies, which is a structured experience in which students work together to achieve a common goal,⁶² within our program daily. The basic elements of cooperative learning are positive interdependence, individual accountability, equal participation, and simultaneous interaction. Facilitators at AACHS will lead students through cooperative learning activities such as film/media/theater majors producing, performing and recording plays, dance majors choreographing and presenting unique shows by grade or fashion design majors working in groups to execute theme related fashion shows for the school and community. This form of active learning in the classroom allows students to take responsibility for their own learning as teachers become facilitators rather than repositories of knowledge.

-School Community Collaboration - Engaging the greater community in the dropout issue will help to support “at-risk” students and help increase their success rate in school. Research has shown that there is a positive relationship between family engagement and improved academic achievement. This is true across socioeconomic, racial/ethnic, and educational backgrounds for students of all ages.⁶³ According to the National Dropout Prevention Center/Network, there are 3 key steps to effectively engaging the community in schools to support “at-risk” students: 1) Make a positive connection; 2) Provide opportunities to engage families and community members, and 3) Sustain engagement by addressing challenges that families in your district/school face.⁶⁴ Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future.⁶⁵ Academy of the Arts recognizes the importance of family and community engagement and will actively work to build long standing genuine relationships with families and community members by eliminating barriers to communication and building a culture of inclusiveness and collaboration, as further described in section 1.12 of this application.

-Credit Recovery Block – According to Educational Reform, credit recovery are educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit. As the need presents itself, Academy of the Arts will offer “credit recovery” opportunities by coordinating before school, after school or weekend sessions for students to earn missed credits. The schools’ leadership team will make the determination as to the need for and implementation of a “credit recovery” course after quarterly meetings when schoolwide data is reviewed and student benchmark results are analyzed.

-Mentoring & Tutoring - Tutoring, also a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student’s base teacher.⁶⁶ Facilitators at Academy of the Arts will have the ability to create tutoring opportunities for students before school, after school or during a students’ lunch period if they require additional time to master skills. Through our guidance department, our school counselor will be required to schedule and run mentoring sessions with students individually or in small groups. The counselor will be asked to identify

62 <https://dropoutprevention.org/effective-strategies/active-learning/>

63 <https://dropoutprevention.org/effective-strategies/family-engagement/>

64 http://dropoutprevention.org/wp-content/uploads/2015/07/UsingParentandFamilyEngagement_StraitandRivera_SolutionsFeb2013.pdf

65 <https://dropoutprevention.org/effective-strategies/family-engagement/>

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

an area of need within our student population that is not addressed through our character education course and develop a mentoring program to address this need. Through the mentoring program that the guidance counselor develops, data will be collected on the effectiveness of these sessions through culture data, student survey's and reflection forms.

-Blended Learning According to Tennessee's best practices for dropout prevention, blended learning, virtual learning, competency-based credit opportunities, etc., provide alternative avenues to credit earning and graduation, with programs paying special attention to the student's individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.⁶⁷

-Service Learning Opportunities - Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.⁶⁸ Through partnerships with community organizations such as the Memphis Public Library, Stax Museum and the Brooks Museum, Academy of the Arts will coordinate thoughtful organized service learning opportunities for students including a requirement to complete 8 hours of community service at a local organization of choice by graduation. Facilitators will be required to include one service learning activity in their content class per year. In addition, our guidance counselor will create and maintain a system to organize and track student service learning hours over the course of 4 years and also offer a minimum of 3 additional service learning opportunities to ensure students complete their required hours. Studies have validated the positive effects of service-learning on at-risk students (Follman, 1998; O'Bannon, 1999).⁶⁹ Through our service learning opportunities, different learning materials and instructional methods will be used, students will have access to alternative assessments and will ultimately see that learning is fun. AACHS will use this strategy as a powerful vehicle for school reform to engage at-risk students and deter them from dropping out.

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

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

- **CTE Pathways** = Any AACHS student majoring in Fashion Design, Film/Media/Theater and Visual Art will have the opportunity to complete coursework that will afford them a CTE certificate in one of these 3 majors upon high school graduation. Offering students' the opportunity to become certified in their potential workforce area while in high school will prepare them to attain employment at the age of 18.
- **Junior Achievement 3DE financial courses** = JA offers a 10-course financial literacy program geared towards students in grades 9-12. The courses are 1 semester in length and cover the following topics:

1. Equips high school students with foundational personal finance skills

⁶⁷ https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf

⁶⁸ https://www.tn.gov/content/dam/tn/education/documents/dropout_prev_15_effective_strategies.pdf

⁶⁹ <https://dropoutprevention.org/effective-strategies/service-learning/>

2. *Examine financial capabilities from a business perspective, focusing on banking, economics, business planning, and risk management*
3. *Examine financial capabilities from a business perspective, focusing on employee benefits, ethics, business investment, and international business operations*
4. *Teaches basics of starting a business, including developing entrepreneurial abilities, identifying a business opportunity, creating a business plan, economics, and the stages of business growth*
5. *Focus on communication skills necessary to succeed in business, including communicating up, down, and across organizations, talking about performance, and writing in a business setting*
6. *Introduces high school students to the basic skills necessary to succeed in business such as personal skills like teamwork, innovation, decision making, and ethics. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively*
7. *Introduces high school students to the basic skills necessary to succeed in business such as personal skills like innovation, management functions, and accounting. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively.*
8. *Introduces high school students to marketing and some basic marketing techniques.*
9. *Students learn about marketing in the world around them and potential careers in the field.*

- **Junior Achievement *Be Entrepreneurial* program** = JA *Be Entrepreneurial* is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. Students completing all three modules use Design Thinking, a problem-solving approach, to create business ideas. Students also learn to transform their ideas into concise, effective, and actionable one-page business plans. JA *Be Entrepreneurial* is part of the JA Entrepreneurship Pathway. Participating students will have the opportunity to compete in a new national virtual competition, JA Social Innovation Challenge, which provides a platform for them to share their innovative ideas for improving their communities and to compete for national honors.
- **Internships** = Through initial conversations establishing partnerships with Academy of the Arts, local organizations such as the Brooks Museum of Art, the Memphis Public Library and the Stax Museum are willing to discuss internship opportunities for students upon approval of the charter application. Internship opportunities will be reserved for students pursuing CTE certifications in Fashion Design, Dance and Film/Media/Theater. Academy of the Arts internship structure will be modeled after Big Picture Learning's "*Learning Through Interests Systems*".
- **Service Learning Opportunities** = Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.⁷⁰ Through partnerships with community organizations such as the Memphis Public Library, Stax Museum and the Brooks Museum, Academy of the Arts will coordinate thoughtful organized service learning opportunities for students including a requirement to complete 8 hours of community service at a local organization of choice by graduation. Facilitators will be required to include one service learning activity in their content class per year. In addition, our guidance counselor will create and maintain a system to organize

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

and track student service learning hours over the course of 4 years and also offer a minimum of 3 additional service learning opportunities to ensure students complete their required hours. Studies have validated the positive effects of service-learning on at-risk students (Follman, 1998; O'Bannon, 1999).⁷¹ Through our service learning opportunities, different learning materials and instructional methods will be used, students will have access to alternative assessments and will ultimately see that learning is fun. AACHS will use this strategy as a powerful vehicle for school reform to engage at-risk students and deter them from dropping out.

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

Artists attending AACHS will meet all the expectations established by the TNDOE for a traditional high school diploma including attendance and state assessment requirements. In alignment with Tennessee's High School Policy 2.103, Academy of the Arts will offer students a traditional high school diploma in which the following must be achieved by each student to graduate: 1) Earn the prescribed twenty-two (22) credit minimum; 2) Complete the ACT or SAT prior to graduation, if the student was enrolled in a Tennessee public school during their eleventh (11th) grade year; and 3) Have a satisfactory record of attendance and discipline.⁷² However, while earning their high school diploma they get to immerse themselves in their arts at the same time. This unique program leads artists to earning their diploma with a minimum of 30 combined credits as fully detailed in Tables 1.6 (c) and (d) of this section.

⁷¹ <https://dropoutprevention.org/effective-strategies/service-learning/>

⁷² <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/rulespolicies/2.103%20High%20School%20Policy%204-20-18.pdf>

1.7 ASSESSMENTS

(a) Primary Internal Assessments:

Academy of the Arts will measure academic performance and progress toward school goals by administering state mandated assessments, nationally normed assessments in reading comprehension and mathematics, and standards-based internal assessments in the core subjects each year. The assessments we will implement to measure progress toward our accountability goals described in **Section 1.4** are aligned with the TN Department of Education’s State Assessment objectives. Cumulatively, our assessments will: (1) provide the Board, leaders, and facilitators feedback on students’ academic progress and how assessments align with grade-level standards and selected curriculum; (2) provide Fayette County School District, the Board, leaders, teachers, parents and students a holistic perspective of student progress in comparison with peers across the district and state; (3) provide leaders, teachers, parents, and students information about students’ strengths and areas for improvements; (4) provide Fayette County School District, the Board, leaders, teachers, parents, and students clear information about students’ college readiness according to TN Academic Standards; (5) inform leaders and teachers on areas to strengthen curriculum, instruction, and professional development; and (6) inform the Board and leaders regarding allocation of resources and professional development of teachers. Academy of the Arts will use a combination of assessments to measure student progress and mastery of skills. **Table 1.7 (a)** outlines the internal assessment AACHS will use:

Table 1.7 (a) – *AACHS Internal Assessments*

Type of Assessment	Grade Level	Title	Frequency	Purpose	Data Collection & Use
Nationally Normed Diagnostic	All grades	MAP Universal Screener	August & upon enrollment for transfer students	MAP Universal Screener is known nationally for effectively screening for	We will use this student data to provide Tier II & III supports for students and drive next steps

				proficiency against state standards, RTII/MTSS	for daily curricular planning.
Benchmark	All grades	STAR Reading & STAR Math	Every 6-8 weeks	The purpose of STAR assessment is to measure progress towards proficiency of Tennessee Academic Standards (TAS) and college ready standards. It allows us to evaluate student achievement in comparison to other schools with similar demographics.	We will review student performance by grade, content and individual score reports to find trends and set instructional priorities. We will follow data protocol analyzing data on a designated data day.
Formative Assessment	All grade	Internally created daily/weekly assessments that proficiency, created by facilitators modeled on benchmark assessments.	Two to three times a week in classrooms after a lesson	The purpose of daily & weekly assessments is to measure & track performance and progress towards our academic goals on a daily basis and to assess instructional effectiveness.	We will use daily & weekly data to assess and adjust individual student proficiency of objectives, and determine targeted supports for students where needed. Data will be posted inside classrooms for students and facilitators to review weekly performance
Summative Assessment		End of Unit (Engage NY) for Math and internally created assessments for	Given after each unit in all subjects	The purpose of unit assessments is to measure our students progress towards proficiency of standards covered in a unit of study.	We will use data to assess and inform instruction, curriculum, supports and interventions, including adjusting Tier I instruction. The Executive Director will tr PLC leads, Director of Specialized Services and Assistant Principal of Instruction (as hired) to lead facilitators in analyzing student work to determine student
State Mandated Assessment		TCAP	Fall & Spring	The purpose TCAP is to assess the Tennessee Academic Standards through	We will use TCAP data to plan curricular priorities for upcoming years

				mastery of concepts and skills in core subjects.	and student placement.
College Ready Testing		ACT	Incoming 9 th grade students will take the ACT as a benchmark. Spring junior year & fall of senior year for retake if needed	The ACT will inform us if students are prepared with the knowledge and skills to succeed in college and career.	We will use 9 th grade cohort ACT results to plan curricular priorities for upcoming years and student placement.
Art Assessments		Portfolios, Processfolios, Showcases/Exhibitions, Performances,	Students will engage in authentic assessments daily, quarterly and annually within our art education program	Authentic assessments will provide students with alternative ways to demonstrate understanding & growth.	We will use data from authentic assessment to evaluate student skill gaps, determine effectiveness of art program & make curricular pl
Other Assessments	English Language Learners (ELL's)	ACCESS 2.0	Upon enrollment for students who may be eligible for ESL services	The purpose of the ACCESS 2.0 is to annually measure learners' progress in reading, writing, listening, and speaking.	The ACCESS 2.0 assessment is an accountability measure to provide us with information to determine ELL placement in courses. Student results on ACCESS 2.0 guide decisions regarding student participation in content area classrooms, as well as their need for ELL services. We will use the information to evaluate the effectiveness of our programming and support for ELLs.

➤ **Diagnostic & Screener**

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

➤ **Benchmark Assessments**

- Students will be given a benchmark that will be taken 3 times within the year. Benchmark assessments will be administered in October, December and February of each year to measure student progress made towards hitting and exceeding grade level instructional goals. A mid-year benchmark will be given in December to measure and mark progress made within the first 3 months of instruction. A final benchmark will be given to students

in February as a performance indicator for state assessments and to measure the academic growth that was made throughout the year.

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

➤ **Formative Assessments**

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

➤ **Summative Assessments**

- Teacher created summative assessments will be given every 2-3 weeks, depending upon the content matter being assessed. Summative assessments will be used to help facilitators make instructional decisions around student regrouping, re-teaching and/or adjusting the pacing of content maps.

- **Authentic Student Assessments** – Academy of the Arts will administer forms of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.⁷³ Facilitators will pose engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. As emerging artists, students will be assessed uniquely in our art education program quarterly through large scale performances and demonstrations of the skills that they are required to master in their respective majors. Authentic students’ assessment will include a task for students to perform and a rubric by which their performance on the task will be evaluated. Students will demonstrate their knowledge of skills and concepts through authentic student assessments as described in **Table 1.7 (b)**.

Table 1.7 (b) – *Sample Authentic Student Assessments*

73 <http://jfmuellet.faculty.noctrl.edu/toolbox/whatisit.htm>

Authentic Student Assessment	Purpose/Description
<i>Performances</i>	Performance is an integral part of our students' class work. Academy of the Arts students are expected to perform every day. Whenever students practice their craft, they are performing. Performance enables students to display what they have learned and to be critiqued by facilitators and peers in order to grow as both students and artists. Motivated and dedicated students may be offered additional opportunities for performances and exhibitions outside of the classroom. To that end, it is our goal to establish opportunities for AACHS students to participate in state and national associations and competitions within their artistic arenas. Through field trips, Academy of the Arts students are exposed to professional performances that highlight the artistic and academic components of the curriculum. Our school will also create opportunities to bring professionals from the business side of the arts into the school for workshops and seminars. These "Master Classes" will be offered in every artistic department and are held throughout the school year, introducing Academy of the Arts students to true masters of their art discipline.
<i>Showcases/ Exhibitions</i>	Student showcases and exhibitions promote equity and set the expectation that all students, not just a small group, are capable of producing high quality work. Through workshops, events, gallery nights, students will be able to connect to the larger community and utilize critical skills such as communication, networking and presentation skills.
<i>Processfolio</i>	A processfolio is formative – it charts the development of an artwork's creation as well as the student artist. From beginning notes, drafts, revisions, edits, all the way through to the completed piece – these are included in the processfolio.
<i>Portfolio</i>	Portfolios are collections of student work representing a selection of performance. Portfolios are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments and personally favored works. A portfolio may be a folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. ⁷⁴
<i>Student Self Assessments</i>	Researchers agree that self-assessment is a necessary and important component of quality classroom arts assessment. Self-assessment is authentic assessment—it mirrors the "real-world" work done by professional artists. Self-assessment is a useful tool in the artistic process by delineating progress toward goals and helps students understand where they are in relation to the goals they have set for themselves.
<i>Student Peer Assessments</i>	Critique in the arts is the analytical and interpretative discussion about a work of art. Peer critique gives students an opportunity

	to use and share their voice, and it helps them to become more receptive to hearing and using feedback. ⁷⁵
<i>Artistic Graduation Capstone Project</i>	The graduation project is the capstone of a student's artistic experience at Academy of the Arts, and students must complete and pass the project to be eligible to graduate. This project provides an opportunity for students to reflect upon, utilize, and apply the knowledge gained from their artistic and core curriculum while enrolled at AACHS, and projects will be clearly outlined and supported within each artistic department.

(b) Testing coordination:

Academy of the Arts will have a shared sense of responsibility in regards to testing coordination. It is critical that all members of the instructional community own, understand and analyze data points consistently throughout the year to monitor student progress and intervene early when we identify students struggling. The Executive Director with the support of the Testing Coordinator and Data Team will be responsible for testing coordination of all state, national and schoolwide internal assessments at AACHS. We will implement the following testing coordination system to ensure high fidelity and accuracy exists around all testing processes

-Testing Coordinator: The testing coordinator will serve as the point person for all assessments (benchmarks, state assessments, universal screeners) within the school and will oversee administration of each assessment. With the support of the Executive Director, they will develop and train a Data Team to support and manage the testing process for state assessments and benchmark assessments that take place at the school. Our guidance counselor will serve as the testing coordinator in years 1 and 2 and will transition out of that position in year 3 with the onboarding of an Assistant Principal of Instruction who will move into that role.

-Data Team: The data team will support with overseeing AACHS school-wide data, monitoring the administration of all assessments as assigned, and engage with analyzing data and setting grade level and school-wide goals based on this data. The appointed members of the Data Team who will support the guidance counselor with organizational and distribution responsibilities will include the Director of Operations (yr.1/ongoing), Director of Specialized Services (yr.1/ongoing) and at least 1 PLC Lead. In year 3 when we bring on an Assistant Principal of Instruction, the AP will take the lead as testing coordinator and the Guidance Counselor, Director of Operations and Director of Specialized Services will remain on the team for support. The Data Team will:

- Meet with Data Team at least 6 weeks before state test to determine needs
- Meet with Data Team at least 3 weeks before national test administration to determine needs
- Develop all testing schedules and outline testing windows for the school each year
- Order supplies based and testing materials based on total number of students
- Receive outside testing materials and inventory as appropriate
- Designate appropriate storage location of all state and local testing materials and ensure materials are securely stored
- Establish a material distribution system and train staff on system prior to testing windows
- Train staff on any safety and security protocols required for assessments
- In coordination with a company's representative, train staff on online pre and post diagnostic assessments such as STAR

⁷⁵ <https://www.edutopia.org/practice/mastering-self-assessment-deepening-independent-learning-through-arts>

- Serve as the contact within the school for technical issues facilitators encounter during online assessments/benchmarks
- Communicate test results schoolwide and to all stakeholders
- Lead facilitators and staff in analysis of student results
- Organize and distribute test materials to teachers and staff on test administration day

-Professional Learning Community (PLC) Leads: A PLC lead will be assigned for each grade by content. This person will be responsible for leading the conversation around quarterly benchmark results and weekly review of progress monitoring data on each grade/ content team. In addition, PLC leads will facilitate weekly meetings with their team members to evaluate formative and summative data points. This person will be the bridge in conversation with the leadership team around what is happening by grade level compared to school-wide results. At least 1 PLC leads will be a member of the Data Team and will support staff with professional development to analyze and plan around student results. PLC leads will be instrumental in highlighting trends in data with the context and support of student daily work.

(c) Collect and Analyze Student Academic Data:

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

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

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

		adjust Tier II & III groups.		
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-Professional Learning Communities (PLC) – Each week, facilitators will have protected time in their schedule where they will meet in their PLC’s collaboratively. During this block of time, facilitators will be required to examine current student work, benchmark assessments and/or formative and summative assessments they have administered. Each PLC lead will determine what data point is brought to the meeting to be analyzed. PLC’s will have a normed template to use where they will document the data point they are examining, the trends in student learning they pulled from this data and their targeted next step to address the trend. All facilitators will be required to document how they progress monitored each week as well as the results from this monitoring. PLC leads will provide the Executive Director with a copy of the team conversation and decisions and this data will be shared with the leadership team. This weekly system of collaboration among facilitators around a targeted student data point will allow AACHS to provide the appropriate instruction to all students, make adjustments quickly throughout the year to support students' individual learning needs and consistently analyze student performance for school-wide goal alignment and adjustment if needed.

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

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

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

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

The primary training and support that staff with Academy of the Arts will include: 1) In house professional development conducted by content specialist, and leadership team members; 2) Outside consultants connected to our instructional programs such as STAR, Arts Impact, Junior Achievement and

Mutt-i-Grees. All of our outside vendors and partners offer staff professional development to help train and guide our facilitators through their programs as well as how to analyze and use the data.

- ✓ Arts Impact will provide our entire staff with a 5-day summer institute in year 1 to train and support our facilitators through understanding and development of our arts infused curriculum. Consultants from Arts Impact will show facilitators how to design their own authentic TN standards aligned formative assessments and use the results to continue planning. Arts Impact also assigned our facilitators a year-long art specialist mentor who comes onsite to coach facilitators 3 times a quarter in person to maintain fidelity with our arts infused program and review performance data. Arts Impact consultants will also meet with AACHS leadership team quarterly to analyze student data and progress monitor for school-wide goal alignment. At the end of each school year, Arts Impact consultants will lead a PD with the whole staff to look at effectiveness of the arts infused program based on student final grades, state assessment results and quality of the student showcases, performances and programs conducted throughout the year. Arts Impact will return in years 2-4 to train new staff hired and ensure that the structure of the arts infused model remains intact.
- ✓ Renaissance provides expert consultants and coaches who will partner with Academy of the Arts facilitators and staff to ensure effective implementation of our STAR Math & Reading Assessment and screeners. AACHS will invest in the PD options to bring on site the STAR experts who will train all staff for 2 full days during summer PD. In year 1, we will invest in this PD training to occur for ½ a day in the winter and spring as well so that facilitators have support navigating this new system and truly understand how to store, access, analyze, monitor and use the student data to drive their course lessons as well as plan for remediation when necessary. STAR consultants will be brought back in year 2 and 3 for new staff as needed. Renaissance professional development is rooted in adult learning strategies, with a job-embedded, sustained, and ongoing approach that employs a cycle of knowing, doing, and achieving to close the gap between learning a new strategy and applying it effectively—all while using data to fuel the cycle.⁷⁶
- ✓ In a formal partnership with Junior Achievement, they will provide staff training for our facilitators to understand the entrepreneurial courses they will be required to implement as well as how to track and analyze student participation and results with the program. Junior Achievement will provide our facilitators with data analysis tools aligned to their program that will be used to monitor student progression through these courses and remediate or accelerate as necessary.
- ✓ The leadership team at AACHS will facilitate in-house professional development for the entire staff around student benchmark results each quarter, results from STAR universal screeners at the start of each year and summary progress monitoring reports in Math and English. each month. In-house PD's will be facilitated as a collaborative effort from the leadership team requiring the Executive Director, Director of Specialized Services, Guidance Counselor and Assistant Principal in year 3 to lead data trainings whole staff. Additional professional development topics will be determined throughout the year as needs present themselves. Facilitators and staff will also be encouraged to participate in state facilitated professional developments as necessary.

76 <https://www.renaissance.com/services/professional-development/>

1.8 SCHOOL CALENDAR AND SCHEDULE

- (a) Provide the annual academic calendar for the proposed school as Attachment A.
- (b) Attach the proposed school's detailed daily schedule by grade. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.
- (c) Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

Studying the performing arts is the foundation of all learning at Academy of the Arts. Our student daily schedules are in alignment with our mission to educate students through the performing arts while maintaining a high-quality academic program that provides students with the academic and entrepreneurial skills to succeed in college and life. Our schedule reflects an innovative and diverse arts education model, which permits students to spend upwards of 120 minutes training in their declared field of study each day! In partnership with Junior Achievement, we are incorporating an entrepreneurial course for students to develop their skills. In addition, our schedule provides time for explicit social emotional learning blocks, skill build and remediation blocks and morning meeting daily routine, which was intentionally included to support AACHS building a positive school culture.

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

Academy of the Arts believes in listening to and acknowledging student voice and choice. Our school culture is designed to be truly centered around student interests and talents. That being said, we will not plan extra-curricular activities or clubs in advance of surveying and conversing strongly with our student population beginning during our enrollment process in September of 2021. Any and all activities, sports and clubs established at AACHS will be decided on by the students and families. Our leadership team will fully support the requests of students to initiate and establish programs at the school beginning in year 1 that students have a strong desire to participate in and even lead. If we truly facilitate a truly centered environment it will maximize engagement.

AACHS will be certain to recruit and hire staff and facilitators who are willing to sponsor and lead extra-curricular activities, sports and programs that students request so that we have adequate staff to manage, monitor and coach activities. We are also open and willing to consult with after school programs to bring onboard the activities, sports and clubs that our students show a strong interest in. Any athletic teams established at Academy of the Arts will take place during their traditional season in alignment with local and state athletic programs. We will budget for student activities and run any determined athletic program, club or activity as long as student participation warrants continuing the program annually.

To ensure that student voice is formally heard and recognized within our school, Academy of the Arts will support our student body in developing an official student-led program such as a "student government" each year and support the student-led group in meeting and collaborating monthly.

- (e) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of

students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

To address learning loss, prevent “summer slide” and offer high school students credit recovery opportunities if needed, Academy of the Arts will first align with state and local regulations regarding summer school expectations. Current bill SB-7002 requires elementary and middle schools to offer 4 and 6-week summer school programs effective summer 20221. AACHS will mirror this expectation and offer a summer program based on the needs of our students. In addition to coordinating and implementing summer school, Academy of the Arts will work to secure interest and participation in the following:

- **Summer School:** Academy of the Arts will offer a summer school program for students who have not successfully completed 2 or more courses during the academic year. The courses offered will depend on student academic need and will be assessed after the 3rd quarter annually. Summer school programs will be offered with a cost to students and families comparable to local districts summer school fees. The program will run for 6 weeks from Monday – Thursday with a tentative daily schedule of 8:30 to 1, which will allow students to take 2 courses a day at 2 hours each with a 30-minute lunch from 10:30-11. Students and families will be notified after the 3rd quarter if summer school is recommended.
- **Tutoring:** Facilitators will be able to coordinate and run tutoring sessions before and after school as academic needs are identified. After the first 6 weeks of each school year, facilitators will be presented with the opportunity to coordinate tutoring groups for students Monday – Friday either before or after school. Tutoring groups must have a minimum of 3 students and may not exceed 10 students to ensure that quality small group and 1:1 instructional support is provided as needed to improve student understanding of concepts and skills. Tutoring sessions may not exceed 1 ½ hours in length and each student must provide written permission to attend a tutoring group. Once a facilitator has decided that they will offer tutoring, they will create their schedule and determine if it will be offered every day of the week or on an abbreviated schedule such as Tuesday and Thursday.
- **Summer Arts Academy Program:** In an effort to continue to grow student talents in the performing arts, AACHS will develop and implement a Summer Arts Academy beginning in year 2. The purpose of the program is to also expose students to the different art majors offered at the school. The program will run for 5 weeks and will focus on one of our performing art majors each week. The Arts Academy Program will run from Monday – Friday from 8:30 – 2:30 and will provide students the opportunity to experience each art form offered at AACHS. Student selection will be based on interest as we will work to accommodate the number of students who sign up and register for the academy. Staff assigned will determine student enrollment and classes are not to exceed 12 students before the creation of an additional section. There will be no fee associated with the program. Students and families will be made aware of this opportunity each spring so that planning and preparation can occur.

1.9 SPECIAL POPULATIONS

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

Academy of the Arts founding team has extensive experience working with special populations. Of the eight Founding Board Members, three have experience working directly with special populations through their previous and current roles serving in schools. In addition to the experiences that the proposed school founder brings to the school, several founding Board Members bring educational knowledge and experience to their roles and will be able to support our special populations through informed oversight:

Mecca Jackson, Founding Executive Director. Ms. Jackson has served as school principal for 7 years in urban environments where student enrollment was upwards of 750 students and included special populations of 10% or higher of the total student enrollment. She has managed schools with autistic support programs (AS), learning support programs (LS), behavior disability programs (BD) and English as a Second language programs (ESL) with a spectrum of supports from fully self-contained classrooms to full inclusion models with scheduled push-in and pull-out supports. Ms. Jackson has supervised and served as the rating officer for special education teams inclusive of: 1) Learning support and emotional support teachers; 2) Directors of Specialized Services; 3) School Psychologists; 4) Occupational Therapist and; 4) Social Workers. Her direct work with special populations include co-planning with educators to create accommodations and modifications, reviewing, monitoring and assessing all student I.E.P.'s, facilitating and participating in I.E.P. meetings with students, staff, parents, maintaining relationships with special services representatives to ensure student services are received and appropriate, observing and evaluating teacher effectiveness in special education classrooms, leading professional development with staff; maintaining accountability for compliance annually as outlined by the state and serving on RTII/MTSS teams where strategies, supports and interventions for students were recommended and plans created. Her long standing career in education brings 20 years of experience working with special populations and managing systems and supports to ensure student needs are met.

Founding Board Member Thedrus Greer – served as a Director of Schools in which he provided oversight and management of the special education department and all staff required to maintain student records in accordance to the services they received. Mr. Greer

Founding Board Member Gilda Boyle – currently serves as an educator within Fayette County School District and is knowledgeable of writing, evaluating and implementing student I.E.P.'s as well as identifying an effective RTII/MTSS model and referral process within a school. Mrs. Boyle has over 18 years of experience providing support to children with special needs.

Founding Board Member Dr. Kerri Hall – currently an educator within DeSoto County School District and is knowledgeable of writing, evaluating and implementing student I.E.P.' as well as identifying an effective RTII/MTSS model and referral process within a school. Dr. Hall has over 15 years of experience serving and supporting students with special needs in education.

In addition to the experiences listed above that the founding team brings to the school, Academy of the Arts plans to secure and include the expertise of specific certified staff members at the school to ensure the needs of our special populations are legally and morally obtained. To ensure annual compliance and high quality services are implemented, we will hire the following staff:

In year 1:

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

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

In Year 3:

-Special Education Teacher – Will be hired based on anticipated need in year 3 and will service approximately 4% of the population. Director of Specialized Services will fulfill specialized services in years 1-2 and will work to train the special education teacher once hired in year 3. This staff member will support the Director of Specialized Services by providing push-in/pull-out services, progress monitoring daily, weekly and monthly and any additional support needed in alignment to students I.E.P. goals.

-Social Worker - Academy of the Arts will recruit and hire a school social worker to provide services to students to enhance their emotional well-being and improve their academic performance.⁷⁷ The social worker will serve the needs of both specialized and general populations to help students, families, and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems and also address issues such as substance abuse and sexuality issues in the higher grade levels.⁷⁸ AACHS will specifically recruit clinically licensed social workers and licensed master social workers knowledgeable of the DSM 5.

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

As a local education agency (LEA), we will follow and fulfill our state mandated obligations as outlined in Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015. Academy of the Arts will meet the needs of all students enrolled at our school, including but not limited to, students with disabilities, students with 504 plans, English Language Learners, students identified as intellectually gifted and students at risk of dropping out. Our school is guided by the belief that all students can and will learn when provided with the tools and time to

⁷⁷ <https://www.socialworkers.org/LinkClick.aspx?fileticket=vvUJM-JNAEM%3D&portalid=0>

⁷⁸ <https://www.socialworkers.org/LinkClick.aspx?fileticket=vvUJM-JNAEM%3D&portalid=0>

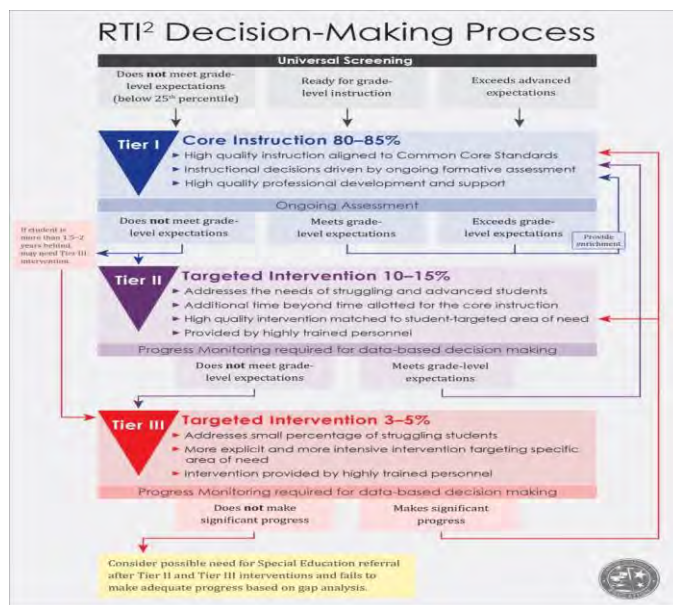
demonstrate their understanding. We will effectively prepare for special populations through **Regulatory Compliance, Effective Systems and Protocols and High Quality & Inclusive Instruction.**

Regulatory Compliance

- ✓ Daily Easy I.E.P. Check – Academy of the Arts will use the Easy I.E.P. online system to store, update and manage student I.E.P.'s. The Director of Specialized Services will be required to check the system daily to ensure student information is accurate, student progress is updated daily as necessary by facilitators and meetings are occurring as required by law with parents.
- ✓ Weekly RTII/MTSS Meetings – Academy of the Arts will establish an RTII/MTSS team to prepare for special populations and provide the appropriate interventions, accommodations and modifications for at-risk students. The team will be inclusive of the Executive Director, Special Education Director, Guidance Counselor, Assistant Principal of Instruction and Social worker as hired. In alignment with Tennessee's RTII expectations and guidance, we will use MAP screening results, benchmarks assessments, facilitator academic records and observations to provide data comparisons to guide placement of our students in intervention.
- ✓ Monthly Compliance Meetings – The Executive Director will meet monthly with the Director of Specialized Service to review all current student I.E.P.'s to ensure accommodations are being met. This monthly meeting will be used to check the progress monitoring tools and documentation submitted to the Director of Specialized Services by facilitators and special education teachers. The Easy I.E.P. system will be reviewed during this time to ensure daily checks are occurring and information is submitted.

Effective Systems and Protocols

- ✓ Early Screening & Diagnostics - In implementing the research-based RTII framework, we will use a universal screener at AACHS. The assessment will take place during the Spring and Summer students where students will take the MAP assessments in Math, Reading, Language, and Science. Students will also take the STAR Benchmark Assessment in reading and math to determine their instructional reading level. These diagnostic assessments will be used to inform instructional planning in the summer as well as students' initial placement in the tiers
- ✓ RTII/MTSS Decision Making Process – At Academy of the Arts, we will use the Response to Intervention (RTII) Framework to serve as a guide for our tiered support for ALL students, and we fully embrace the guiding principles of the RTII Framework in Tennessee that emphasize the importance of leadership in implementing the framework; a culture of collaboration that includes educators, families and the community focused the achievement of both struggling and advancing students; and a data-driven focus on prevention and early intervention.



Our program is fully aligned to the RTII Decision-Making Framework presented here for ease of reference. Per this framework, our goal is to meet the needs of 80-85% of AACHS students

through our rigorous, differentiated Tier I instruction; to meet the needs of 10-15% of AACHS students in our Tier II targeted interventions; and to meet the needs of 3-5% of AACHS students through more intensive Tier III targeted interventions.

High Quality & Inclusive Instruction - High quality inclusive instruction ensures that planning and implementation meets the needs of all students and builds in high expectations for all students, including those with special needs. This basic entitlement for all students will be underpinned by effective frameworks and learning policies at our school. AACHS arts education model and arts infused curriculum will naturally include the following school-wide practices that have been specifically noted as inclusive strategies for students in need of specialized services:

- ✓ Multiple means of representing content (*i.e. visual and oral strategies, which are utilized daily in Visual Art, Music and Film-Video-Drama classes*)
- ✓ Flexible means of engagements as students learn (*i.e. videos, software, role playing, which are incorporated daily in Film-Video-Drama, Fashion Design, Music and Visual Art classes*)
- ✓ Multiple means of student expression (*i.e. writing, illustrating, speaking, which are incorporated daily in our Visual Art, Fashion Design, Music and Film-Video-Drama classes*)
- ✓ Students are divided into mixed ability groups
- ✓ Station teaching where students rotate to various stations for instruction (*i.e. embedded in our English and Math courses through reading rotations and math circles*)
- ✓ Adaptations of space, material and equipment

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

1. Identification of students with disabilities and avoid misidentification:

- ✓ In-Take Process = Upon enrollment, we will engage in an intake process where families will be asked if the student has previously participated in a special education program at their former school. There will also be an area on the student enrollment form and application where parents and guardians will be asked if their child receives services or has an I.E.P. If a family indicates that their child has an I.E.P., we will take the necessary steps to secure the I.E.P. from the student's previous school to begin making preparations that ensure accommodations are implemented on the first day of school.
- ✓ Records Screening = The Executive Director and Director of Specialized Services will conduct an initial review of all student files and ensure the educational setting is prepared to deliver services and make any modifications and accommodations to the curriculum. If we receive records indicating a child receives specialized services, and this was not disclosed during our in-take process, we will conduct a meeting with the I.E.P. team. They will review the I.E.P. to ensure it is up to date. If a parent meeting needs to be conducted or any additional assessments need to be given to the student, the I.E.P. team will arrange for this to happen in a timely manner.
- ✓ Early Screening and Diagnostic = All students who submit an application to enroll at Academy of the Arts will take their diagnostic and screener on the day they audition at the school. Early screening allows the school to prepare well in advance to accommodate students who need or receive specialized services and will give AACHS the opportunity to identify students with disabilities prior to the school starting. If a student applies and auditions after the year has begun they will still be required to take the diagnostic on the day that they audition.

- ✓ Professional Development = Staff will be consistently trained and coached around how to recognize and assess student behaviors that require a Tier II or Tier III support. Through our monthly whole-school professional development and weekly PLC meetings staff will have the opportunity to stay informed and well prepared to identify student signs for interventions and supports, refer for additional levels of support and plan to implement the necessary accommodations and modifications as determined.
- ✓ Progress Monitoring = Assessments, benchmarks and screeners such as MAP and STAR Reading and Math will be used to initially diagnose students to identify current levels. These tools will be used to progress monitor student work anywhere from weekly to quarterly. The timeframe will be determined in collaboration with the special education teachers and regular education teachers.

2.Special Instructional Programs

- ✓ Related Services = To ensure students who require specialized services have their appropriate programming, we will contract with related services, such as nurses, speech and language pathologist, occupational therapist, etc., based on the needs included in the I.E.P.
- ✓ Co-Planning = Special Education Teachers and Regular Education Teachers will co-plan together to ensure lessons include some of the following accommodations and modifications: • *Use of visual and multi-sensory formats* • *Use of assisted technology* • *Use of prompts* • *Modification of content and student products* • *Testing accommodations* • *Authentic assessments*.
- ✓ Arts Education Model = Through our specialized design model, students will have personalized learning and performance based assessments to meet students where they are and allow students the opportunity to apply their learning in real world scenarios.

3.Plans for Monitoring and Evaluation:

- ✓ Program Evaluation: All programs will be assessed quarterly during our Data Days, including the special education program. AACHS ½ day Friday's are another opportunity where we will reflect and review schoolwide data as it relates to the progress of students receiving specialized services. All special education staff and support staff will be involved in analyzing our program's strengths and weaknesses and identifying the gaps in our program through data analysis. We will identify any students who show little to no progress and reevaluate their plan or our program. At the end of the year we will do one last cumulative and comprehensive look at data and evaluate the effectiveness of our program.
- ✓ Data Collection: Under the supervision of the Director of Specialized Services, weekly and bi-weekly data (such as classwork, tests and quizzes) will be collected from facilitators and reviewed to determine the progress of any student participating in a specialized program. The Director of Specialized Services will be available to participate in weekly Professional Learning Communities (PLC's) with grade teams to examine and analyze student performance and make adjustments to programs as needed on a weekly basis. Upon hiring a special education teacher in year 3, this person will support the Director of Specialized Services with the weekly and bi-weekly data collection and review of student progress.
- ✓ Certified Staff: AACHS will ensure that certified and qualified staff are hired to support monitoring and evaluating students as well as our daily program. We will hire a full time certified guidance counselor who will be equipped to monitor specific aspects of our special education

program as well as add recommendations during any evaluation process that may occur. In year 3, AACHS will recruit and hire a licensed clinical social worker to support with monitoring and evaluating student progress to ensure accommodations are implemented effectively. We have also budgeted appropriately to secure consulting services to meet student needs should we not have the expert staff on site at our school.

- ✓ Record Keeping: Through our routinely monitored record keeping, Academy of the Arts will ensure that information regarding students receiving specialized services is accurate and current. Adequate records, which will be reviewed weekly during a meeting with the Executive Director and Director of Specialized Services, will ensure that program alignment and daily support are effective and in place. Any identification in gaps in services will be addressed and corrected immediately by the Director of Operations.
- ✓ Board Accountability: Academy of the Arts Board of Directors will have a shared responsibility for ensuring compliance with all special education laws and that our special education program uses resources effectively to meet students' needs. The Board will hold the Executive Director accountable for the effectiveness and success of the special education program by: (1) receiving, analyzing, and discussing academic and cultural data at every monthly board meeting, (2) receiving, analyzing, and monitoring staffing updates at every monthly board meeting to ensure adequate supports, training, and licensure/certification to meet students' needs, and (3) receiving, analyzing, and monitoring financial statements at every monthly board meeting to ensure the effective and sound use of resources for the success of all children, including those receiving special education services.

4.Plans for Promotion & Graduation:

- ✓ Students who receive specialized services will be promoted annually based on their ability to meet the goals outlined in their Individualized Education Plan (I.E.P.). In alignment with Tennessee's high school graduation policy 2.103, students with disabilities will be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed twenty-two (22) credit minimum.⁷⁹ Academy of the Arts offers all students the opportunity to earn a standard Tennessee high school diploma. Through our specialized staff to be hired, our accurate RTII implementation and consistent program evaluation, Academy of the Arts will be able to ensure accommodations are put in place to assist students with meeting the goals outlined in their I.E.P.

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

Academy of the Arts will follow and abide by the following process to identify students who are English Language Learners:

- Use home language surveys to screen all new students for potential limited English proficiency
- Conduct informal interviews in the student's native language if their home language is not English. The Director of Specialized Services will ensure an interpreter is hired for the interview.
- ELL's identified through initial MAP screening will be administered the WIDA ACCESS
- Administer the WIDA ACCESS for ELL's to assess student's language proficiency if they speak a language other than English or very little to no English.

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

Specific instructional programs and practices & strategies

- Structured English Immersion model
- English Language Development (ELD) instruction as a Tier I intervention
- Strategies: *Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers, use of cognates to increase comprehension, teacher modeling, pairing students with beginning English language skills with students who have more advanced English language skills, scaffolding, word walls, think-pair-share, cooperative learning groups, exit activities*

ELL teachers will be hired as the need for services is presented. All ELL teachers hired by Academy of the Arts will be certified and possess either a bilingual education or ESL teaching credential and strong communication skills in the students' primary language. The RTII team, ELL teacher (as hired) and Director to Specialized Services will collaborate to determine the most appropriate intervention for each ELL student identified at our school. ELL's at higher levels of English proficiency may receive Tier I ELA instruction from general education facilitators. Students who do not reach English proficiency benchmarks on the WIDA will receive Tier II and Tier III interventions as necessary to reach academic success. We will monitor all interventions for effectiveness through RTII meetings, facilitators weekly PLC meetings and Data Days monthly with the whole-school.

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

Our constant analysis of data will allow us to quickly identify at-risk students who are struggling academically. Students who are at-risk of academic or behavioral failure will participate in Tier I, II or III interventions based on their individual needs. We will use the following methods for identifying at-risk students:

Early screening = When a student enrolls at Academy of the Arts, whether it is the year before or mid-year, they will take the MAP assessment, which is our early screener. This initial data will let us know which students may need Tier I, II or TIER III interventions immediately. Facilitators and Leadership will use this initial data to plan appropriate interventions to implement.

Benchmarks = As part of the RTII process, AACHS will conduct benchmark assessments using STAR Reading and Math every 6-8 weeks to evaluate student's progression through each semester. This system to measure student achievement multiple times during the year will allow us to constantly check for at-risk students within our school and provide interventions as necessary.

Data Meetings =

PLC Weekly = During weekly PLC meetings, facilitator's will be required to present and discuss any student who is underperforming in any class. Facilitators will be required to show evidence of students struggling and create a plan to address and support the student academically.

RTII Weekly = Our RTII team will meet weekly to discuss newly referred students and create plans to address their needs. Students referred will have already received Tier I interventions in the classroom without success. The team will also monitor students currently receiving Tier II or Tier II supports and determine the effectiveness of the modifications, interventions and accommodations currently prescribed.

Leadership Weekly = AACHS leadership team will meet weekly to look at schoolwide data including progress monitoring

RTII Referral = Student performance data (such as homework, attendance, classwork, formative and summative assessments) will be analyzed weekly by facilitators during their PLC block. This will be a facilitator’s continuous formal opportunity to highlight students who are not meeting grade level standards or mastering content. PLC will be used to discuss and determine a plan of action for remediation and intervention to address deficit in student learning weekly and turn around for full implementation the following week. Every 3 weeks, facilitators will be required to present students who are not performing or making average grade level progress and determine if they should refer the student to the RTII team for additional support.

Tier I, II and III Interventions = Based on data collected through our early screeners, benchmark assessments and facilitator data from formative and summative assessments, we will implement the appropriate tiered level of support for at-risk students.

Progress Monitoring = We have an early screener through MAP assessment we will use prior to the school year beginning. This initial data will let us know which students may need Tier II or TIER III interventions immediately. Through our MAP and STAR online tools, facilitators will be able to progress monitor student performance daily, weekly, or as needed. Frequency will be determined by the Facilitator with the support of the Director to Specialized Services, Guidance Counselor and Assistant Principal of Instruction (when hired).

(f) Describe the following related to gifted students:

Academy of the Arts is committed to providing a high quality and engaging educational program to all students so that they feel challenged and prepared for the real world. **Intellectually Gifted** means a child whose **intellectual** abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services.⁸⁰ Through our arts education model, AACHS is inherently designed to include the following instructional practices, which are research based strategies to support gifted students: differentiated tasks, *inquiry based instruction*, *independent study*, *real world problem and scenarios and adjusted pace to the lesson*.. In addition to these daily school-wide practices, students identified as gifted will receive instruction based on outcomes from MAP and STAR assessments.

To identify gifted students who attend our school, Academy of the Arts team will conduct a comprehensive evaluation of the student’s ability through a variety of sources that are sensitive to culture, linguistic and environmental factors. **Table 1.9 (a)** demonstrates the process and considerations we will make when identifying gifted students:

Table 1.9 (a) – *Identifying gifted students at AACHS*

Evaluation Procedures	Description of Procedure
Background Considerations	RTII team identifies potential intellectually gifted students through our universal screener/diagnostic; Past performance (exemplary performance or previous assessments); Current academic achievement (producing exemplary work in class); Cultural, linguistic and ethical diversity considerations where students are underrepresented.

80 <https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html#:~:text=%E2%80%9CIntellectually%20Gifted%E2%80%9D%20means%20a%20child,designed%20instruction%20or%20support%20services>.

Screening	Child-find procedures, review multiple data sources (such as TN Ready scores, RTII screening results, facilitator checklist of characteristics of gifted students) to support evidence of further screening/evaluation. RTII team determines if individual screening is needed.
Assessment through multi-modal identification process	Individual evaluation of cognition; Educational performance; Creativity/ characteristics of greatness.
Documentation	Multiple sources of data collected. Documentation to capture academic information; social/emotional/vocational and characteristics of gifted: TN Parent Information Form, general education documentation of classroom intervention forms; teacher observation forms/checklist.
Referral, Evaluation and Program	Step 1: Pre-referral background considerations have been met Step 2: Parent request for Referral and Evaluation Step 3: Completion of TN Assessment Team Instrument Evaluation Form Step 4: Determination if evaluation is needed Step 5: If yes, team designs a program to meet the needs of the student

The Director of Specialized Services will involve the following individuals in conducting the evaluation of intellectual giftedness: 1) the parent; 2) the referring teacher or a general education teacher; 3) a licensed special education teacher and; 4) a licensed school psychologist. At least one of the participants will be trained in the characteristics of gifted children. We will track the success of intellectually gifted students through our continual monitoring of student academic data during times such as weekly RTII meetings and school-wide Data Days monthly.

1.10 SCHOOL CULTURE AND DISCIPLINE

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

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

Academy of the Arts will build a positive school culture where students and staff are joyful, encouraging and respectful members of the school community. Our students and staff will be problem solvers and creative thinkers that will work. We welcome diversity and value unique student perspectives and opinions that will push the normal limits of intellectual discourse among peers in daily conversation. To add to our positive culture, Academy of the Arts will take a restorative approach when addressing behaviors that fall outside of our prescribed beliefs. AACHS will promote a positive academic environment and reinforce the school’s mission and vision through our daily modeling and demonstration of our core values: *Empowerment; Innovation; Diversity; Resiliency and; Community*. We will reinforce our expectations during the school day with strategies we have normed schoolwide. Encouraging creative thinking, welcoming diverse people and ideas, taking a restorative approach to discipline instead of punitive approach and reinforcing expectations daily will create a positive school culture that will allow learning and academic achievement to occur on high levels at AACHS.

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

To ensure that Academy of the Arts Charter High School is a safe and joyous place to learn and work, we will put in place specific strategies, programs and supports to ensure all members of our community are welcomed and respected. To achieve our mission of providing all students with the academic and entrepreneurial skills to succeed in college and career, we will establish an organized and orderly school environment conducive to student learning. At AACHS, we will consistently model, teach and practice the expected student and staff behaviors throughout the school year. The following are specific steps AACHS will take to teach students and staff the behaviors to create a positive school culture:

-Character Education Training - Core Values: We believe that students and staff must be explicitly taught what behaviors are acceptable and appropriate for our learning environment to excel. AACHS will teach students our core values and reinforce their meaning during orientations, daily during Morning Meetings, and weekly Pick Me Ups (PMU). Students will receive consistent and clear feedback on behavior choices and will receive incentives for exhibiting our core values within the school community.

Core Value:	Meaning:	Example of Behavior in School:
Empowerment	Our school community will be given the tools to become stronger and more confident through their academic	A student will recognize an injustice in their local community & create a campaign to actively resolve

	<p><i>journey. Through our arts education program and CTE program students will have a level of autonomy that will allow them independently make choices and learn from these experiences. Our art infused curriculum and performing</i></p>	<p>the issue while shedding light on the problem.</p>
Innovation	<p><i>Students & staff will create new ways, methods and ideas of educating our school community. Our arts education program and arts infused curriculum allows student and facilitators to collaborate daily through innovative projects and activities. Student freedom to creatively design their own products builds a greater sense of autonomy and confidence. The development of these positive attributes over time at AACHS will add positively to our school culture and work to develop young adults</i></p>	<p>A student creatively using technology to demonstrate an artistic product.</p>
Diversity	<p><i>Our learning approaches and learning community are filled with variety and uniqueness. Consistent celebration and recognition of student and staff diversity will build a positive school cultures that teaches students compassion and respect for other cultures, experiences and perspectives.</i></p>	<p>Students from diverse backgrounds and populations incorporating their uniqueness in a collaborative art product, performance or demonstration.</p>
Resiliency	<p><i>Students and staff will not succumb to challenges and will be provided the tools to recover quickly from difficulties. Creating controlled scenarios where students are challenged and pushed intellectually will build resiliency and strength among our student body.</i></p>	<p>Students developing the skills and patience to revise a draft and reflectively document in their “processfolio” different steps taken to reach their finished product.</p>
Community	<p><i>Fellowship and sharing attitudes, interests and goals</i></p>	<p>A student recognizing another student distraught and taking</p>

	<p><i>together. Fellowship and sharing attitudes, interests and goals together. Creating opportunities within the school community daily, weekly, monthly and annually will build comradery among students and staff that will add positively to the academic environment. Through our schoolwide activities, collaborative instructional projects and real world experiences with our community partnerships, students will learn the skills and</i></p>	<p>the initiative to engage with them and try to comfort them.</p>
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-Morning Meeting: In alignment with our Academy of the Arts core value of “community”, all students and staff will engage in daily “Morning Meetings” at the start of the day in their assigned homerooms with facilitators on Tuesday, Wednesday and Thursday. “Morning Meetings” are a wonderful system for building community and trust and for setting the stage for a day full of learning.⁸¹ The responsive classroom defines “Morning Meetings” as an engaging way to start each day, build a strong sense of community and set children up for success socially and academically.⁸² Academy of the Arts is committed to a restorative approach when establishing a positive school culture and incorporating “Morning Meetings” daily will help us to create and sustain this culture at our school. It is an inclusive practice that will allow AACHS to promote a climate of trust, academic growth and positive behavior.

-Pick Me Ups (PMU) Weekly: PMU’s are welcoming to the school day. It is an opportunity for students and staff to come together as a community and share celebrations, happenings and events, ask questions or even voice concerns.⁸³ Pick Me Ups are planned and led by a group of students focused on positive engagement and school culture. Students and staff at AACHS will come together each Monday and Friday for approximately 30 minutes to participate in PMU’s. This is another opportunity for Academy of the Arts to establish a positive school culture and sustain a culture of respect, creativity, collaboration and joy.

-Social and Emotional Learning (SEL): Academy of the Arts will be proactive in teaching students the skills to express themselves during challenging situations and giving them the resources to resolve conflict respectfully and maturely. We will implement a social and emotional learning curriculum in grades 9-12 called “Mutt-i-Grees”. The program is designed to develop empathy, resilience (which is one of our core values), and awareness of oneself and other in the world creating a more humane future. Research has shown that, by bridging the fields of humane education and social and emotional learning, this Curriculum has the potential to enhance student achievement at all grade levels.⁸⁴ Equally important, it inspires kids to become caring, responsible citizens who see the link between a civil society and the

⁸¹ <https://www.edutopia.org/article/morning-meetings-middle-and-high-school>

⁸² <https://www.responsiveclassroom.org/what-is-morning-meeting/>

⁸³ <https://www.mapleton.us/Page/5139>

⁸⁴ <https://education.muttigrees.org/where-it-works/schools/>

humane treatment of animals. Yale School of the 21st Century conducted a randomized study on the implementation and outcome of the Mutt-i-grees[®] Curriculum with results showing that the Mutt-i-Grees program had a positive impact on student behavior as well as a positive impact on parent involvement. Academy of the Arts will invest in the program and fully implement the curriculum schoolwide during our weekly SEL block. There are easy-to-use lesson plans that include educational objectives and engaging hands-on activities designed to promote academic success, cooperation, social responsibility, resiliency, and compassion. Each lesson has a dual focus on children and shelter animals. The lessons may be used with all children, and are especially effective with children with special needs.⁸⁵ By including a social and emotional learning curriculum into our instructional program that all students are required to take, Academy of the Arts will ensure that our positive school culture is developed and sustained throughout the expansion of the school. Additional information regarding the Mutt-i-Grees SEL curriculum can be found here: <https://education.muttigrees.org/about/>

-Professional Development for Staff: During our summer professional development, teachers and staff will be trained for 20 days on the tools needed to maintain a structured and joyful environment. We will train teachers to use effective classroom management techniques and to implement school wide expectations for behaviors, systems and routines. Staff will norm on the implementation of schoolwide and classroom discipline systems outlined in our Student Code of Conduct. Teachers will internalize the school's core values using college chants, participating in team building activities and engaging in Academy of the Arts pledge and chant. A significant portion of our facilitator training is dedicated to school culture to ensure our teachers are equipped to train our students effectively in our school expectations, procedures, classroom routines and common language.

-Safe Environment – To ensure we achieve our mission, Academy of the Arts will provide a safe and structured environment in which we maximize every learning opportunity for students. To maintain our structured environment, we will use a clear and equitable discipline policy for all learners. We will teach our students that making good decisions results in positive consequences and that making poor decisions results in negative consequences. We will hold students accountable for the decisions they make throughout the school. Students and teachers will be trained in our shared core values to know what positive behaviors look like and do not look like in our school. Recognizing that “safe” means mentally and emotionally, AACHS will bring on board support such as a guidance counselor in years 1 and 2 and add a social worker in years 3 and 4 to ensure the social safety of our students and staff.

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

Academy of the Arts culture will embrace students with special needs, students with disabilities, English Language Learners, and students at risk of academic failure by putting into practice our belief of equity and inclusion for all! Our school model was intentionally designed with non-traditional learning opportunities, alternative assessments and innovative social approaches to better support diverse populations and ensure that ALL students have access to a high quality secondary experience. AACHS will use a proactive, flexible approach to matching both academic and behavioral support with students' level of need. Not only will we ensure a research-based, data driven process for supporting students' behavior and academics, AACHS will create a culture of intervention for every student that needs support and not just students who are classified.

The purpose of Academy of the Arts is to serve a need in the Fayette County Community and we will do this by providing a diverse curriculum for students and culturally responsive professional development for facilitators and staff. This will occur continuously throughout our school program, which will create a

85
<https://education.muttigrees.org/where-it-works/schools/>

mindset shift around special populations. These strategies will result in inclusive behaviors within our school community such as: 1) Being mindful of labels and understanding that labels only belong in conversations when discussing services and rights; 2) Always using people's first language and; 3) Setting and voicing high expectations for every one of our students regardless of classification. In alignment with the RTII Framework for Tennessee, we will provide high quality instruction and interventions that match student progress and student need. We also commit to monitoring student behavior progress to make frequent decisions about accommodations and/or modifications to programming. AACHS design model will establish a climate where students from special populations and at-risk students can achieve outcomes and we will ensure that all students belong to all faculty.

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

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

Academy of the Arts philosophy is that students will learn and grow through positive relationships and experiences. We believe that when we set clear and fair expectations in a caring and respectful environment, students will respond and reciprocate the level of respect and love that is afforded to them. As humans, we make mistakes. AACHS believes that we should work to understand student behaviors that do not meet expectations and take a restorative approach instead of resorting to punitive action at first or primarily. We also believe that students learn from each other and should have opportunities to support their peers to correct behaviors that negatively impact the school community.

Our mission is to provide students with the academic and entrepreneurial skills to succeed in college and in life! In order for Academy of the Arts to successfully meet our mission, we must ensure that our students are developed emotionally and mentally as well in order to be successful in life. To ensure that our actions and decisions align directly to our mission, we will implement a Restorative Model with an emphasis on character development to address student discipline within our school. We believe in our core values of *Empowerment, Innovation, Diversity, Resiliency* and *Community* and know that daily practice of these values lay the foundation for implementation of a restorative model to correct and change student behaviors.

Restorative Discipline is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change.⁸⁶ Schools that have implemented a fully restorative approach have shown improved relationships on campus, increased student accountability and dramatic reductions in disciplinary referrals and suspensions.⁸⁷ AACHS will implement a Restorative Model through our disciplinary procedures and policies as outlined in **Attachment C**. Some of our practices will include

- ✓ **Restorative Justice:** Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers.⁸⁸

86 <https://irjrd.org/restorative-discipline-in-schools/>

87 <https://irjrd.org/restorative-discipline-in-schools/>

88 <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

- ✓ **Peer Mediation:** Peer mediation is a demonstrably effective youth leadership model” that trains students to help other students resolve differences. Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school.⁸⁹
- ✓ **Circle Process:** A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues.⁹⁰
- ✓ **Community Service:** Community service allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.
- ✓ **Social and Emotional Learning (SEL):** Social-emotional learning teaches skills such as “recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.”⁹¹

89 <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

90 <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

91 <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

1.11 RECRUITMENT AND ENROLLMENT

(a) Provide as Attachment D the proposed school’s Enrollment Policy, which should include the following:

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

Despite the devastating and overwhelming impact of the covid-19 pandemic throughout the 2020, Academy of the Arts has received positive feedback and excitement around the proposed arts education model. We have been working cautiously through the restrictions of the pandemic to inform and gather feedback about our school model from the Fayette County Community as well as surrounding areas. AACHS respects the community we are working to serve, honors the parents of our potential students, and understands the central and critical role they play in our students’ lives. We want ultimate success for our students and as outlined above, evidence shows that involving parents and community members increases achievement. Therefore, we will effectively engage parents, our community members, and neighborhood partners in the following capacities:

PENDING AUTHORIZATION:

➤ Spreading the Word

- Produce and distribute flyers, brochures, and other informational materials throughout the Fayette County neighborhoods
- Community information sessions hosted by Founding Executive Director and Founding Board of Directors
- Founding Executive Director and Founding Board of Directors attendance at community events in Fayette County
- Door-to-door canvassing and boots-on-the-ground events to pass out flyers

➤ Targeted Outreach

- Continued conversations with community stakeholders who have agreed to partner with the school
- Reach out to specific community organizations to establish more partnerships through emails, phone calls

➤ Media

- School website: <http://academyoftheartschs.com/beta/>
- Virtual zoom meetings
- Social media (Facebook/Instagram/LinkedIn) – live stream of updates to establish a larger following

POST AUTHORIZATION:

➤ Spreading the Word

- Creation and distribution of a monthly newsletter to inform parents and community about updates and progress
- Community information sessions hosted by Founding Executive Director and Founding Board of Directors
- Founding Executive Director and Founding Board of Directors attendance at community events in Fayette County
- Continued conversations with community stakeholders
- Tabling events to promote Academy of the Arts

➤ Targeted Outreach

- Mail: Send information about Academy of the Arts, including dates and times for upcoming school and community presentations, in the mail to all students who will be entering grade 9 in the fall of 2022.
- Email: Through our community meetings and outreach efforts in the community, we will gather email address of potential students and supporters. We will then communicate with them via email about upcoming community events. We recognize that economically disadvantaged students, who will comprise the majority of our anticipated enrollment, do not necessarily have access to email, so we will not rely on it as a primary mode of communication.
- Texts: In addition to collecting email addresses during community events, we hope to collect the phone numbers of interested families and supporters, if they are willing to provide them. We can then communicate via text about upcoming community meetings as well as application information.

➤ Media

- School website: <http://academyoftheartschs.com/beta/>
- Founding Executive Director and Founding Board of Directors attendance at community events in Fayette County
- Continued conversations with community stakeholders
- Social media (Facebook/Instagram/LinkedIn) – live stream of updates to establish a larger following
- Virtual zoom meetings to accommodate those
- Radio ads and interviews

Parent & Community Engagement Committee- As we wait for a response on our application status, we will pull our resources from the parent and community support we acquired through the pre-application process to build and establish a Parent Engagement Committee. This committee will be asked to

coordinate, plan, implement, and support events for the school. As a proposed new school model working to establish strong bonds throughout Fayette County, having a committee filled with community members and parents in support of our mission and vision will be instrumental in growing our support and achieving our enrollment goals. Upon charter approval Academy of the Arts Parent Engagement Committee will plan to host at a minimum of two events per month to maintain relationships, engage parents and the community and continue to spread information about the work happening at Academy of the Arts.

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

Academy of the Arts plan to recruit students in our pre-opening year includes leveraging our Founding Team’s personal connections to the community, holding several events for families to learn more about our school, and extensive online and in-person outreach through flyers, social media, mailings and door-to-door canvassing. We will market Academy of the Arts through the following platforms: 1) Radio announcements and ads; 2) Social media outreach through Facebook, Instagram and LinkedIn; 3) Flyer and brochure distribution throughout the Fayette County Community; 4) Connect with schools in Fayette County such as East Junior High and West Junior High to advertise AACHS and; 5) Continue to build community partnerships within the county. **Table 1.11 (a)** outlines our targeted recruitment plan and timeline.

Table 1.11 (a) – *Academy of the Arts Recruitment Plan and Timeline*

Timeline	Activities & Events Description	Responsible Parties/Supporters	Benchmark/Outcome
February 2021 - December 2021	Monthly newsletter to families/supporters.	Executive Director	Early expression of intent to enroll from families.
July 2021 – December 2021	Rotating weekly schedule of tabling & parent meetings at	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Members	Intent to enroll forms for at least 30 families. Recruit 1 parent for Governing Board.
July 2021	Community Program with Divine Purpose Church	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Member	Sharing mission & vision for Academy of the Arts; Intent to enroll forms for at least 5 families.
August 2021	Summer family info session	Executive Director, Parent & Community Engagement Committee & Director of Operations	Communicate with at least 10 families about enrolling their child in Academy of the Arts.
August 2021	Community Program with House of Faith Ministries Church	Executive Director, Parent & Community Engagement	Sharing mission & vision for Academy of the Arts; At least 5

		Committee, 2 Founding Board Member	intent to enroll forms completed by families.
August 2021	Build formal partnerships with key community organizations	Executive Director	Confirm partnership with 5 community organizations within Fayette County.
September 2021	Mailers sent to potential families & canvassing Fayette Community	Executive Director, Parent & Community Engagement Committee & Director of Operations	Communicate with at least 10 families about enrolling their child in Academy of the Arts.
September 2021 – January 2022	Application & enrollment window opens for AACHS.	Executive Director and Director of Operations (hired in Oct.)	Total applications by January 2022 is 85.
October 2021	Fall family info session & canvassing Fayette Community	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Members	Sharing mission & vision for Academy of the Arts; At least 10 intent to enroll forms completed by families.
November 2021	Mailers sent to potential families	Executive Director, Parent & Community Engagement Committee & Director of Operations	Communicate with at least 10 families about enrolling their child in Academy of the Arts.
December 2021	Winter family info session	Executive Director, Parent & Community Engagement Committee, 2 Founding Board Members	At least 10 intent to enroll forms completed by families.
March 2022 – April 2022	Student auditions and early diagnostics administered.	Executive Director and Director of Operations	Acquire early diagnostic data for incoming freshman
May 2022	Acceptance letters mailed to students and families.	Director of Operations and Secretary	Incoming students and families prepare for summer orientation
July 2022	Family Orientation	Executive Director and Founding School Staff	5-10 additional families identified through referrals from already enrolled families; 100% of parents and students received handbooks.

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

Academy of the Arts ensures that all students will be given an equal opportunity to attend our school. As a public school with open enrollment, we will accept students as we have seats available. To ensure that all students in Fayette County learn of the opportunity to attend, we will conduct extensive outreach, strategic marketing to our target population, and inclusive communication with community members. Based on the educational need and lack of a secondary school choice in Fayette County School District, we will target our recruitment efforts in Somerville and Oakland areas where East Junior High and West Junior High are located. These are the only 2 middle schools in Fayette County and will be the feeder schools for Academy of the Arts upon approval. AACHS will make efforts to establish a relationship with both schools and partner with their special education and guidance departments to offer our innovative design model as an alternative high school option for their rising 8th grade students each year.

Our target populations for recruitment are students from diverse backgrounds and at risk students. To ensure we are affording these populations an equal opportunity to learn about and apply to Academy of the Arts, we will target specific organizations such as neighborhood churches to reach these families. Family information sessions will be held at local churches such as Divine Purpose Church in Somerville to bring school information to diverse families. We expect our school to reflect the demographics of the schools in Fayette County. To ensure that we are communicating equitably with diverse students and families through the recruitment process, Academy of the Arts will ensure that our marketing efforts are distributed and disbursed in English as well as Spanish. During our information sessions with families, AACHS will provide clear and explicit details as to how at risk, English language learners, students with disabilities and other academically low-achieving students will be supported at the school.

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

Academy of the Arts student recruitment process will differ from pre-opening strategies since families will be able to witness our arts education model in person, see showcases of student work and experience our positive school culture inside the building. AACHS will include the following strategies after the school has opened:

- ✓ **Student Shadow Tours** – Through a coordinated and scheduled visit in advance, interested students may come and spend a day at our school with an assigned guide. The student visiting will “shadow” a current student for the entire day and experience our school by actually attending classes with students and staff. The visiting student will be partnered with an AACHS student who is majoring in the art area they would like to study. The window to schedule a student shadow tour is from October – January.
- ✓ **Student Showcases** – Families and interested students will be able to attend our quarterly student showcases that all AACHS students will be required to conduct. Showcases will be presented in the evenings so that potential families and community members can see the artistic talent and unique student work produced at Academy of the Arts.
- ✓ **Open House** - AACHS will hold 2 open houses for prospective families to visit our school. We will hold an open house in the fall and spring. This will be a student led event with the

supervision of our Director of Operations. Families will be able to sign up in advance to participate in an open house at the school. The process will include a short tour of the building to include seeing all 5 performing art classes in action. Next, families will meet with a student panel who will share their experiences at the school and lead a Q & A session with parents. Finally, families will meet with the Executive Director to discuss the program and ask any questions they may have about the school. This entire process will be conducted within 1 ½ - 2 hours.

We will actively recruit student’s year-round to make sure we are positioned to meet the needs of all students in our community and make our enrollment targets through our expansion over the first 4 years. Our goal is to maintain a 150% -of-capacity application rate so we will always have 100% enrollment plus a waitlist. The waitlist will ensure we can fill seats in the event an enrolled student moves or cannot attend our school for any reason.

1.12 PARENT AND COMMUNITY ENGAGEMENT

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

Despite the devastating and overwhelming impact of the covid-19 pandemic throughout the 2020, Academy of the Arts has received positive feedback and excitement around the proposed arts education, entrepreneurial program and CTE certification school model. arts education model. We have been met with enthusiasm and relief from Fayette County parents, community members and local politicians, who have submitted letters of support as documented in **Attachment E**. The greater arts community in Memphis and surrounding areas have been extremely welcoming of our mission, vision and goals and have submitted letters of support on our behalf which are included as **Attachment E**. AACHS has secured support from local community organizations such as New Ballet Ensemble, Stax Museum, The Brooks Museum as well as the 5th nationally ranked performing arts school in the country⁹² The Philadelphia High School for the Creative and Performing Arts in Philadelphia, whose letters of support we have also attached as **Attachment E**.

Our Founding Executive Director has worked in multiple capacities to engage with the parents and community members in Fayette County as well as with surrounding organizations heavily immersed and connected with the performing arts. Due to covid-19 social distancing related restrictions in the area, the primary modes of outreach have been through emails, phone calls, social media and virtual meetings. In accordance with T.C.A. § 49-13-102, Academy of the Arts will offer families the opportunity to participate in the education of their children. To date, we have secured 252 signatures through our online petition from community members, parents, organizations and national supporters desiring Academy of the Arts to open in Fayette County School District. We have followers on our established social media sites showing support of the proposed new school model and we have spoken with local churches in Somerville such as Divine Purpose Church and House of Faith Ministries who support the mission and vision of Academy of the Arts Charter High School. Our Founding Board continues to work and plan ways to connect with the community to build parent and community support. **Table 1.12 (a)** lists some of our community engagements throughout the application process.

Table 1.12 (a) – *Academy of the Arts Community Interactions*

Date	Organization	Outcome
October 2020	Former Fayette County Administrator	Spoke with former administrator from Fayette County School District to share mission and vision of Academy

⁹² <https://www.help2study.com/top-performing-arts-high-schools-in-the-us/>

		of the Arts Charter High School and learn some of the historical successes and challenges of the district.
September 2020	Fayette County School District	Virtually attended Fayette County School Districts September board meeting to learn of districts priorities and goals for the 2020 – 2021 academic year.
November 2020	Tennessee Charter School Center	Attended 3 sessions with the TCSC covering facilities & development, operations & fiscal responsibilities.
October 2020	Fayette County School District	Conducted a virtual meeting with interim Superintendent of Fayette County School District, to share mission and vision of Academy of the Arts Charter High School and discuss how the innovative model could support students.
December 2021	Stax Museum	Spoke with the Director of Education with the Stax Museum to share the mission and discuss partnership opportunities with Academy of the Arts
September – October 2020	Community Members	Invited 8 Founding Board members based on community needs and diverse backgrounds to serve as the Founding Board for Academy of the Arts Charter High School.
November 2020	Community Member	Connected with Tennessee’s 8 th district U.S. House candidate to discuss community needs and proposed school model.
November 2020	Fayette County School District	Conducted a virtual meeting with newly appointed Superintendent of Fayette County School District to share mission and vision of Academy of the Arts Charter High School and discuss how the innovative design can support students.
December 2020	Memphis Library	Conducted virtual meeting to share mission and vision of Academy of the Arts with Memphis Library and learn potential ways to collaborate and build student opportunities for internships etc.
December 2020	Community Members	Conducted first Founding Board Member meeting to develop a sense of collaboration and outline scope of work during pre-authorization and authorization phases of developing a new school.
January 2021	Fayette County School District	Virtually attended Fayette County School Districts January board meeting to learn of districts priorities and goals for the 2020 – 2021 academic year.
January 2021	University of Memphis	Met with Sally Parish, Associate Vice President for Educational Initiatives with the University of Memphis, to share mission and vision of Academy of the Arts and discuss establishing a partnership with university and potentially creating a pathway to college for students from AACHS.
January 2021	Southwest Tennessee Community College	Met with Shawn Boyd, Assistant Director of K-12 Community Partnerships at STCC to share mission and vision of Academy of the Arts and discuss a partnership inclusive of students participating in dual enrollment courses at STCC.inclusive of students participating in dual enrollment courses at STCC.

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

Our approach to parent engagement is informed by the research of the National Education Association (“NEA”) and its Education Policy and Practice which states that “[p]arent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. [It is] key to addressing the school dropout crisis and note that strong school-family community partnerships foster higher educational aspirations and more motivated students.” (Center for Great Public Schools. Parent, Family, Community Involvement in Education. 2008.). Academy of the Arts will work to not only provide regular and consistent information about the development process of the school once approved, we will design activities that are truly engaging for parents and community members so that a partnership of collaboration is developed.

Formal Support:

- Recruit prospective parents and community members to join our Parent and Community Engagement Committee. This committee will help champion planning and hosting events in the community to promote Academy of the Arts and will give parents and community members an active role with the school prior to opening
- Recruit at least 1 parent to join serve as one of our Board of Directors
- Host summer, fall and winter information sessions about Academy of the Arts
- Conduct a Parent Orientation prior to school opening to help parents get acclimated with school procedures, policies and culture
- Home visits

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

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

Academy of the Arts parents are partners in educating our students. We understand that parents are busy in many different capacities. We will thoughtfully plan events that are beneficial for our parents. Annually, all families will be invited to attend a **Family Orientation** that will be held in the summer prior to the school year beginning. AACHS will offer at least 2 opportunities to participate in the parent orientation, which will be a requirement. Additional annual events AACHS will host to engage parents are **Back to School BBQ** and **Back to School Night**. Quarterly, we will hold **Parent/Teacher Conferences** and **Open Houses**. We will host quarterly **Award Celebrations** to celebrate students with honor roll as well as perfect attendance and parents will be invited to participate in each celebration. We will also host quarterly **Principal Platforms** with small groups of parents for face to face touchpoints with the Principal. Weekly, we will engage families through our **School Newsletter**, as well as various parent appreciation events such as **Donuts During Drop Off** and **Popcorn for Pick Up**. We will host monthly **Parent Seminars** with topics such as *How to Communicate with My Teenager* and *Understanding STAR Data*. Weekly, parents can expect to be contacted by their child's teachers at least once for positive attributes and values their child has displayed or with academic updates. They can also

expect to be contacted when their child displays unacceptable behavior as well. We will also use social media for on-going engagement and will assist families with after school program collaboration.

As a school with an arts education model, almost half of student time and efforts will be spent training and sharpening their skills in the performing art area they have decided to study. To make sure parents and community members have the opportunity to engage with and appreciate the many talents of Academy of the Arts students, we will host quarterly student showcases that will be large scale productions for parents and community members to witness and attend. **Table 1.2 (d)** outline some of the proposed activities that will be included in AACHS quarterly student showcases.

Table 1.12 (d) – *Quarterly Performing Art Showcases for Parents and Community Members*

Fashion Design	Dance	Film/Video/Drama	Music	Visual Art
AACHS Runway	Dancers in Concert	Dramatic Monologues/Plays/Musicals	Voice Concert	Visual Exhibits/Art Galleries
*Senior Capstone Project	*Senior Capstone Project	*Senior Capstone Project	*Senior Capstone Project	*Senior Capstone Project

Upon approval of Academy of the Arts charter application, we will establish our **Parent & Community Engagement Committee** who will act in an advisory capacity regarding parent involvement in our school’s activities, feedback, and coordinating events. Some potential events this committee will sponsor are: 1) Bring your Parent to School Day; 2) Listening Sessions; 3) Community Recognition Dinner and; 4) Thanksgiving Lunch w/Parents. They will also be responsible for surveying other parents’ satisfaction of our parent engagement activities. The Director of Operations will be the point of contact for parent satisfaction and will also coordinate parent surveys quarterly and after community events through online surveys, parent information sessions, community meetings, E-mail, school e-newsletters, school website, and voice messaging systems. The Director of Operations will meet once per month with the Parent & Community Engagement Committee to discuss upcoming events and feedback. The Director of Operations will share the feedback with the Executive Director in written format to be presented to the Board of Directors. The Director of Operations will share with the community what improvements we made based on community feedback. All events will be published in the school newsletter, uploaded on our school website and posted on our school social media sites. In accordance with T.C.A. § 49 -13 -109, we will ensure that within six months of operation that at least one parent representative whose child is currently enrolled at Academy of the Arts joins our Board of Directors.

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

Academy of the Arts is committed to being a transparent, fair and reflective school organization. We will consistently inform our parents of our school policies, commitments and volunteer opportunities through the following methods:

-Parent Orientations = All parents will be required to participate in our annual orientations. This will be a critical time with just parents to set expectations, discuss procedures in person and engage in activities that build trust and open lines of communication. During this session, AACHS leadership will highlight certain policies and dive deeper into the rationale behind school-wide systems we have in place. Before

the orientation concludes, parents will be asked to sign and hand in the policy and procedure portion of their handbook in acknowledgement of the expectations set forth for the year.

-Principal Platform = The Executive Director will hold monthly Principal Platform meetings with a randomly selected small group of parents to listen to their experiences at AACHS, engage in conversation with parents about their questions and concerns, and share volunteer opportunities with parents. This will be another opportunity to review current procedures and policies with parents and discuss rationale around school-wide procedures.

-School Bulletin Boards within the School = Inside of Academy of the Arts we will maintain a bulletin board specifically for parents and guardians to reference for new, updates and reminders. It will be updated monthly to reflect current school information that is relevant to parents and our community.

-School Advisory Council (SAC) monthly meetings = The School Advisory Council is a means for community/parent involvement in and support of the schools composed of the principal, teachers, educational support, employees, parents, business and community representatives, and secondary students. Academy of the Arts will develop, utilize, and meet monthly with our SAC to discuss school improvement, help prepare and distribute information to parents and the public, and suggest strategies to accomplish school goals. Through monthly conversations with the SCA, parents and community members will discuss school policies and procedures as necessary and conduct needs assessments around the need to reinforce or communicate policies to the school community. The leadership team will recruit for SAC participation the summer prior to the start of school.

-Weekly Newsletters = To ensure consistent and clear communication with parents, AACHS will send home a weekly newsletter every Tuesday through our “Tuesday Take Home” system. We will send home in writing school updates, reminders and announcements to keep families informed and connected. Here is one place where volunteer opportunities will be posted.

-Social Media Outlets = Academy of the Arts will rely heavily on our social media outlets to communicate with parents instantly and in a timely manner. Our school Webpage, Facebook page, Instagram page and LinkedIn pages will be regularly maintained and up to date with school-wide announcements, updates and reminders of important policies and protocols. Parents will also be able to communicate to the school through these platforms as well.

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

Academy of the Arts is committed to establishing and sustaining meaningful, honest and caring partnerships with parents and community members. To build parent capacity for involvement, AACHS will align ourselves with Title 1, Parent and Family Engagement. Through the support of our guidance counselor and social worker (when hired in year 3), AACHS will: 1) Equip parents with skills to support their children academically; 2) Offer training or mentoring around identified parent or community needs; 3) Create sustainable infrastructure to ensure consistent support of our families and community. Our guidance counselor and social worker will be charged with surveying families and the community to learn their interests and needs both socially, academically and professionally. From this observation, survey and data collection process, the guidance counselor and social worker will identify the top 2-3 areas of focus that we as a school community can work to support. The following are examples of the programs and trainings that could be established and implemented at Academy of the Arts to support parents and or the community:

- Offer educational trainings that provide parents with the knowledge to support their students academically at home
- Offer Literacy training or technology training for parents
- Create an online library with job related resources for parents to access
- Develop Literacy and Math workshops for parents
- In alignment with our mission and entrepreneurial program, potentially develop an abbreviated entrepreneurial course or workshop for parents
- In alignment with our mission and CTE pathways, potentially develop a CTE certification program for parents.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE

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

Often, we think of Board commitment as solely presiding over monthly Board meetings, or perhaps making a financial donation to the school. Academy of the Arts Board will uniquely redefine what Board commitment means. Along with the Board’s fiscal, academic, and regulatory oversight of the school and its clear role in ensuring accountability to the public and authorizer, which are both at the core of the Board’s responsibility, the Founding Team has also determined that it will be an appropriately, and we believe, uniquely active Board in support of our mission. This might include: the Board Chair speaking each year with the full staff during Summer Institute , expressing the pride of the Board and our commitment to ambitious goals; the full Board hosting the staff for a summer night’s BBQ before school starts, honoring the commitment of the team to our mission; all members of the Board attending at least two school events per year, enjoying students and families as they participate in school activities; members of the Board’s Academic Committee hosting luncheon for staff during Data Days, expressing the continued support of the Board for the team’s hard work; a member of the Board joining during school tours for prospective parents, learning more about parents’ interest in and desires for their child(ren)’s education; or hosting coffee and donuts with families during quarterly honor roll celebrations. All of these activities are designed to show the Board’s deep commitment to the school and its success, all while recognizing and respecting its role as a governing rather than a managing body.

Roles and Responsibilities. Academy of the Arts Founding Board of Directors was selected through a thorough vetting process to identify high capacity professionals to open, govern, and oversee the start-up and success of a 9th – 12th grade public charter school for our target community. According to the National Charter School Center, “the school's governing body, the board of trustees is legally responsible for the academic, financial, and operational quality of the charter school”.⁹³ AACHS Founding Board of Directors will do the following: (1) contribute to the review of the charter application, (2) contribute to the design of school operations and facilities for financial accountability, (3) build a network of support

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<https://charterschoolcenter.ed.gov/category/focus-areas/board-governance#:~:text=As%20the%20school's%20governing%20body,the%20proper%20oversight%20of%20schools.>

and partnerships within the community and professional networks, and (4) develop Academy of the Arts Governing Board of Directors.

Governing Board Composition. Upon approval of the charter application, Academy of the Arts Founding Board of Directors will transition to the Governing Board of Directors, with the exception of the proposed Executive Director, Mecca Jackson. Academy of the Arts Board will consist of 6-9 members responsible for governing the school and hiring, overseeing, and evaluating the Executive Director. Board members will serve staggered terms of 1, 2, 3 or 5 years for continuity and stability purposes. The board will have four elected officers:

➤ Board Chair:

- Provide governance leadership to Academy of the Arts Board of Directors and Executive Director, and strategic fundraising support.
- Advise the Executive Director on development and implementation of strategic plans for AACHS. Develop, manage, and communicate with funders, partners, and stakeholders.
- Review and approve Academy of the Arts annual budget, audit reports, and business decisions.
- Review performance indicator metrics for the school and the Executive Director.
- Conduct annual Executive Director performance evaluation.
- Plan and facilitate board and committee meetings.
- Ensure diverse board members that reflects the community and mission of Academy of the Arts. He or she must assume responsibility for the overall functioning of the board, facilitate board meetings, oversee the work of the committees, and work most closely with the school leader.

➤ Vice Board Chair:

- Assumes the role and duties of the chairman of the board if the chairman of the board is no longer able to continue.
- Assists in carrying out the functions of that office and performs specific duties as delegated.
- The vice chair works in conjunction with the chair to evaluate the performance of the Board of Directors and committees.
- The vice chair may become the chair of the board in the future.
- He or she ensures the Board of Directors adheres to the goals and objectives of the strategic and business plans.
- He or she must share and understand the responsibilities and duties of the board chair and be ready and prepared to stand in for the board chair as needed.

➤ Board Treasurer:

- Manage and oversee the financial affairs of Academy of the Arts to include: (1) financial management and/or oversight, (2) budget development and management, (3) assemble and disseminate financial reports, and (4) financial liaison between the Executive Director and board.
- The treasurer may be responsible for assisting the Executive Director with the annual budget and reconciling bank statements.

- He or she must have a knowledge and understanding of the organization’s financial reports and be able to translate financial concepts for board members without financial backgrounds or experience.
- He or she must know all applicable charter school laws regarding school funding and taxes.

➤ Board Secretary:

- Is the source of communication between members of the Board.
- Gives proper notice and agenda of meetings.
- Responsible for knowing and complying with the Open Meetings Act and scheduling meetings to accommodate the members of the board.
- Charged with recording meeting minutes and keeping the Academy of the Arts Board of Directors records.
- Responsible for maintaining accurate documentation and meeting legal requirements, such as annual filing deadlines.
- He or she must take responsibility for ensuring that accurate documentation exists to meet legal requirements and for the authorizer to determine when, how, and by whom the board's business was conducted.

Governance Structure. The Tennessee School Board Association describes the primary responsibility of the governing board as the body who decides matters regarding budgeting, curriculum and other operating procedures for the charter school..... the governing body also oversees the management and administration of the school.⁹⁴

Academy of the Arts structure to secure governing Board members from various professional fields will help to ensure that our school is knowledgeable and compliant in legal, educational, financial and commercial areas. We have intentionally selected the talents of individuals from various professional backgrounds to make the best overall decisions about the current and future direction of the school. Academy of the Arts Governing Board will consist of 6-9 members to preside over the school. Through a rigorous vetting process, members are identified based on their professional experiences, community engagement and potential skills that can be used to support AACHS in all aspects of its functioning responsibilities. A member has been selected in each of the following areas to ensure expertise from the field is present: accounting, law, education, religious, IT, and public relations.

The Board of Directors will promote effective governance through formation of committees and leveraging the previous experience of board members. Academy of the Arts will use a proven committee structure, which will include a Governance Committee, Academic Committee, Finance Committee, and Facilities & Development Committee. All board members will be required to serve on at least one committee in alignment with each member’s expertise and interest. Tasks will be delegated to committees and committees will be required to make formal reports and recommendations to the Board. The Board may agree to add a committee at any time to enhance the effectiveness of the Board and AACHS. Through their leadership as a committee chair and/or member, Board members will be responsible for using their connections and resources to establish new partnerships with local and national organizations, lead at least 1 fundraising activity annually to benefit Academy of the Arts and actively participate in 3 school wide events annually. Three of our eight Founding Board members have board governance experience and have previously or currently sit on other non-profit boards as indicated. Each board member's contribution is described below.

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<https://eplan.tn.gov/documentlibrary/ViewDocument.aspx?DocumentKey=1282204&inline=true#:~:text=The%20governing%20body%20of%20the%20charter%20school%20serves%20much%20the,procedures%20for%20the%20charter%20school.>

Mecca Jackson – Brings the training and support of High Tech High, a national non-profit organization committed to establishing innovative school designs through the creativity of their fellows. Ms. Jackson has served in education for 20 years working to change the educational landscape in urban K-12 schools in Philadelphia, Pennsylvania and Camden, New Jersey. She brings a wealth of knowledge surrounding curriculum and instruction as well as organizational change management. During her time serving as a principal in schools with enrollment upwards of 750 students, Ms. Jackson has developed the supervisory skills to manage and lead instructional and culture teams. Through her tenure as an educator, Assistant Principal of Instruction and Principal, Ms. Jackson has recruited, hired, coached and developed educators in underperforming schools to improve the academic performance of students. Her innovative approach to developing school culture has reduced school suspensions in the schools she supported while creating restorative practices to resolving student conflict. Ms. Jackson also has a strong organizational eye, which has allowed her to successfully develop and implement school wide safety procedures and protocols in extremely challenging environments. Her experience working on the charter sector has given her the experience to build, oversee and manage school budgets upwards of \$6,000,000. As a strong believer in professional growth, Ms. Jackson has furthered her education by earning a Master Degree in Secondary English Education and a Master Degree in Educational Leadership. Committed to her development as a leader, Ms. Jackson is currently enrolled in Baylor University’s EdD program for Educational Leadership and Change so that she is fully prepared with new and diverse pedagogy to serve as founding Executive Director of Academy of the Arts Charter High School.

Thedrus Greer – Is a dynamic leader who brings to the board diverse experiences in the religious sector as well as in the field of education and entrepreneurship. As a committed advocate for economic justice in Tennessee, Mr. Greer has received recognition for his community service through the proclamation from the Mayor of Covington, The Day of Recognition by the state of Tennessee for a food program and The Key to the City of Covington for addressing poverty in the community. Mr. Greer has served as the Director of Operations for a private school and has extensive experience overseeing and managing the daily organizational and financial operation of a school. As a graduate of Victory University with a Bachelor of Science in Christian Ministry and a concentration in urban education, Mr. Greer will contribute greatly to Academy of the Arts goals to authentically serve the community in which we propose to establish our school. His creative talents as a published author of 6 books align with our deeply rooted commitment to educating students through the performing arts. Mr. Greer’s expertise and experience as an entrepreneur and owner of Greer Concrete aligns his knowledge and understanding of AACHS entrepreneurial program for all students. His ability to contribute knowledge and expertise in areas from community service to school operations, leadership and finance will ensure the appropriate management and oversight of Academy of the Art Charter High School.

Gilda Boyle – As a level 5 educator in Tennessee, Mrs. Boyle exemplifies distinguished teaching through her practices and approaches in the classroom with students. Mrs. Boyle’s extensive knowledge of effective pedagogy coupled with her ability to implement best practices within the classroom earned her the award of “Teacher of the Year” in Fayette County School District in 2018 – 2019. Mrs. Boyle has served in distinguished leadership capacities such as a Pre-K Advisory Committee Board Member as well as sitting on the Superintendent Instructional Leadership Council. She is an avid believer in developing independent life-long learners, which aligns with Academy of the Arts mission to provide students with the academic and entrepreneurial skills to succeed in college and career! Her exemplary ability to understand content, deliver instructional material and analyze data to make informed decisions around approaches to education will contribute tremendously to the academic success and sustainability of Academy of the Arts.

Venissa Saddler – As a highly credentialed accountant, Ms. Saddler has earned a Bachelor Degree of Accountancy, a Bachelor Degree in Business Administration and Finance, a Master Degree in

Professional Accountancy and a Master Degree in Business Administration. She has over 19 years of experience in the field of accountancy and has served in Tennessee and Mississippi as financial reporter, budget analyst and auditor. Ms. Saddler’s experience as an accountant for school districts in Mississippi will allow her to contribute a wealth of experience as she supports the board in overseeing Academy of the Arts financials monthly. Her specific and extensive ability to prepare school budgets and perform budget analysis, prepare district payroll, establish and maintain effective inventory and property accounting systems will ensure the fiscal compliance of AACHS budget in alignment to all state, federal and local regulations.

Kabrina Thompson – As an International Relationship specialist, Ms. Thompson brings extensive knowledge around communication and policy development to Academy of the Arts board. She is experienced in cultural ambassadorship and has a strong commitment to strengthening cross-cultural relationships with individuals and groups from diverse backgrounds. Ms. Thompson’s commitment to economics, financial market analysis and business administration are in alignment with Academy of the Arts mission to provide students with the entrepreneurial skills to succeed in college and career. She will be able to provide oversight to our entrepreneurial program to ensure we are in alignment with our mission and goals. Ms. Thomson’s advanced technology skills coupled with her dynamic communication abilities nationally and internationally will allow her to add guidance to and oversight of key components in our arts program involving technology and ensuring that our communication efforts with parents and community members are effective and advanced.

Myra Hamilton – As a “*Best of the Bar*” 2020 finalist and a “*Power Player*” Employment and Labor Attorney inside Memphis Business Quarterly, Mrs. Hamilton is an established legal force within western Tennessee committed to serving her community for justice and truth. In her current work, Mrs. Hamilton is a skilled investigator and contract analyst for employment law. Her extensive knowledge and familiarity with the United States E.E.O.C. and the Tennessee Human Rights Commission will directly support Academy of the Arts through the development of contracts with employees and ensure that all student, staff and parent policies and procedures established within the school are fair and just.

Dr. Kerri Hall- Dr. Hall believes in serving parents, students and communities through positive relationships. With a Doctorate in Curriculum and Instruction and 15 years of experience as a licensed educator in both Tennessee and Mississippi, Dr. Hall is well versed and brings strong knowledge around effective and diverse pedagogy. Her ability to recognize, analyze and implement a strong pedagogical curriculum at any level will allow her to hold a high bar for Academy of the Arts instructional program and practices. Dr. Hall has served in a number of educational leadership capacities such as New Teacher Mentor, Testing Coordinator, Lead Instructor and Data Analyst. These leadership experiences will allow her to contribute to the development, oversight and implementation of Academy of the Arts instructional components such as educators Professional Learning Communities (PLC), New Teacher Induction Program and monthly schoolwide Data Days with staff.

Academy of the Arts Governing Board of Directors will not be involved in the day-to-day operations of the school. Our Board will provide appropriate oversight of the operations of the school through systems and policies created by the Board. The Board of Directors will also fundraise for Academy of the Arts, attend school community events, attend school events, and commit to community outreach. The Board will abide by the Tennessee (open meeting maybe) Act to permit community feedback and input.

To ensure that governance and administrative structure are consistent with the school’s mission and goals:

- The Board will be cognizant of the special mission of the school and will work with the administration to select the staff needed to deliver the school’s programs and to attract and maintain a student body that will benefit from that program.

- The Board will be aware of the funding mechanisms for charter schools and will work to develop viable partnerships with appropriate groups and/or individuals who can support the school's mission by providing funds and other kinds of needed support.
- The Board will be knowledgeable regarding the educational organization and be aware of the many and complex tasks that must be carried out in order to have a well-functioning school.
- The Board will utilize the expertise of and work with the staff to set goals and policies, will support the administration and staff in their implementation of these policies, and will provide the necessary resources to achieve established goals.
- The Board will regularly monitor and evaluate its actions and those of the Executive Director and the Principal (when hired) to ensure that policies and organizational decisions are implemented and that resources are being expended appropriately to accomplish the school's mission and goals.
- The Board will regularly monitor the progress the school is making toward achieving its stated goals and will make appropriate adjustments.
- The Board will establish an effective system of communications to ensure the flow of information between and among the Board, staff, and the community. This process will also provide opportunities for input and recommendations from all stakeholders.
- The Principal (when hired) will work closely with the Executive Director, the Board, and staff to implement programs needed to accomplish the school's mission and goals.
- The Principal (when hired) will regularly report to the Board, the staff, and the community on all areas that are required to be monitored (e.g., student achievement, financial matters, etc.)
- The Board, Principal, and the Executive Director will implement a plan to evaluate how well the organization is achieving its mission as described in the charter application.

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

To ensure that Academy of the Arts makes progress towards the goals set forth in the charter petition, the Board of Directors will be responsible for conducting the following formal evaluations each year:

Executive Director Evaluation: The Board and Executive Director will work closely together to drive the success of Academy of the Arts Charter High School. The Board will support the Executive Director to manage the daily operations and academic achievement of the school and will hold the Executive Director accountable for all Academic Performance Indicators outlined in this charter application. The Board will have a formal process for evaluating the Executive Director annually using the following metrics to determine effectiveness:

- School's annual academic performance
- Progress towards benchmarks
- Attendance and student enrollment
- Discipline data
- Parental engagement

- Fiscal management
- Efficient and regular reporting to the Board.

The Executive Director will be responsible for reporting the following to the Board on a monthly basis to ensure efficient and regular reporting:

- Financial Reports
- Student achievement dashboards including data from interim assessments, unit exams, biweekly assessments, or application-based assessments
- Operations data dashboards including data on student enrollment and attendance
- Teacher attendance
- Vendor status (shipment status for critical items)
- Facilities management
- Parent/community partnerships

Board Self-Evaluation. Board effectiveness will be evaluated and measured using a self-evaluation tool created by the Founding Board and Executive Director informed by high performing charters schools, and annual board member training. Board self-evaluation will include the following metrics, directly taken from and informed by best practices from Board Self-Assessment Board Governance of the Oregon School Board Association (www.osba.org/resources/articles/board), detailed in **Table 2.1 (a)** below:

Table 2.1 (a) – *AACHS Board Evaluation Metrics*

BOARD OF DIRECTORS SELF EVALUATION	
<i>Assessment Category</i>	
Finance & Budget	<ul style="list-style-type: none"> ● Adopts an annual budget that maximizes the school’s resources in support of mission/vision. ● Monitors budget throughout the year. ● Contracts with independent auditor each year, reviews audit report, and takes any needed follow up action. ● Adopts a long-term (e.g.; 5-year) financial plan in coordination with the school's overall long-term plans. ● Adopts a comprehensive set of fiscal management and controls policies. ● Oversees all fund-raising activities on behalf of the school.
Student Achievement	<ul style="list-style-type: none"> ● Adopts and approves the school's curriculum and instructional program. ● Adopts and approves student achievement goals/standards. ● Analyzes data from a broad-based assessment system is to measure progress toward instructional goals/standards. ● Ensures the instructional program is in alignment with state requirements and terms of charter.

	<ul style="list-style-type: none"> ● Ensures student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in depth on a regular basis. ● Reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process.
Maintain 501(c)(3)	<ul style="list-style-type: none"> ● Maintains 501(c)(3) status.
Policy & Governance	<ul style="list-style-type: none"> ● Establishes, adopts and revises policies so that they are clear, up to date and in compliance with state and federal laws and rules. ● Requests the superintendent's recommendation on all proposed policies. ● Provides opportunities for public and staff review of proposed policies before they are given to the board for final action. ● Policies are reviewed on a regular basis. ● Follows its own policies regarding board operations. ● Delegates all decisions regarding district operations, personnel management and procedures to the superintendent. ● Sets annual goals and uses them for all board and district decisions throughout the year.
Relationship with Executive Director	<ul style="list-style-type: none"> ● Supports the school administration before critical groups and individuals in the community. ● Reserves statements critical of the Executive Director's actions, and evaluation of the superintendent, for executive sessions. ● Fully inform the Executive Director of situations arising in the district that impact the district. ● Do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration. ● Do not avoid difficult decisions when requested or required to take a position.
Operations	<ul style="list-style-type: none"> ● Clearly articulate the vision, mission and goals of the district.

	<ul style="list-style-type: none"> ● Review, rewrite, and adopt the board and district goals. ● Adopt objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings. ● Delegate to the Executive Director the authority to administer and evaluate the adopted action plans. ● Executive Director and board mutually agree which goals and expected performance indicators will be included in the superintendent’s formal evaluation. ● Develop and adopt the Executive Director’s evaluation instrument for the current year.
Meetings	<ul style="list-style-type: none"> ● Agenda is properly posted ● Agenda developed according to board policy. ● Know how to add or change agenda items both before and ● During a meeting and do so in a clear, constructive manner. ● Board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board. ● Procedures in place to allow for public input in a respectful manner. ● Chair runs an orderly meeting, with clear instructions and directions to the public as well as board members. ● Board discussions are effective and result in clear decisions. ● Minutes properly record actions of the board and are maintained as required by the public records law.

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

Academy of the Arts is committed to developing its leaders and recognizes the importance of Board development as a key component to establishing and sustaining a highly successful school organization. Our Board development will be ongoing and consistent as we capitalize on the strengths of Board members and provide them with the skills and knowledge to effectively serve in their governing roles. Our founding Board members have agreed to the time commitment, resources and community engagement needed to support the founding and implementation of Academy of the Arts Charter High School. In addition to serving as a general member, individuals will serve in leadership capacities on the

Board such as: Chair, Vice Chair, Secretary and Treasurer. To ensure sustainability and effective operation of our Governing Board, they will conduct annual gap analysis to examine skill deficits that may exist. This gap analysis will be conducted in a formal matter annually, and as needed. The cultivation and acquisition of needed skills by the Board will occur via Board prospects, continuous development and governing training and the participation of members on designated committees of the Board.

As Academy of the Arts Governing Board grows over time, all potential candidates will first be vetted for mission and vision alignment. The Governing Board will be responsible for the recruitment of potential new Board members and share their credentials with the rest of the Board as well as the Executive Director of the school. The Governing Board will also champion orientation of new Board members and ensure that all new members agree to Board and school policies. It will be the responsibility of the Board to leverage their personal and professional connections to identify prospective candidates when there is a need for additional service on the Board. The Governance Committee will vet those identified candidates and present their credentials to the rest of the Board for consideration and approval. In addition to the Board’s recruitment responsibilities, they will also develop support for Academy of the Arts Charter High School in the form of volunteers, ad-hoc committee members and high capacity individuals who are invested in AACHS mission and vision. An annual Board self-assessment will be conducted to determine the strengths and growth areas of the Board and analyze areas where additional members who possess a skill set that is lacking on the Board will be beneficial.

As Academy of the Arts Charter High School grows in size, our Board will constantly conduct needs assessments based on mission alignment, any skill sets lacking and connection to the community. In our search for new members, we will always value individuals with relevant professional experiences connected to our arts education model and those with past Board governance who are committed to serving children. All Board members must have an unwavering commitment to the mission of AACHS and believe that all students should be prepared with the option of college and career after graduation and that an arts education is critical to the success of students in school and life.

(d) Board Training and Orientation: Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111 (o) requires annual board training, as certified by the Tennessee Charter Schools Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.

Academy of the Arts board members will receive training in accordance with T.C.A § 49-13-111(q), which requires the governing body of a charter school to conduct an annual board training. The training course(s) shall be certified by the Tennessee Charter School Center (TCSC) and approved by the State Board.⁹⁵ In alignment with TCSC and the State Board, AACHS new governing body members will complete a minimum of 6 credit hours of training courses and experienced governing body members will complete a minimum of 4 credit hours of training courses. The following training courses are certified by the TCSC and approved by the State Board for new and experienced governing body members. These courses meet the training course requirements of State Board rule 0520-14-01-.07 and count toward the required training hours for governing body members.⁹⁶ **Tables 2.1 (b) and 2.1 (c)** identify the required courses the Board will begin to take upon charter authorization.

Table 2.1 (b) – *Approved Tennessee New Governing Body Trainings Courses for Charter Schools*

Course:	Training Entity:	Length of Course:
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⁹⁵ https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/charter_schools/authorizer_policies/6.112-Charter-School-Gov-Board-Training.pdf

⁹⁶ https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/charter_schools/authorizer_policies/6.112-Charter-School-Gov-Board-Training.pdf

Charter Board Fundamentals	BoardOnTrack	1.0 hours
Make Your Meetings Matter	BoardOnTrack	1.0 hours
KIPP Nashville: New Board Member Training	KIPP Nashville Board of Directors	2.0 hours

Table 2.1 (c) – *Approved Tennessee New and Experienced Governing Body Training Courses for Charter Schools*

Course:	Training Entity:	Length of Course:
Strategically Recruiting Your Sustainable Governance Team	BoardOnTrack	1.0 hours
Developing and Supporting Your Board – CEO Partnership	BoardOnTrack	1.0 hours
Structuring Your Board for Success	BoardOnTrack	1.0 hours
Make Your Meetings Matter	BoardOnTrack	1.0 hours
Governing for Growth	BoardOnTrack	1.0 hours
LEAN Six Sigma Principles	The Henson Consortium	8.0 hours.
KIPP Nashville: Annual Board Member Training	KIPP Foundation	6.0 hours

Academy of the Arts will partner with BoardOnTrack, LEAN Six Sigma and KIPP Nashville to conduct and provide our board training sessions and courses. BoardOnTrack, LEAN Six Sigma and KIPP Nashville are national organizations focused on supporting charter school boards for over 20 years. They have supported Tennessee Charter Schools and are approved governance training providers in Tennessee. In addition to the outlined required training courses mandated by the state of Tennessee, Academy of the Arts governing board members will participate in an annual board retreat. The purpose of the retreat is to build a positive culture among members and establish and maintain team building practices to strengthen the boards capacity.

Through a rigorous and selective screening process, Academy of the Arts has recruited, interviewed and secured the support of 8 proposed Founding Board members. Training and Board development has already begun and the founding team has participated in 2 board meetings so far. The first meeting was held on December 9, 2020 and covered topics such as “*Understanding the Purpose of a Governing Board*”, “*Areas of Board Governance*” and “*Tennessee’s Charter School Application Process*”. The second board meeting was held on January 7, 2021 and covered topics such as “*Mission, Vision and Academic Plan*”, and “*Community Engagement Strategies*”. The proposed founding board will engage in a board retreat in February and will continue to hold monthly meetings through the pre-approval process to continue their collective development as a founding team.

(e) Describe the circumstances under which complaints will be brought to the board, and the process for addressing them. List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed. Full name Current job and employer Area of focus/expertise.

The Governing Board of Directors will prioritize and advocate for complaints to be handled and resolved at the school level. However, in the event that a matter cannot be resolved at the school level with the Executive Director or Principal (when hired), the Board will have a formal grievance process in place. The Board will hear any formal complaints in accordance with the written “Grievance Policy” found in our student and family handbook- see **Attachment B**. This information will be updated annually and hard

copies provided to all families in their native language as well as posted on our school website. This policy will also be introduced annually during student and parent orientations.

To create and maintain effective communication between Academy of the Arts staff and our parents and community members, the expectation, which will be reinforced by all Board members, is that all complaints and concerns are first formally brought to the school level. The exception to this would be if there was an immediate legal, ethical or safety concern which the Board would then address expeditiously and appropriately. Any parent, community member or group may bring complaints or objections to Board policies or decisions, administrative procedures or school practices to the Board. Complaints must be submitted to the Board in writing at least one week prior to their monthly meeting. Individuals wishing to file a complaint must use the Board designated complaint form and email, mail or hand deliver the document in the timeframe required. Every effort will be made to resolve all concerns to the satisfaction of the individual or group who presented the matter. The Board will do its best to hear and address all officially filed concerns prior to or at their monthly meeting. The Board may direct the Executive Director or Principal (when hired) to act on the complaint and report back to the Board with a resolution. If a complaint involves the Executive Director, the individual may file the formal written grievance directly with Board Chair. All Board members contact information will be available on our school website and provided upon request through our main office. **Table 2.1 (d)** reflects the proposed founding board members along with their current positions and areas of expertise.

Table 2.1 (d) – *Current identified board members and their areas of focus or expertise*

Full name:	Current job and employer:	Area of focus and expertise:
Chair: Thedrus Greer	Terminix Outside Sales Rep.	Senior Pastor & Director of Operations
Secretary: Gilda Boyle	Educator- Fayette County School District	Curriculum & Instruction & Community Engagement
Myra Hamilton	Attorney – Hamilton Entertainment and Employment Law, LLC	Employment and Labor Legal Counsel
Kabrina Thompson	Intern – Communications and Policy	Writing, Research, Analysis, & Community Relations
Treasurer: Venissa Saddler	Senior Plant Accountant - BPI Packaging	School Budget & Finance, Auditing and Compliance
Vice Chair: Kerri Hall	Educator – DeSoto County Schools	Curriculum and Instruction & Educational Leadership

Please include the following governance documents as Attachment F: F1. Articles of Incorporation F2. Proof of non-profit and tax-exempt status F3. By-laws F4. Code of Conduct F5. Conflict of Interest Policy F6. Board member resumes or biographies F7. Board policies (including frequency of meetings, open meetings and open records).

2.2 START-UP PLAN

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

Academy of the Arts has hired the services of Ed Tech consulting firm to ensure that funding aligns with the start-up plan for the school upon charter approval. Year 0 (Planning Year), an Executive Director and a Director of Operations will be hired in October 2021 on a full time basis to prepare the school for opening. Director of Operations with all recruitment efforts with all facilities, operational and contract service items.

A recruitment specialist will be hired on a consultant basis beginning in October 2021. This person will support the Executive Director and Director of Operations with all recruitment efforts. They will provide their support from October 1, 2021 through December 31, 2021. Beginning in January, 2022, the Executive Director and Director of Operations will continue their work as a full time, contractual employees with Academy of the Arts Charter High School. They will make sure all academic, facilities related, and enrollment efforts are completed and successful. The start-up plan is described in **Table 2.2 (a)**:

Table 2.2 (a) – *AACHS Start-Up Plan*

Task	Responsible Party	Description of Task	Completion Date
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Board Governance	Governing Board & Executive Director	<ul style="list-style-type: none"> ● Founding board members will transition to Governing Board. ● Vote and approve by-laws, elect officers and adopt committee structures. ● Governing Board will vote to hire Ms. Mecca Jackson as Founding Executive Director. ● Recruit & nominate parent board member ● Develop board calendar & put holds on member's calendars 	July 2021-September 2021
Board Development	Governing Board & Executive Director	<ul style="list-style-type: none"> ● Coordinate a Board Retreat ● Schedule monthly board trainings to begin. 	July – August 2021
Student Recruitment	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Design information flyer and packet ● Post flyers in community and online ● Work with established community partners to generate awareness 	July 2021
Student Enrollment	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Design student enrollment form ● Make enrollment form available ● Post enrollment form on website 	September 2021
Enrollment Strategies - A	Governing Board, Executive Director & Director of Operations	Information Sessions: <ul style="list-style-type: none"> ● Secure locations for information sessions ● Place holds on board member calendars ● Mobilize volunteers for community canvassing ● Hold information sessions 1 per month 	August 2021 – ongoing
Enrollment Strategies – B	Executive Director & Director of Operations	Publicity Campaign: <ul style="list-style-type: none"> ● Draft press release ● Coordinate and schedule radio announcements ● Identify publications with high readership in area 	September 2021
Admissions Lottery & Enrollment	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Collect enrollment forms beginning 9/21 ● Deadline for enrollment 2/22 ● Finalize lottery protocol 11/21 ● Highlight lottery date on website 2/22 ● Post lottery details in local paper & on school website 2/22 ● Test run lottery protocol 1/22 ● Conduct admissions lottery 3/22 ● Notify families of status 3/22 	September 2021 – February 2022

		<ul style="list-style-type: none"> ● Establish waitlist 3/22 ● Send enrollment report to local / state stakeholders 3/22 ● Request student records 4/22 ● Receive student records 4/22 	
Administrative Systems & Protocols	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Create filing system 1/22 ● Train on database for student reporting 2/22 ● Train on student attendance reporting system 2/22 	January 2022 – February 2022
Family Outreach	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Write family orientation letter 3/22 ● Mail family orientation letter 4/22 ● Call/visit all families re: Parent Orientation 4/22 -5/22 ● Prepare Parent Orientation protocol and materials 5/22 -6/22 ● Hold Parent Orientation 7/22 	March 2022 – July 2022
Curriculum Development	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Review curriculum and ensure alignment with TAS 11/21 ● Determine Math and Literacy curriculum 12/21 ● Ensure instructional program is aligned with mission/values 12/21 ● Finalize all instructional staff job descriptions 11/21 ● Finalize curriculum plans and timelines 12/21 ● Outline benchmarks aligned with state standards and curriculum frameworks 11/21 ● Develop scope and sequences for each subject 11/21 ● Procure and encumber materials and textbooks 1/22 ● Procure and encumber standardized testing materials 3/22 	November 2021 – March 2022
Facilities	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Work with Harris Realty to locate, view, evaluate commercial buildings 9/21 ● Negotiate the lease 10/21 ● Sign the Lease 12/21 ● Secure financing 11/21 ● Perform Renovations 1/22 ● Pass final inspection: 3/22 ● Procure furniture and materials 3/22 ● Obtain property insurance 12/21 	July 2021 – March 2022
Staff Recruitment	Executive Director,	<ul style="list-style-type: none"> ● Refine org chart and job descriptions 8/21 	July 2021 – July 2022

	Director of Operations & Governing Board (select members)	<ul style="list-style-type: none"> ● Create job descriptions, flyers, and ads. Post for jobs 7/21 ● Partner with local universities with teacher preparation programs to build relationships and establish pipeline 10/21 ● Finalize all instructional staff job descriptions 11/21 ● Design the interview process 7/21 ● Design compensation and benefits packages 7/21 ● Design a filing/documentation process 7/21 ● Identify potential recruitment opportunities 7/21 ● Negotiate and sign agreements for contracted services 12/21 ● Develop professional development plans 3/22 ● Define policies and procedures for evaluation of staff 2/22 ● Develop staff handbook with expectations 2/22 ● Staff fill out employee information forms 4/22 ● Plan and hold staff social 6/22 ● Plan and hold staff orientation 7/22 	
Food Services	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Issue request for proposal 10/21 ● Define requirements and needs (number of students, dietary, religious needs) ● Identify students who qualify for free/reduced lunch 5/22 -6/22 ● Determine food service arrangement 5/22 ● Select vendor and draft contract 3/22 ● Develop food service policies, protocol, and procedure - (menu, delivery time, etc.) 4/22 ● Sign Contract 4/22 	October 2021 – June 2022
Safety	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Contact police and fire departments 1/22 ● Undergo fire inspection 2/22 ● Contact Board of Health 1/22 ● Develop fire drill policy, schedule, route 2/22 	
Community Partnerships	Executive Director & Governing Board (select members)	<ul style="list-style-type: none"> ● Identify community partnership opportunities 7/21 	July 2021 – June 2022

		<ul style="list-style-type: none"> ● Meet w/potential partner organizations and leaders, neighborhood 7/21 – 9/21 ● Devise performance measures for each strategic alliance 7/21 	
Purchasing	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Create a comprehensive list of all items that need to be procured through Dec. of 2022- 9/21 ● Identify potential organizations that will donate furniture 2/22 ● Procure and encumber classroom equipment and furniture 5/22 ● Procure and encumber office equipment and furniture 1/22 ● Procure and encumber postage meter 1/22 ● Procure and encumber restroom supplies 2/22 ● Procure and encumber cleaning products 3/22 ● Procure and encumber Art material 4/22 ● Procure and encumber medical supplies & furniture 5/22 ● Procure and encumber office supplies 1/22 	<i>September 2021 – May 2022</i>
Contract Personnel	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Hire necessary contracted personnel 10/21 ● Secure janitorial services 4/22 	<i>October 2021 – April 2022</i>
Technology	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Create comprehensive tech plan 10/21 ● Procure and encumber computers for teachers and staff 1/22 	<i>October 2021 – January 2022</i>
Communication	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Design and develop website 1/21 ● Set up nonprofit mailing address: 1/21 ● Develop filing system to store student records 1/22 ● Define how information will flow within school (i.e. who is called when student is sick, who is contacted about discipline infractions) 11/21 ● Define procedure for visitors 12/21 ● Develop forms necessary to track and monitor visitors 12/21 ● Select provider for Internet access (DSL, cable) 12/21 ● Set up Intranet 1/22 	<i>January 2021 – January 2022</i>

		<ul style="list-style-type: none"> ● Set up phone systems and answering services 1/22 	
School Culture & Behavior		<ul style="list-style-type: none"> ● Finalize school wide behavioral expectations 3/22 ● Determine expectations for routines around common student behaviors (lining up, hallway expectations, classroom transitions, bathroom use, celebrations, rewards, and consequences) 3/22 ● Finalize daily schedule 1/22 ● Finalize discipline policy 2/22 ● Finalize school calendar 12/21 ● Create staff cultural binders defining all routines and systems 3/22 ● Create student culture orientation 3/22 ● Develop community meeting curricula 3/22 	December 2021 – March 2022
Special Education Program	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Identify and procure specific texts and materials 1/22 ● Acquire student records – SPED records: ED – July 2020 ● Develop IEPs -after enrollment 7/22 ● Define service requirements for all SPED students 7/22 	January 2022 – July 2022
Financial Management	Executive Director, Director of Operations & EdTec	<ul style="list-style-type: none"> ● Arrange fiscal controls and financial policies we will employ to track daily operational finances, protect against financial fraud and theft 10/1 ● Identify check writers and signers 10/21 ● Define and approve signature policies 10/21 ● Develop financial reporting templates (budget vs. actual) and policy 11/21 ● Design process forms (purchase orders, expense forms) & policy 10/21 ● Appoint Treasurer 7/21 ● Develop segregation of funds policy (public/private) 9/21 ● Establish payroll 9/21 ● Develop schedule of Board’s Financial review 9/21 ● Hire back office service provider 7/21 ● Set up bank account 9/21 ● Define investment/saving strategy 2/22 	July 2021 – June 2022

		<ul style="list-style-type: none"> ● Finalize cash flow plan 2/22 ● Approve the budget by June 1st of each year 6/22 ● 	
Assessment	Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Define assessment strategy and timeline 11/21 ● Secure licenses for diagnostic assessments and tools for data analysis 12/21 	November 2021 – December 2021
Secure Grants/ Donations	Governing Board, Executive Director & Director of Operations	<ul style="list-style-type: none"> ● Write need statement 7/21 ● Write and disseminate proposals to national and local government sources 7/21 ● Write and disseminate proposals to local and national foundations 7/21 ● Identify potential private donors and create internal fundraising plan/goals 7/21 	July 2021

(b) Anticipated challenges of starting new school: Describe what you anticipate will be the challenges of starting a new school or transitioning to a non-ASD authorizer, as applicable, and how you expect to address these challenges.

As a new start up school, Academy of the Arts is aware of potential challenges that exist with a venture at this scale. Through our partnership with EdTec, we have developed a conservative budget to include a contingency plan for the following:

STAFF & STUDENT RECRUITMENT

- *Challenge:* Fayette County School District is a fairly small rural community and the area of Somerville is not heavily populated. There are currently only 2 potential feeder middle schools in the area.
- *Mitigation:* To ensure the recruitment of high quality staff, AACHS will establish relationships with local colleges and universities who have teacher preparation programs. The goal is to communicate with current college students now and through our planning year to develop interest and excitement around working at AACHS. We will also conduct national efforts to recruit talented staff by posting positions on job boards such as Indeed and Career Builder. AACHS will also connect with organizations such as the National Alliance for Public Charter Schools that has a national job search capability and posts positions for charter schools to help them recruit and hire educators. AACHS will also capitalize on the Boards connections and ability to recruit and host hiring events within the Fayette County Community and will participate in any hiring fairs that organizations such as the TCSC may host. For anticipated challenges with student enrollment, we have devised a thorough and high engaging student recruitment process to begin in June of 2021 outlined in section 1.11 that highlights specific strategies and community engagement events we will conduct to build our enrollment and secure our projected numbers annually. AACHS will work to connect with the leadership teams and guidance offices at each middle school to establish recruitment opportunities within their schools and connect with families.

FACILITIES

- *Challenge:* Securing an adequate school building and ensuring it is up to code by August 2022.
- *Mitigation:* The proposed Executive Director with the support of the founding Board are in conversations with multiple churches in Fayette County to secure a building conducive to our students needs and innovative art education program. We are working with Divine Purpose Church and House of Faith Ministries Church to secure a facility. AACHS is also actively working with a real estate agency in Somerville to consider commercial properties that would meet the requirements of our opening year program. We have also identified a vacant and underutilized school building within the Fayette County School District in which we are looking into as a potential facility to lease for year 1 and 2. Finally, we are in talks with 2 charter school funding corporations as potential options to purchase a space in year 1 if available and/or begin the process to identify land and begin a new construction. Academy of the Arts has positioned itself with upwards of 5 potential opportunities to secure a building in our opening years and with the support of the Board we will continue to maintain multiple facility options until we have secured a space for our opening year.

Curriculum

- *Challenge:* Identify an art education program aligned to CCSS and Tennessee's State Standards and rigorous assessments.
- *Mitigation:* We have established a relationship with Arts Impact and will move into an official contract with the organization upon charter authorization. Arts Impact are consultants who specialize in developing personalized art infused curriculum for schools based on their state standards and current student data. Arts Impact has experience supporting school districts in Nashville, Tennessee and are familiar with the rigorous standards and academic expectations the state has.

2.3 FACILITIES

(a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, 15 common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

Academy of the Arts' desired facility will be well-suited to our mission of educating high school students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life! AACHS will require a facility that accommodates our art education model where performances, studio space and art galleries can exist freely. Our restorative approach and weekly opportunities for our entire school to convene is a necessity to promote a positive climate throughout our school community and will be considered as facility spaces are considered for students and staff during our opening year.

As a slow growth model, Academy of the Arts intends to take on one grade level at a time with a maximum capacity enrollment of 480 students to be achieved in year 7 of operation. Adding one grade each year will allow the school to rent or lease a facility in our opening year as we begin the process with funders and contractors for a new construction build. AACHS projects a year one enrollment of 90 freshman students. Based on enrollment projections for our first year of operation, the facility will need to have 7 classrooms (1 English, 1 Math, 1 Sci/SS shared space, 1 Dance, 1 Fashion Design/ Visual Art shared space, 1 Film/Media/Theater and 1 Music classroom/space), 1 main office, a multipurpose space for lunch and outdoor space for clubs or sports students request to include at AACHS. Our opening facility will not require a full commercial kitchen, but space for food storage and food warmers; we anticipate using a food vendor such as Elio North America for breakfast and lunch, with all foods prepared off site and delivered daily to our school.

Based on enrollment projections for year 2 with 190 freshman and sophomore students combined, Academy of the Arts will need a facility that can offer 10 classroom spaces. In year 2, each 9th and 10th grade cohort will have 5 sections, which will require 10 classroom spaces. If we are able to secure a space in year 1 with fewer than 10 classrooms, we will ensure that the property would allow the option to add modules to accommodate the need for additional classroom space for students.

The following considerations were made in regards to our facility needs: 1) Year 2 enrollment of 190 students; 2) Our population of high school students; 3) The indoor and potential outdoor space needed to implement a truly creative and effective art education model; 4) An ADA compliant facility for students and staff; 5) A conducive, safe space where high level daily instruction can be provided and; 6) A facility that will allow leadership and facilitators to build a warm and welcoming positive culture for our school

community. Considering these factors AACHS has determined that the following components of our initial school facility will require the following components:

- ✓ **Classroom Space:** To ensure that core content subjects such as English and Math are facilitated free of distraction or disturbance alongside our art education model, we will need a minimum of 7 classrooms in year 1 to accommodate a Math class, English class, Science/ SS shared class, a Dance classroom, a Visual Art and Fashion Design shared classroom, a Media/Film and Theater classroom and a Music classroom. Our low enrollment numbers in Year 1 and Year 2 will allow Academy of the Arts to build class sizes with no more than 18 students assigned at one time. Our small class sizes will permit students the space to move around freely and comfortably in their performing art classes such as Theater and Dance. Even at maximum capacity in Year 7, our class sizes will not exceed 24 students enrolled in one course. In Year 2 we will need a minimum of 10 classroom spaces for all classes to function, while ensuring each of the 10 sections of students has a homeroom space to conduct “Morning Meeting” daily. The recommended classroom space for a high school general education class is between 28-36 square feet based on a capacity of 25 students, totaling 700-900 square feet.⁹⁷ Academy of the Arts will need a location that can accommodate these square footage recommendations.
- ✓ **Common Areas:** A common area will be needed to ensure our school can adequately convene as a whole school for our weekly culture activities as well as serve as our cafeteria space for students daily. In the absence of a common area or cafeteria, students will be required to eat breakfast and lunch in their classrooms.
- ✓ **Main Office:** To serve as a highly functioning and well organized high school, we will require a main office space where all business aspects such as enrollment, registration, printing and copying can occur effectively and uninterrupted. Our main office will only need to accommodate and house 1 office administrator or assigned staff member to conduct all front office tasks and this is where the copy machine we have budgeted for will be housed. For a high school setting, the recommended footage for a workspace is between 250-350 sq. ft. and AACHS will search for facility spaces that meet these recommendations.
- ✓ **Storage:** We will search for facilities that offer the ability to store supplies needed for the school, such as front office materials and testing materials required for student assessments. It will be important that we secure a facility that has storage capacity to secure important materials such as technology equipment and art supplies such as paints, brushes, props for theater, easels for visual art and fashion design.
- ✓ **Restrooms:** We will need to secure a facility that has multiple bathroom spaces and locations for students and staff to use daily. With an enrollment of 90 students in Year 1 and 190 students in Year 2, AACHS will look for facilities that can provide multiple restrooms for students and at least designate 1 restroom for staff.
- ✓ **Amenities:** While not a requirement, Academy of the Arts will consider facilities that also include amenities such as: parking lot/spaces for staff and visitors; auditorium for school wide presentations and performances; and a gymnasium for physical education.

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

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<https://files.eric.ed.gov/fulltext/ED434499.pdf>

Academy of the Arts has identified our building and facility needs for Year 1 and Year 2 based on: 1) Our projected student enrollment; 2) The classroom space required to implement an art education program and high quality academic program; 3) Location to accommodate our target population and; 4) Common areas and outdoor space to provide meals and conduct schoolwide activities relevant to our positive culture. To ensure our ability to acquire such a space in our planning year, we have worked with EdTech to develop a conservative budget that will allow us to secure such a space while still working to establish ourselves financially and secure a reserve for a new construction build.

Academy of the Arts has earmarked 10% of our overall spending for facility-related needs so that the above described facility needs directly tie to our proposed budget. Our budget is driven by the working assumption of 120 square feet per student, with 10,800 square feet in Year 1 to accommodate our projected enrollment of 90 students. This includes a base rent assumption of \$4/sqft with a 1.5% increase year over year. Tenant improvements of \$50K were budgeted for in order to bring any building we identify up to code and for installation of resources needed for the arts program (beginning in Planning Year). Utilities have been budgeted at \$1,500 per month, along with janitorial services at \$1,500 per month based on historical averages in the area. Waste pickup has been budgeted at \$200 per month. Additionally, custodial supplies, IT support, building decorum and maintenance/repair services are included here.

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

Academy of the Arts founding Board members and founding leadership team members who will be included in the facilities acquisition and management process are Ms. Mecca Jackson, Mr. Thedrus Greer, Ms. Venissa Saddler and Mrs. Myra Hamilton.

- Mr. Thedrus Greer, CEO and owner of *Greer Concrete*, has over 20 years of experience: reviewing and assessing architectural plans; calculating cost estimates, budgets and schedules regarding construction projects; reviewing proposals and vendors; and negotiating purchasing and leasing contracts for clients.
- Mrs. Myra Hamilton is an attorney who will support our facilities acquisition process by reviewing and recommending contracts from a legal standpoint. Her extensive experience reviewing contracts will protect AACHS from entering into any agreement that is not mission aligned or considers all of our students' needs.
- Ms. Venissa Saddler's extensive finance and accounting background will support AACHS through the finance and buying process to secure a building that is within our projected budget. Ms. Saddler have over 20 years of certified accounting and business management experience will afford our school the knowledge to engage knowledgeably with financial corporations to secure funding that will keep the school in good financial standing throughout the facilities acquisition process.
- As the former principal of Lincoln Charter School, Ms. Mecca Jackson has experience overseeing the lease renewal for charter schools and the management of the facilities contract for the school. Her oversight and management of a charter schools \$6 million budget qualifies her to support the financial acquisition of a facility for Academy of the Arts.

(d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

Academy of the Arts is working with multiple community organizations and agencies to secure a facility for our opening years as well as communicating with finance and loan corporations that would support a

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

- ✓ Cost to lease or rent
- ✓ Condition of facilities and renovation needs
- ✓ Transportation requirements
- ✓ Proximity to our target population
- ✓ Add on potential and growth
- ✓ Parking options for staff
- ✓ Safety and security of students and staff
- ✓ Outdoor space for activities

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

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

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

- **Charter School Development Corporation:** Charter School Development Corporation help charter schools secure 100% financed facility and support newly founded charter schools acquire:
1) Partial, limited lease and loan guarantees; 2) Additional collateral; 3) Loan loss reserves and;
4) Debt service reserve funds.⁹⁸ We have already been in conversation with Mark Zeisel, Vice

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President of Charter School Development Corporation, regarding our options to secure funding from them in support of a new construction build or a loan for the purchase of an existing space in the Somerville area. Upon charter approval, AACHS will be able to formally apply for their loan options and potentially move into a contract agreement that would meet our facility needs. Additional information regarding Charter School Development Corporation can be found here: <https://csdc.org/>

- **Performance Charter School Development:** As a contingency plan for financial resources, we will consider Performance Charter School Development as an option to secure a facility. They provide the school's ideal facilities through their experienced development team and by providing 100% of the capital needed to construct or acquire a new school building.⁹⁹ Performance Charter School Development (PCSD) does not require any upfront money from the school and would not expect payment until AACHS is open and operating. PCSD is sponsored by Hawkins Companies, which is a leading national real estate firm that has been in business for over 40 years and has developed approximately 300 commercial projects totaling 12 million square feet across 26 states from Alaska to the Carolina's.¹⁰⁰ We are currently in conversation with Jesse Shetlar, President of Performance Charter School Development, regarding funding and finance possibilities upon charter authorization. PCSD is a funding option that could support Academy of the Arts with acquiring, financing, designing and building a new facility. Additional information about Performance Charter School Development can be found here: <https://performancecharterschooldevelopment.com/>

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

(e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.

Academy of the Arts will ensure compliance with all laws associated with managing a school facility as we assess our options. Initial assessments of any and all facilities will be conducted first and then presented to the Board about the existing structure(s) and any improvements that must be made for ADA compliance. We will consult with a professional code assessor to assist in due diligence. After reviewing the code assessment our Director of Operations and Board Governing Committee will ensure compliance

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

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

with all Americans with Disabilities Act (ADA) requirements, Somerville city planning review requirements, and safety requirements per T.C.A § 49-13-107.

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

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

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

Step	Stage	Goals/Tasks	Timeline
Identify Options	-Review and survey proposed areas -Create specific facilities options	Continue conversations with identified churches, real estate brokers and corporate funding sources.	January 2021 – June 2021
Select Potential Properties	-Analysis and evaluation of facilities options w/founding Board -Narrow options down to 2 sites	Collectively make a determination on site based on educational needs and current building systems and needs	August 2021
Refine Selection/ Space Planning	-Proposals and RFP’s for sites identified -Review RFP responses -Create floor plans -Response to RFP’s -Review counter proposals	Submission of RFP’s and proposals; compare cost to mission alignment; estimate renovation and upgrade costs; respond to RFP’s.	September 2021
Negotiation Strategy	-Narrow facilities options to 1 -Negotiate -Letter of Intent -Final facility needs assessment	Executive Director and Board determine best option based on RFP response, mission alignment and budget; draft and send intent letter; final negotiation with lease holder to any potential changes to building	October 2021 – November 2021
Final Negotiation	-Final terms and conditions -Negotiate lease agreement -Completion of lease agreement -Document additional amenities with property	Prepare and review lease agreement with Board and legal counsel; outline responsibilities and negotiations of lease; contracted negotiations services letter drafted; Meet with property owner to solidify maintenance	November 2021 - December 2021

		agreement; lease signed by December 20,2021.	
Facility Occupancy	Facility acquired	Officially access and occupy facility.	January 2022
Renovation	-Confirm renovation and upgrades needed -Budget analysis -Determine security and technology infrastructure -Review project -Physical preparation of building for renovations/upgrades	Meet with contractors qualified to complete any renovations/upgrades identified; review budget to ensure alignment with projected facilities projects; send RFP's for required work; Fire Marshall inspection.	February 2022 – May 2022
Close Out	-Connect with vendors for furniture and cable needs -Identify contracted services for maintenance (Engage with architect; converse with vendors in response to RFP's received and secure contracts with identified vendors.	November 2021 - February 2022
Notice of Compliance	Notify authorizer of facility documentation and confirmation of compliance	Board Chair will communicate with authorizer and submit all required facilities documentation as proof of compliance.	May 2022 – June 2022

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

Academy of the Arts recognizes that even with the best proposed facilities plan constructed, there is still the possibility that options may shift. In the event that our facilities options are not able to be secured in a timely manner prior to our anticipated opening date of August 2022, we will prepare a contingency plan. Our first course of action will be to utilize the connections and relationships our Board members have with local churches and community centers. AACHS would first work to capitalize on these existing connections with other local churches, institutions and businesses in the Fayette County area to determine where we could most quickly change course and open our school as scheduled in August 2022. If we would require additional funding to support the rental or lease of a different facilities space, we will engage with our partners we have secured through the application process as well as local foundations to raise the necessary funding. Once a final space has been identified and confirmed, the Executive Director

will notify all key stakeholders such as parents, families, and Fayette County School District to ensure them that our arts education model will be implemented with fidelity as promised and that a facility space will not determine the effectiveness or quality of our academic program.

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

- **Local Community Churches:** Academy of the Arts is working to secure a location in our opening years that can fulfill our structural needs and support our enrollment projections while allowing us to establish ourselves financially to invest in a new construction. Our most cost efficient options will be to rent or lease a current building during our opening years. The proposed founding Executive Director and the founding board members have established relationships with local churches in the Somerville area who are willing to allow AACHS to use their space. House of Faith Ministries Church and Divine Purpose have offered spaces for Academy of the Arts to use beginning in Year 1.
 - House of Faith Ministries has a commercial facility they are willing to let AACHS use beginning in Year 1 of our operation. The property is over 10,000 square feet and would meet our needs as a slow growth during the first 2 years of operation.
 - Divine Purpose Church located at 21100 TN-196, Arlington, TN 38002, is open to allowing us the use of their current facility beginning in August 2022 as they are currently building a new facility for their church. The current facility sits on 1.6 acres of land and would meet our square footage requirements in Years 1 and 2.

- **Underutilized and Vacant School Buildings:** Currently, Northwest Elementary School, located at 5245 US 70 in Mason Tennessee, is a vacant school building within Fayette County School District and has not been occupied since 2015. Somerville Elementary School is another vacant and underutilized building within Fayette County School District that is available. A current school facility is always an ideal location for a start-up such as Academy of the Arts. The ability to lease or rent the vacant Northwest Elementary campus would provide many of the opportunities to students in Fayette County School District and afford the students all the amenities often afforded to district schools.

However, if the site is unavailable, or if the district is unwilling or unable to lease or rent the space to educate students within their community and meet the financial requirements, Academy of the Arts Charter High School will continue to seek out spaces that would allow our campus to grow and develop into an adequate site, while focusing on life safety requirements and local and state code requirements. If we are unable to secure an actual school building for our opening year and have to use a non-traditional education space, AACHS will ensure our academic paradigm and educational requirements will remain with whatever site is finally selected and secured to deliver education to the community.

- **Commercial Property:** To make sure we are examining all possibilities to locate the best facility space during our opening years, we are currently in communication with a broker at Harris Realty as we consider commercial properties in the Somerville area. Through the support of our broker, Mrs. Dianne Lee, we have identified a commercial property at 3540 Tomlin Road, Somerville, TN 38068. This is a daycare center being sold by a church and is 8,125 sq. ft. The facility has 8 classrooms, 1 main office, a full kitchen, a cafeteria, a bathroom for both girls and boys with 4 stalls in each as well as 3 in classroom restrooms. The property sits on 1 acre of land with parking spaces provided for staff and outdoor space to conduct schoolwide gatherings or after school

sports. The total lot space is 43,560 sq. ft., which offers the space and opportunity to add modules as needed in Year 2 and even Year 3.

2.4 PERSONNEL/ HUMAN CAPITAL

- (a) Describe the school’s proposed leadership structure. Include a copy of the school’s organizational chart at Year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- (b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader’s resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Policy 5.201.

The proposed Executive Director and school leader for Academy of the Arts Charter High School is Mecca Jackson. Please see attached her resume for an outline of her professional work experience in the field of education. As the proposed Executive Director for AACHS, Ms. Jackson would be tasked with full management of the school from its fiscal operations and implementation of the academic program to the development and supervision of the cultural program within the school. Ms. Jackson would be responsible for the coordinating and facilitation of professional development within the school, the coaching and support of all staff, developing and maintaining community relationships, ensuring appropriate oversight and management of the school budget occurs by the Director of Operations and that all documentation and materials reaches the Board of Directors in a timely manner for review.

As the Executive Director, Ms. Jackson will be supported by the Board of Directors to ensure that decisions made on behalf of the school are compliant with all state, local and federal laws and policies. In collaboration with the Board of Directors, the Board President will conduct Ms. Jackson’s annual review and rating based on the evaluation tool developed and adopted by the Board.

- (c) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify key selection criteria and any

special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.

Employment opportunities will be posted effective July 2021 and will remain posted until all positions have been secured. All positions available within the school (leadership, support staff, etc.) will be posted online via the platforms listed below. Key criteria we will look for in candidates are: 1) Passion for the arts; 2) Select facilitators will be required to have training and experience in specific art areas; 3) Willingness to be coached; 4) A genuine love for students; 5) Academy of the Arts Charter High School plans to recruit and hire innovative and forward thinking facilitators and staff using the following recruitment strategies:

-National Alliance for Public Charter Schools Job Board – The National Alliance for Public Charter Schools maintains an active job board online where charter schools have the ability to post their employment opportunities nationally through their online job board. AACHS will use the reach of the National Alliance for Public Charter Schools to recruit and hire diverse educators from around the country.

-Online Job Board Recruitment – Using online platforms such as Indeed, Career Builder, Zip-Recruiter and other career sites, AACHS will list all available employment opportunities through these sites to conduct a national search for talent and experience that aligns with our mission and vision.

-College Recruitment – Through our initial conversations of partnership with local colleges and universities such as University of Memphis and Southwest Tennessee Community College, AACHS will work to recruit teachers and staff directly from their teacher preparation program. Recruiting and hiring staff directly from a college or university allows for the development of staff truly centered around our school mission and vision as they enter the workforce.

-School Website Recruitment – Academy of the Arts will utilize our school website to actively post and update information regarding our employment opportunities, allowing potential candidates to apply directly to our school.

-Social Media Recruitment – We will use our social media sites such as Facebook, LinkedIn, Instagram and Twitter to post and advertise for current employment opportunities at AACHS.

-Radio/Newspaper Ads – There are funds in our projected budget allocated to advertising for recruitment. These funds will be used to purchase radio ads to recruit for students as well as notify community members of employment opportunities at Academy of the Arts.

-Competitive Salary – Academy of the Arts will offer a competitive starting salary for staff who are offered positions to join our team. We will provide starting salaries at \$45,000, where local districts are currently offering starting salaries at \$40,000.

-Additional Incentives – Weekly ½ days for school-wide professional development, leadership opportunities, new teacher mentor program, opportunity to attend paid training at conferences and weekly protected time in staff schedules to meet with their grade level/content team members.

Screening Process: The screening process to work at Academy of the Arts will be unique in the same way that our design model is unique. Resumes will be reviewed not just for professional teaching experiences, but also for creative experiences that offer real world knowledge and training in the performing art areas we offer. To ensure we have a diverse staff who bring varying life and professional knowledge to our school community, we will encourage individuals from all backgrounds to apply. To make sure that we

hire dynamic and innovative staff with a strong interest and love for the performing arts, our recruitment and screening process will be conducted in collaboration with the proposed Executive Director, Director of Operations (when hired), the proposed Founding Board of Directors and consultants from Arts Impact, who will partner with AACHS to develop our personalized arts infused curriculum and train staff in years 1-3. All potential candidates will engage in the following screening process:

- ✓ *Application Screening* – All candidates will be required to apply through an online portal, whether it is through an online job board or through our school website. In addition to submitting their resume, candidates will be required to take an online assessment and submit a writing sample to evaluate their writing skills and problem solving skills.
- ✓ *Initial phone interview (1st round)*: Once online materials are screened and reviewed, selected candidates will be invited to a phone interview. The Executive Director (along with the Director of Operations when hired) will take this opportunity to share the mission, vision and “why” for Academy of the Arts and ask scripted questions to identify a candidate knowledge and understanding of arts education, their passion for the performing arts and their commitment to serving students.
- ✓ *In-person interview (2nd round)*: If a candidate successfully passes the 1st interview, they will be invited to an in-person interview. The Executive Director (along with the Director of Operations when hired) will conduct a 2 hour in person interview with selected candidates where each person will be asked to give a presentation in the art form of their choosing. Candidates will be required to respond to a prompt through one of the artistic forms that AACHS offers students (Fashion Design, Dance, Visual Art, Music and Film-Video-Drama). In addition to their “performance”, candidates will participate in role plays through the 2nd interview as well and respond to another set of scripted questions. If a facility has been secured by a candidate's 2nd interview, the interview will be held at that location.
- ✓ *In-person interview (3rd round)*: Candidates selected to move to a 3rd interview have made it to the final round. This interview will last 45-60 minutes and will be the final conversation for either party to ask clarifying questions and learn more about the personal and professional goals of the candidate. The final interview will intentionally be held off-site and away from any school setting to create a more relaxed environment for the candidate to freely share their goals and aspirations.
- ✓ *Background Check*: Once a candidate has been identified for a position with AACHS, the Executive Director and the Director of Operations will conduct a background check of the candidate reviewing their criminal, child abuse and FBI records as well as check all the references submitted. If all information returns satisfactory the candidate will be offered a position.

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

To ensure that Academy of the Arts recruitment and hiring practices reflect diversity of our student body we will not limit our search to any one area and will conduct a national search for individuals who are the best fit for our school model. AACHS will use tools that target the Fayette County School District, such as placing ads on the local radio stations and in the local papers as well as recruit nationally through online job boards. Through our partnership with Arts Impact, we will have the support of their consultants

through our interview and screening process as we search for our art facilitators to serve students. Arts Impact consultants are highly trained in cultural diversity and cultural pedagogy and will be a great support through the screening process of candidates for our school as we work to identify people of all backgrounds and with unique personal and professional experiences.

As we recruit for diversity in skill and experience, Academy of the Arts will build a national and local pipeline of potential candidates. We intend to establish a local pipeline for recruitment by attending local events within Fayette County and Memphis areas, engage with our established and prospective community partners to for mission aligned candidates; utilize all of our social media sites developed for AACHS to search for local talent and lean on our internal leadership development pipeline to identify candidates aligned with our mission and vision. Development of our national recruitment pipeline will involve engaging with our national partners and organizations to identify mission aligned candidates, advertise in and with colleges and universities across the country that have teacher preparation programs and strong art programs, and launch national social media campaigns using AACHS online platforms such as LinkedIn, Facebook and Twitter.

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

Tennessee State Board Policy 5.201 says “the primary purpose of annual teacher and school administrator evaluation is to identify and support instruction that will lead to high levels of student achievement.”¹⁰¹ To ensure that Academy of the Arts makes informed decisions around professional development, human capital, promotion, retention and dismissal, the school will adopt the use of The Danielson’s Group *Framework For Teaching* (FFT) evaluation process and evaluation tool. The FFT is a complete coaching, mentoring and evaluation framework that will allow AACHS to norm on high expectations for student outcomes and goals, provide our community with the same language in regards to instructional and cultural expectations and provides administrators and staff the opportunity to intentionally plan, reflect and adjust their educational practices with clear feedback from coaches, mentors and evaluators.

The FFT is a roadmap for effective teaching that outlines 6 clusters, 22 components and 76 elements organized into Four Domains of Teaching Responsibility: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.¹⁰² The 6 clusters that describe the skills executed by teachers demonstrating high levels of student performance and are grounded in an understanding of the nature of human learning.¹⁰³ The 22 components connect to big ideas that support student learning. This evaluation tool was developed in alignment to the Common Core State Standards (CCSS). Educators and administrators are scored on a scale of 1 (unsatisfactory) to 4 (distinguished) in each domain. Please see **ATTACHMENT** for an in-depth description of the elements and indicators of each domain.

Policies and Procedures for Feedback:

Coaching Cycle: Academy of the Arts coaching cycle is informed by the reality that building great teachers happens most powerfully through individual teacher development. Every teacher will have an individualized coaching and development program geared to their growth and success, delivered through our coaching cycle. Because teachers develop at different rates and require different development over time, the coaching cycle allows the coach and teacher to identify and communicate the quickest, highest

101 <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/pendingrulespolicies/april-20%2C-2018/5.201%20Teacher%20%26%20Administrator%20Evaluation%20Policy%204-20-18.pdf>

102 <https://danielsongroup.org/framework>

103 <https://danielsongroup.org/our-work/framework-clusters>

leverage next move to improve student learning. Through our coaching cycle, facilitators and staff will engage in: 1) Co-planning with leadership team members to ensure engaging lessons are planned for students; 2) Practice sessions with leadership team members to ensure mastery of expected skills prior to implementation in the classroom; 3) Class video recordings for review and reflection of teacher skills; 4) In the moment feedback from leadership team to address “quick fixes” immediately in the classroom and ; 5) Scheduled colleague observations to gain best practices from the talent right in the building. AACHS coaching cycle is continuous throughout the year allowing for feedback, praise and continuous growth to be authentically embedded into our school culture. Our coaching cycle will include the following process:

- **Informal walkthrough-** Twice a week (5-10 min) and conducted by Executive Director, Director of Operations, Director of Specialized Services and Principal (when hired). Feedback is unscored with suggestions, glows & grows submitted electronically to staff member.
- **Formal walkthrough** - Once a week (20-30 min) and conducted by Executive Director, Director of Operations, Director of Specialized Services and Principal (when hired). Feedback outlines explicit goals hit and missed as well as outlined next steps with a clear timeframe for turnaround shared during meeting with staff members within 48 hours. Formal walkthrough feedback will be captured on a formal tool, shared and stored electronically with staff.
- **1:1 Check-In monthly-** With Executive Director and Principal (when hired). This is 15 min informal in person meeting.

Facilitator/ Staff Evaluations: Essential to the success of a high performing school is the periodic review and evaluation of educator’s ability to effectively design and deliver high quality and engaging lessons that promote student learning Academy of the Arts will embrace and present the formal evaluation process within our community as the mid and end-point opportunity to examine, discuss and adjust how we work to support students. To fully understand the *Framework For Teaching* and the scoring rubric, facilitators and staff will receive extensive summer training about the evaluation tool prior to its implementation. All staff will be provided with electronic and hard copies of the evaluation tool from The Danielson Group during Summer Institute. All staff members will engage in the following scored evaluation process twice a year:

- **Pre-Observation Meeting-** A pre-observation meeting will be announced and communicated to staff via email at least one week in advance of the meeting. Staff will be required to complete the pre-observation form through the *Framework For Teaching* model and submit to the Executive Director or Principal (when hired) at least 48 hours in advance for review. During the pre-observation, the facilitator or staff member will outline their lesson plan and give an overview of the plan. Executive Director or Principal will give suggestions.
- **Formal Observation** – Will occur twice a year for 45 minutes. Formals can be announced and unannounced and will be conducted by the Executive Director or the Principal (when hired) with official rating on the *Framework For Teaching* evaluation tool. Rating with evidence will be submitted to staff member electronically at 72 hours after the observation has been conducted. Facilitators and staff will be required to complete a post –observation and submit electronically prior to their meeting with the Executive Director or Principal (when hired) or seeing their evaluation score. This will allow the staff member the opportunity to be truly reflective without the official feedback from the observation.

- *Post-Observation Meeting* – Post- observations will be scheduled in advance by the Executive Director or Principal (when hired) to discuss score and evidence recorded. This meeting will be a conversation around the feedback and next steps for the staff member.

Academy of the Arts recognizes and appreciates that without dynamic and innovative staff we would not exist. Therefore, we are committed to showing ongoing and consistent appreciation to our staff daily, weekly, monthly and annually! We will look at data from our coaching cycle and formal evaluation process and determine who has earned recognition. AACHS will award behaviors such as staff perfect attendance, facilitator with the most “growth” on student benchmark assessments, facilitators whose cohort has the highest scores on local and state assessments and the classroom with the most positive environment/fewest culture incidents. Academy of the Arts will recognize facilitators and staff for goals met and exceeded through some of the following incentives:

- Free prep-period (covered by a leadership team member)
- Teacher of the Month (certificate & gift card)
- Monthly coffee & donuts (deliver cart to teacher classrooms)
- “Shout Out” in staff dailygram
- Teacher appreciation month (activities scheduled weekly)
- Complimentary AACHS gear
- \$50 in school supplies (purchased from school budget)
- Executive Director parking spot for a day

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

Developing and sustaining a design model such as Academy of the Arts requires dynamic educators as well as innovative and creative leadership. The Executive Director, who will serve as head of the school and reports directly to the Governing Board of Directors, will be evaluated by the Board annually and will be expected to demonstrate the following standards of performance:

- Leadership – the ability to involve, interact with, and lead a group in the accomplishment of a task; the ability to inspire staff, parents, students, Board members, and community members to work to the best of their ability to achieve the mission and goals of the school.
- Organizational ability – the ability to plan, schedule, and control the work of others and demonstrated skill in using resources in an optimal fashion.
- Decisiveness – the ability to recognize when a decision is required and to act quickly.
- Communication skills – the ability to make a clear oral presentation of facts or ideas and the ability to express ideas clearly in writing and to write appropriately for different audiences (e.g., students, teachers, parents, and the larger community).
- Judgment – the ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities.
- Problem analysis – the ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation.
- Educational values – possesses a sound educational philosophy; demonstrates an understanding of secondary school curriculum; demonstrates a commitment to the mission of the school; receptiveness to new ideas and change.
- Sensitivity – the ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues.

Any teacher identified as “unsatisfactory” on one formal evaluation score based on the *Framework For Teaching* rubric may be placed on probation and provided with a remediation plan that includes a clear timetable for observation, review and decision making for contract extension. The remediation plan may include the assignment of a faculty mentor, a program of enhanced staff development, an expanded

schedule of observations and follow-up meetings, and/or other support. Teachers who are denied contract renewal may ask for a peer review conducted by the department chair and a colleague of the teacher’s choosing. Non-teaching staff members will be evaluated based on the accomplishments of tasks identified in their job description. Evaluation procedures for non-teaching staff will be similarly constructed with appropriate adjustments made according to their particular duties and responsibilities.

Dismissal of any staff member at Academy of the Arts may occur in the event of failure to comply with written warnings, professional improvement plans and/or specified behaviors not in alignment with our professional norms. Any behavior that is unethical, illegal or gross misconduct in nature are grounds for immediate termination without warning for all staff members. When possible, Academy of the Arts will consult with our Board labor and employment attorney, Myra Hamilton, regarding staff termination decisions. In the event that the Executive Director or a facilitator at the school must be immediately dismissed, **Table 2.4 (a)** demonstrates the process the school will follow:

Table 2.4 (a): *Emergency Transition Plan for Leadership & Staff*

Action Step	Facilitator	Leadership
Communication	The Executive Director will notify the whole staff through an “emergency meeting” of the sudden transition of any staff member. Board members will be immediately notified and invited to join the meeting if possible. The Executive Director will assign leadership team members different roles to accomplish the following: secure sub coverage if necessary, coordinate counseling sessions with classes/grades impacted, securing AACHS materials from staff members prior to dismissal. The Executive Director will be the only person designated and permitted to distribute formal notice in writing to parents, students and staff.	The Board Chair will assume immediate responsibility as point person for communication throughout this process. With full Board approval, the chair will distribute communication of the transition to staff, parents and LEA. The chair will ensure that regular, updated information about the search process and next steps are shared in writing consistently until the position has been filled.
Interim Management	Depending on the position or role in which the staff member is dismissed, the following could occur: secure sub coverage until a replacement is hired, split classes to cover those sections taught, and coordinate consulting services to ensure student support continues.	The Board will appoint a member of the schools’ leadership team as interim head of school until a search has been conducted and replacement identified. The new appointee will ensure that daily operation and function of the school occurs and will support the Board in identifying a replacement head of school.
Search and Hire	The Executive Director will immediately begin a recruitment effort to secure a replacement. They will use any of the following steps to announce and recruit for a position: post job through national job boards, post position on school	The Board will conduct an emergency meeting to determine next steps and identify the recruitment and hiring process to fill the position.

	website and social media pages, review previous resumes screened for positions.	
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(g) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school’s proposed strategy for retaining high-performing teachers.

At Academy of the Arts, we believe in offering competitive salaries to facilitators and staff as well as considering experience and education in salary negotiations. We recognize that an arts education model requires the recruitment, hiring and retainment of talent in core subject areas as well as the performing arts, which has a unique set of expectations. AACHS will offer all employees benefits packages to include medical, dental and vision coverages. **Table 2.4 (b)** reflects our teacher salary range:

Table 2.4 (b) – AACHS Salary Ranges

Tier	Salary
First Year Facilitators	\$45,000 starting salary No teaching experience
Master Facilitators	\$47,500 starting salary 2-4 years of teaching experience
Master + Facilitators	\$50,000 starting salary 5 -7 years of teaching experience

(h) Explain whether the employees will be at-will or whether the school will use employment 16 contracts. (i) Include a copy of the school’s employee manual and personnel policies as Attachment I.

Academy of the Arts will classify all relationships with employees as “at will”. The employee or the school may terminate the employment relationship at any time with or without cause. No person other than the Executive Director can enter into any agreement for employment for any specified period; any agreement must be in writing.

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

Position	*Year 0 (2021 - 2022)	Year 1 (2022- 2023)	Year 2 (2023- 2024)	Year 3 (2024 -2025)	Year 4 (2025 – 2026)	Year 7 (2027 - 2028)
Executive Director	1	1	1	1	1	1
*Principal	0	0	0	1	1	1
Director of Operations	1	1	1	1	1	1
Director of Specialized Services	0	1	1	1	1	1
Guidance Counselor	0	1	1	1	1	1
Social Worker	0	0	0	0	0	1

Dean of Culture	0	0	0	0	0	1
Sped Teacher	0	0	0	1	1	1
Office Manager	0	0	0	1	1	1
English Facilitator	0	1	1	2	2	2
Math Facilitator	0	1	1	2	2	2
Science Facilitator	0	.5 *Dual cert	1	1.5 *Dual cert	2	2
Social Studies Facilitator	0	.5 *Dual cert	1	1.5 *Dual cert	2	2
Building Engineer	0	0	0	0	1	1
Dance Facilitator	0	1 *Teaches PE	1	2	2	2
Visual Art Facilitator	0	1 * Teaches Fashion	1	1	1	2
Fashion Design Facilitator	0	0 * Visual art teacher	1	1	1	2
Film/Media/Theater	0	1 *Teaches Tech	1	2	2	2
Music Facilitator	0	.25	.50	1	1.50	2
Technology	0	0 * F/M/T credit	0 * F/M/T credit	1	1	2
P.E./Health	0	0 *Dance credit	0 *Dance Credit	1	1	1
NOTES:		*Dance/PE *VA/FD *Film &Media /Tech		*2nd F/M/T supports w/technology		
TOTAL:	2	10.25	13	23	25.50	31

2.5 PROFESSIONAL DEVELOPMENT

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

There is a direct correlation between the effectiveness of the classroom teacher and student achievement. Educators and school leaders must continue their professional development in order to support student learning and growth. Educators who do not experience effective professional development do not improve their skills and student learning suffers.¹⁰⁴ Academy of the Arts has intentionally built in consistent and frequent professional development opportunities for our staff through summer, bi-weekly, and quarterly required professional development that is geared to continuous and timely growth among educators where they have structured time to evaluate student data and adjust lesson plans and structures based on student needs. Our focused professional development model provides structured and consistent data driven reflection opportunities for facilitators throughout our entire academic year.

In addition to our in-house designed professional development sessions, Academy of the Arts will partner with “Arts Impact”, which is an organization that has a model based on best practices in professional learning as well as standards driven arts integrated instruction. Arts Impact will support AACHS facilitators as they teach concept-based arts infusion, in which students learn core ideas that mean the same thing in the arts as in reading, math or STEM. AACHS professional learning model will be grounded in on-going professional development in Art-Infusion with Arts Impact, which includes a 5-day summer institute led by Arts Impact consultants and mentors. Arts Impact consultants will also join us on

104 <https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf>

our scheduled full PD/Data days to examine student progress and measure the effectiveness of our arts infused program. Their consultants will have time within our PD schedule to continue staff training and provide support around curriculum implementation.

Table 2.5 (a) explains the formal systems we will have embedded into our school calendar that will permit the routine and targeted development of our staff.

Table 2.5 (a) – Annual Staff Professional Development

Type of Professional Development	Professional Development Purpose	Total Days
Summer Institute	Train staff around all AACHS policy, procedures and norms; develop positive school culture by aligning to school mission and vision; Practice school-wide culture routines such as “Morning Meeting” and “Pick Me Up’s”; Conduct community engagement activities such as home visits; Norm with performing art courses and core content classes; Add to already developed arts infused lesson and unit plans.	15 days (3 consecutive weeks in August of yr 1 and yr 2)
Professional Development/Data Days	Examine school-wide data such as benchmark results to make decisions regarding instructional practices and strategies; restructure lesson and unit plans based on identified re-teaching needs of skills not mastered; develop lesson and unit plans to ensure standard-task-alignment in all courses; recalibrate for academic goal alignment and measure progress. Depending on the data, staff will have the opportunity to meet by grade level and content teams to determine focus standards and skills.	4 (full day each)
Bi-Weekly Friday PD’s	Weekly ½ day meetings will be utilized to examine RTII data, allow teams to meet by grade and/or content to progress monitor student performance and to examine school-wide procedures as a community to ensure effectiveness of systems and protocols currently in place.	2.5 hours every other Friday (students will dismiss at 12:30 and AACHS staff will meet from 1-3:30)
PLC Weekly Meetings		45 minutes each week

Job Embedded Coaching	<p>Our coaching and feedback cycle is our individualized formal support to develop facilitator capacity. Every staff member will engage in our weekly, monthly and annual coaching cycle, which is described in greater detail below in section 2.5 c.</p> <ul style="list-style-type: none"> ○ Informal walkthrough twice a week (5-10 min) unscored feedback with suggestions, glows & grows submitted electronically to staff member ○ Formal walkthrough once a week (20-30 min) with explicit goals hit and missed as well as outlined next steps with a clear timeframe for turnaround shared during meeting with staff member within 48 hours ○ 1:1 Check-In monthly with Executive Director (15 min informal) in person meeting ○ Formal Observation twice a year (45 min) announced and unannounced with official rating. Pre-observation held with Executive Director to discuss plans and post observation with Executive Director to discuss score 	15 minutes – 1 hour (<i>varies dependent upon need of staff member</i>)

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

While the Executive Director will be responsible for coordination and scheduling all professional development for Academy of the Arts, implementation of staff PD will be a leadership team effort. All leadership team members (Executive Director, Director of Operations, Director of Specialized Services and Guidance Counselor) will lead professional development at AACHS based on their area of specialty. The Executive Director in collaboration with the leadership team will determine professional development topics, content design and identify a facilitator based on the focus of each session and the expertise among the leadership team. These determinations will be made during the leadership teams weekly meetings. School-wide data such as assessments results and culture data are examples of the information that will be evaluated to examine staff needs. An example of how professional development sessions will be assigned is represented in **Table 2.5 (a)**.

Table 2.5 (a) – *Sample Professional Development Responsibilities by Position*

Professional Development Topic	Facilitator/ Lead
<i>“Understanding the difference between accommodations and modifications”</i> – Special education compliance & regulation	Director of Specialized Services
<i>“Building authentic relationships with students”</i> – Social and emotional development	Guidance Counselor
<i>“Establishing strong classroom routines and procedures”</i> – Organizational best practices & positive school culture	Director of Operations
<i>“Designing lesson plans for standard-task-objective alignment”</i> – High quality instructional design	Executive Director

In addition to the in-house professional development that will be scheduled throughout the course of each year, Academy of the Arts will secure the expertise of various outside consultants to lead professional development and train our staff as it relates to the academic and cultural goals of our school.

(c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with ELL families.

Summer Institute & Retreat: AACHS summer institute and retreat is three weeks in length in years one and two. It equips our teachers with the skills needed for month one of school that lays the foundation for a successful school year. Facilitators will internalize the mission and vision of the school and learn important skills for classroom management and school culture. Summer institute is designed to enculturate our teachers and give ample practice time on components critical to beginning of the year success. Summer institute sessions will focus on beginning of the year priorities, including mission, vision, core beliefs, core values, goals, lesson planning, routines rehearsal, student work analysis, homework guidelines, classroom management, behavior management system, instructional taxonomy practice, procedure practice (culture of practice), student supports, family relationships, team building, and operational systems. Each week of summer institute will have a different focus, with repetition of the most critical components in addition to any state-mandated trainings. Years one and two summer institute sessions will be led by the Executive Director and leadership team members.

½ Day Friday Professional Development: Friday professional development is an abbreviated PD day that will occur every other Friday for 3 hours. Based upon the model of such schools as Brooke Charter Schools and KIPP Texas, Friday PD includes whole school meeting, grade level meetings, and content-specific meetings. Content for Friday PD are all related to teacher development in the following areas: lesson plans, high-quality instruction, challenging curriculum, rigorous questioning, checks for understanding, ratio, routines and procedures, student engagement, and our behavior system, independent student work time, small group work, reteach, habits of discussion, conceptual thinking, professional practice, instructional taxonomies, feedback (from leadership to staff and from staff to student), and college and career preparation.

Data Days: Data Days occur four times per year annually (October, December, February and April in year one). Each follows the interim assessment cycle to ensure students are on track to master all standards for end-of-year assessment. We do a deep analysis of interim assessment results, reflect on those findings, and make in-course corrections that support higher student learning results. Leaders train

staff on assessment analysis meetings and put in place a productive data-driven culture that defines a high bar for all students. Facilitators and leaders are required to do a certain amount of pre-work to prepare for the meeting. In the meetings teachers come ready to discuss the following: (a) top five successfully answered questions and why; (b) bottom five to ten most missed questions and why; (c) highest and lowest performing standards; (d) passing percentage of the entire cohort, individual classes, and students; (e) students of concern and interventions or reteach; and (f) student work.

Coaching Cycle: Academy of the Arts coaching cycle is informed by the reality that building great teachers happens most powerfully through individual teacher development. Every teacher will all have an individualized coaching and development program geared to their growth and success, delivered through our coaching cycle. Because teachers develop at different rates and require different development over time, the coaching cycle allows the coach and teacher to identify and communicate the quickest, highest leverage next move to improve student learning. Our coach cycle includes:

- **Informal walkthrough** twice a week (5-10 min) unscored feedback with suggestions, glows & grows submitted electronically to staff member
- **Formal walkthrough** once a week (20-30 min) with explicit goals hit and missed as well as outlined next steps with a clear timeframe for turnaround shared during meeting with staff member within 48 hours
- **1:1 Check-In monthly** with Executive Director (15 min informal) in person meeting
- **Formal Observation** twice a year (45 min) announced and unannounced with official rating. Pre-observation held with Executive Director to discuss plans and post observation with Executive Director to discuss score

Coaching will be conducted by members of the leaderships team (Executive Director, Director of Operations, Director of Specialized Services; Guidance Counselor and Assistant Principal of Instruction when hired). Some of the strategies and tools that we will utilize through our coaching cycle to grow teacher capacity and enhance their skills are: 1) Colleague observations where facilitators can observe best practices and skill from someone doing the work in the school with them; 2) Modeling a lesson for a facilitator to observe and take notes around the growth area identified; 3) Co-planning lessons with facilitators; 4) Real time feedback to demonstrate correct implementation in the moment ; 5) Practice of skills being taught in advance so facilitators has as many “at bats” before turning around skill in the classroom.

External Training: The Executive Director will use information from staff coaching cycles, benchmark results, and student and staff culture data to identify additional trainings that would be beneficial to a group of teachers or individual teachers. We believe that just as our students should have the opportunity to learn new skills and develop outside of the school building and from different presenters, educators should be afforded the same opportunity to learn from experts outside of Academy of the Arts. When needed, AACHS will organize onsite training from outside consultants or arrange to send facilitators to trainings at the local and state level when the opportunity presents itself.

Professional Learning Communities (PLC): Professional Learning Communities are both content and grade specific. Content specific PLC’s support the works of teams of teachers in the same content. Teams will meet monthly to share best practices, expertise, and work collaboratively to improve content specific teaching skills and student outcomes. Periodically, content meetings will be held school-wide to address vertical alignment from lower grades to upper grades. Grade-specific PLC’s are used to norm behavior, instructional taxonomies across classrooms, and discuss IEPs or academically or behaviorally struggling students across the grade level. This meeting includes every content in that grade level and is less about instruction and more around grade level culture, student supports, and behavior management norming.

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

Academy of the Arts summer institute focuses on preparing staff to implement our engaging and creative arts education program while also developing a positive school culture driven by our core values: Empowerment, Innovation, Diversity, Resiliency and Community. We will prepare facilitators and staff to deliver on all cultural and academic expectations, by designing sessions and activities that are informative, engaging and embedded with opportunities to “practice” expectations among colleagues.

Week	Participant	Leader	Purpose	Outcomes
1st Week	All Staff	Executive Director	Mission, Vision & Core Values Investment, art education school model training.	Staff alignment to AACHS mission and vision; HR staff orientation; Staff and administrators demonstrate investment and understanding of mission, vision and core values; Engage
2nd Week	All Staff	Arts Impact Consultants & Mentors	Art infusion coaching, curriculum planning & training between arts & core content facilitators.	Staff will review and collaborate on feedback around completed ELA, Math, Science and Social Studies art infused lessons; Understand arts infused model; Practice lesson implementation; Confidently implement and understand design purpose and model.
3rd Week	All Staff	Executive Director, Director of Operations, Director of Specialized Services & Guidance Counselor	Routines, Procedures, Systems & Restorative Practices	Facilitators deliberately practice routines and procedures used across whole school to foster an organized and positive culture; Facilitators develop and practice classroom level routines & procedures to ensure daily instruction can happen; Facilitators & staff are intentionally trained on the language to communicate to parents around academic or behavioral concerns that may present themselves; Facilitators conduct scheduled home visits; All staff participate in “Morning Meeting” and “Pick Me Ups” just like students will participate. Facilitators receive final feedback around any physical space that needs to be set up.

(e) Describe the training that will be provided to all staff on the topics of anti-racism, unconscious bias and/or culturally relevant pedagogies.

Our staff will receive ongoing training around topics such as unconscious bias, culturally relevant pedagogies and anti-racism. Through Academy of the Arts partnership with Arts Impact, all staff will receive training on “Culturally Responsive Curriculum”, which will cover curriculum and teaching strategies centered around student’s cultures and those of other global art traditions and ways of learning.

To address topics such as unconscious bias and anti-racism we will participate in online training as a whole school and our guidance counselor will conduct in-person training on these topics whole school as well as in small groups during our ½ Day Friday PD. The Executive Director will coordinate external training for staff during our summer institute and revisit these discussions with professional consultants during the year as school funds allow.

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

Through Academy of the Arts plans for coaching and supporting facilitators and staff, we will support the future leadership capacity of our school. During 1:1 coaching sessions, AACHS leadership will always be knowledgeable about the personal and professional goals of every staff member. To cultivate long-term sustainability, we will make the development of our leadership pipeline a priority. Our current staffing model and budget projections demonstrate the opportunity to promote within as we will work to hire an Assistant Principal of Instruction in year 3 and potentially a Social Worker and Dean of Culture in year 3 and 4. Candidates the Executive Director determines are on track for leadership roles based on observations and student data, will receive coaching to develop their instructional, operational or cultural leadership. To promote the professional growth of staff at Academy of the Arts, the following opportunities will be created and put in place for individuals to gain experience and develop their leadership skills: 1) New Teacher Mentor; 2) Professional Learning Community (PLC) Leads; 3) Professional Development Co-Facilitator; 4) Class Sponsor and; 5) School Advisory Council (SAC) member. Staff members interested and willing to take on leadership opportunities within the school will have the opportunity to formally submit their interest to serve in any of these positions each year.

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

New Teacher Induction/Mentoring: The needs of newly hired professional educators are determined through a variety of methods. All inductees will complete a Needs Assessment during the initial stage of the induction process. The mentor and inductee will use this tool, in conjunction with the building administrator, to evaluate competency levels in each area. This Needs Assessment will serve as a means to monitor progress throughout the Induction Process and help the administration determine specific professional development opportunities for the Inductee. In addition, the building administrator will conduct several formal and informal observations throughout the Induction Process to determine competency levels and areas of need. This information will be shared in order to provide feedback. New teachers also participate in an orientation upon hire. During the new teacher induction program, school administration meets with the new teachers to support them with curriculum development, transition to the school, etc.

Professional Development “Choice” Session: To ensure we are meeting the various needs of all of our staff members, Academy of the Arts will provide session “choice” during select times on school-wide PD days. On an average full-day PD, staff will be required to attend mandatory sessions, but will be provided with a menu of session topics to select from for a portion of the day. The topics for the choice sessions will be determined based on staff interests, which will be collected and determined through surveys, observations and 1:1 check-ins with staff members weekly.

Tennessee Department of Education Trainings: Tennessee Department of Education offers trainings to teachers within the state throughout the year to develop educators and ensure alignment with educational expectations. Staff at Academy of the Arts will be presented with the opportunity to attend TDOE online and in-person professional development trainings based on the areas of study they are interested in

Local and National Conferences: AACHS is committed to discovering and learning innovative ideas and practices within the field of education to provide students with the best academic experience that meets their needs. To continue our growth and development as an organization, staff members will have the opportunity to attend and participate in local and national education conferences as school funds permit. Facilitators and staff will be encouraged to find topics and content areas they are interested in learning about at conferences and submit a request to attend to the Director of Operations for review and consideration. Based on the staff members' rationale to attend a conference and the available school funds, the cost and release time for educators will be granted in support of their personalized and individual growth plan.

Arts Impact Mentor: Through Academy of the Arts partnership with "Arts Impact", a mentor will be assigned to work with facilitators through years 1 and 2. Facilitators will receive 1:1 coaching from their assigned mentor through Arts Impact as they are observed and given feedback 3-5 times a year. Since each facilitator will have a mentor, the feedback and support will be individualized to their personalized needs.

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

Any and all staff members that are hired at Academy of the Arts after the school year has begun will first be assigned a mentor and will join the "New Teacher Induction Program" within our school. This program will convene monthly so no matter when an employee is hired they will have the chance to meet each month with a group of individuals who are new to AACHS. Mentees are also required to meet at least twice a month with their mentor, which would ensure consistent support regularly for any new staff member to the school. As a part of the orientation of staff hired mid-year, their first 2 days assigned to AACHS would be "student free" and used to: 1) Set up classroom space; 2) Tour the building with a leadership team member; 3) Learn their schedule and receive all curricular materials needed for instruction; 4) Set up needed technology such as staff laptop; 5) Meet and check in with assigned mentor and; 6) Receive all handbooks and school policies for review. At the close of each of the two days of orientation, the Executive Director will conduct a 1:1 to ensure all questions and concerns are addressed prior to the new staff member receiving students.

2.6 INSURANCE

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

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

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

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

2.7 TRANSPORTATION

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

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

In accordance with Tennessee code §49-6-2116, Academy of the Arts will adopt a transportation policy to ensure all students are transported safely. To make certain all students receive a free and appropriate education, transportation will be provided as specified in a child's I.E.P. We will make sure that personnel

and staffing directly related to the students' transportation has the appropriate training regarding the needs of the student with disabilities. Every local board of education and charter school governing body shall adopt a transportation policy relative to the safe transport of students. Our bus policy will explicitly state all daily procedures, expectations and protocols for students and staff riding the bus. This policy will be included in the student and parent handbook and distributed to families upon acceptance into AACHS. Our bus policy will also be available and up to date on our school webpage for reference. In addition to providing a daily school bus as transportation for students, AACHS will also provide monthly Memphis Area Transit Authority (MATA) bus passes at the discounted student rate for students at no cost to the student or their family.

2.8 FOOD SERVICE

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

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

- Maintaining Tennessee Health Department Bi-Annual inspection with a passing score
- Having a HACCP program in place to be able to provide proof of such
- Maintaining daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for food allergies

- Ensuring hot meals maintained at 140 degrees or above & cold meals at 40 degrees below prior to & during transportation & delivery
- Providing meals that are individually packaged and sealed
- All meals will be priced as a unit, which meets USDA requirements
- Any provider shall implement the “Traditional Menu Planning Approach”
- All menus and meals will appropriate to the age of the students at Academy of the Arts Charter High School
- The provider substitutes food components for a student with disabilities that restricts their diet

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

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

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

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

Regulations require that all purchases made by schools, whether funded wholly or in part with child nutrition program funds, comply with all federal, state and local procurement requirements.¹⁰⁶ In Tennessee, School Nutrition administers the USDA National School Lunch Program (NSLP) and School Breakfast Program across the state.¹⁰⁷ To ensure our alignment with NSLP regulations, Academy of the Arts will comply with all rules and necessary steps through the procurement process and make sure we receive foods and services that meet the needs of our students. We will follow the 5 procurement steps as outlined by the United States Department of Agriculture: 1) Planning; 2) Drafting specifications; 3) Advertising a solicitation; 4) Award a contract and; 5) Manage the contract.¹⁰⁸ In considering a food service vendor, we will confirm that their breakfast and lunch programs can provide the following:

- ✓ Meal patterns and nutrition standards based on latest *Dietary Guidelines for Americans*¹⁰⁹
- ✓ Meal patterns that set specific calorie limits to ensure age appropriate meals
- ✓ School breakfast and lunches that meet Federal meal requirements

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

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

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

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

2.9 ADDITIONAL OPERATIONS

(a) Technology:

Success in nearly any contemporary workplace requires technological competence. This is becoming increasingly true in the arts, as well. Musicians both create and perform music with the assistance of computer technology. Choreographers create new dances on the computer screen. Many careers in radio, television, cinema, and video require a sophisticated understanding of various areas of technology and the flexibility to adapt to and make use of new versions that appear almost daily. At Academy of the Arts, technology will be used as an instructional tool in all academic and arts courses to support student learning.

U.S. Department of Education National Educational Technology Goals:

1. All students and teachers will have access to information technology in their classrooms, schools, communities, and homes
2. All teachers will use technology effectively to help students achieve high academic standards
3. All students will have technology and information literacy skills
4. Research and evaluation will improve the next generation of technology applications for teaching and learning

5. Digital content and networked applications will transform teaching and learning

In alignment with the U.S. Department of Education National Educational Technology Goals, AACHS will work to increase student learning with the use of technologies by doing the following: They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and world-wide

- Ensure equal access to technology and online material for our entire learning community by providing laptops and iPads to every student and staff member
- Build a culture of continuous learning for staff by providing technology training annually for staff around our schoolwide online programs
- Integration of technology in the classroom by implementing a smartboard initiative to have a smartboard in every classroom by the time AACHS is at maximum capacity

To meet the academic and operational needs of the students and staff at Academy of the Arts, the following technology is necessary to ensure student growth and support facilitators in their role:

- ✓ Copy machine – AACHS will purchase a copy machine year 1 and it will be stored in the main office for all personnel to access and use. A copy machine will be necessary to make instructional related copies, print information for parents and staff as needed. We have allocated funding in our budget to purchase a copy machine in year one. We will evaluate our copying needs each year to determine if additional machines need to be purchased for use.
- ✓ Staff laptops: To ensure all staff have access to all instructional and organizational communication systems utilized at Academy of the Arts, every staff member will be provided with a work laptop to use daily. Providing laptops to all staff enables the learning community to communicate more effectively, access and process information, and work productively. We have allocated funding in our budget beginning in year to provide every staff member with a laptop. Since we are a proposed slow growth model, we will purchase laptops for newly hired staff each year.
- ✓ Student 1:1 iPads: Students' access to the internet will be critical to our art program and academic program. Since daily use of online programs and applications will be necessary AACHS will ensure a 1:1 Ipad ratio for all students beginning in year one. Students will be required to use online applications to develop Music, design patterns for Fashion Design, record their work in Vocal and Theater classes as well as record and edit Dance performances and Plays. Individual Ipad access encourages the use of multimedia tools enabling students to become active and experiential learners. In addition, with direction and guidance from facilitators, students will be able to use online instructional remediation programs and applications in core subject areas to help eliminate skill gaps and allow students to have additional independent practice on their academic levels. iPads will link students with educational resources within the building, community, and world-wide. We have allocated funding in our budget to purchase iPads for every student beginning in year one. Some examples of online apps students will be able to access online through the use of their iPads are outlined in **Table 2.9 (a)**.

Table 2.9 (a) – *Sample online applications for iPad*

Music Production	Fashion Design	Visual Art	Film/Media/Theater	*Graphic Design
Garageband	Art Authority	Sketch Book Pro	iMotion	Illustrator

Wave Machine Labs	Vogue Runway	Procreate	Reel Director	Photoshop
Songify	Adobe Illustrator	Art Authority	8mm Vintage Cam	Adobe In Design
Animoog	The Matboard	Inspire Pro	iMovie	Dimension
Poweramp Music Plus	Corel Draw	iDraw	Stop Motion Recorder	Adobe Sparks

**While Graphic Design is not a separate major of study, several art areas will be required to take this course to support learning in their declared major.*

- ✓ **Smartboards:** Access to smartboards in the classroom enhances student learning and accommodates student learning styles.¹¹⁰ They are interactive and facilitators will have easy access to online resources. These interactive displays are purposely built to support teaching approaches that affect learning outcomes. The ability to use smartboards expands classroom tools for teaching and learning and provides for the integration of multiple resources for existing and emerging curriculum. This technology also links the classroom with educational resources within the building, community, and worldwide. Our smartboard initiative will put a new smartboard in every classroom by year 7 when the Academy of the Arts is at maximum student capacity.

(b) Student information management:

To ensure compliance with the Family Education Rights and Privacy Act (FERPA) as well as Tennessee state regulations, Academy of the Arts will use Powerschool student information management system (SMS), to securely store student records and information electronically. Through our policies and procedures and restricted access to Powerschool SMS, AACHS will ensure compliance and protect student’s names and other information prior to enrollment, during enrollment, and after a child has graduated from our high school or withdraws and during the lottery process.

With oversight from the Executive Director, the Director of Operations will manage Powerschool SMS. The Office Manager (when hired) will have shared full access to Powerschool SMS to complete all responsibilities related to registration, student enrollment and withdrawals. With oversight from the Executive Director, the Director of Specialized Services will manage the Easy IEP system where all student IEP, 504 plans and evaluation documentation will be stored. The Executive Director, Director of Operations, Director of Specialized Services, Principal (when hired) and Office Manager (when hired) will be responsible for safeguarding students’ personally identifiable information.

In alignment with FERPA¹¹¹, Academy of the Arts will require a written records request from parents or legal guardians to receive copies of student records and files. A records request template on AACHS letterhead will be made available to parents and guardians in the office as well as on our school website. The Office Manager (when hired), Director of Operations and Director of Specialized Services will proactively notify parents and students prior to disclosing personally identifiable information from the students’ records.

In addition, facilitators and support staff responsible for providing students with performance grades will have limited access to Powerschool SMS. They will have access to gain parent and guardian contact information, to input grades and to analyze academic progress. Facilitators will only have access on Powerschool to the students enrolled in their class each year. As outlined in FERPA, all staff members

¹¹⁰ <https://www.teachhub.com/technology-in-the-classroom/2019/10/technology-in-the-classroom-the-benefits-of-smart-boards/>

¹¹¹ <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

will be prohibited from sharing students' information without the consent of the families and the Executive Director. In accordance with FERPA, if a students' information is shared with the family or permissible entity, there will be documentation recorded in the students file that describes what information was shared and to whom it was provided.

To ensure student files are safe and secure within our school facility, they will be kept in fireproof storage in our front office. Only the Office Manager (when hired), Director of Operations, Executive Director and Principal (when hired) will have access to these locked files. Only the Director of Specialized Services, Executive Director and Principal (when hired) will have access to the files of students who receive specialized services. These files will be kept in fireproof storage with the Director of Specialized Services and they will be required to oversee these files and maintain log entry for any staff or shared services reviewing student files.

(c) School health and nursing services:

Nursing services will be contracted out. The school's student health services plan will include the following components:

- **Protocols for Dealing with Students Who Are ill** – Protocols for the care and treatment of students will be developed, including administering medication.
- **Health Referral Process and Mandated Reporting** – The referral system will ensure that all school health personnel know the proper procedures in making referrals to outside support services and the reporting of serious health concerns (e.g., physical, sexual, and substance abuse). Issues of confidentiality, parent/student consent, reporting requirements, and school liability options will be addressed.
- **Health Screening and Recordkeeping** – A schedule of health screenings and examinations (e.g., vision, hearing, height/weight measurements, and collected immunization data) will be established in compliance with state/federal guidelines. Health records from each student's previous school will be obtained and health records will be established for each student. The immunization records for all students will be checked and where necessary, steps will be taken to have parents/guardians obtain the necessary immunizations.
- **Staff Training** – All school personnel will be trained in first aid and emergency/disaster procedures and other health related issues such as HIV education, child abuse, suicide behavior, etc. Training will be ongoing throughout the school year.
- **Health Education and Community Outreach** – Students, parents, and staff will be provided with current information on various health issues (e.g., nutrition, personal hygiene and sexuality, violence prevention, etc.). Community programs, parents, and/or caregivers will be made an integral part of the overall school education process.
- **Facilities, Supplies, and Equipment** – A suitable facility for school health personnel to implement the school's health plan will be provided. Adequate funding for supplies and equipment will be made available.
- **Policies and Procedures** – Policies and procedures to govern the above items will be developed and adopted by the Board.

If and when our operating budget allows for the hiring of a full time nurse, the individual will report directly to the Director of Specialized Services.

(d) Safety and security:

To ensure the safety and security of all students, staff and parents within our school, Academy of the Arts will implement the following procedures and daily practices:

- ✓ Ensure security of entry points of the facility and identify one main entry point for all individuals to use
- ✓ Develop and enforce a visitor and entrance procedure to our school inclusive of ringing a bell to enter and announcing name and reason for visit prior to being permitted entry
- ✓ Enforcing a thorough and strict student pick up policy requiring all adults to show I.D., photo copying I.D., checking that adult is named in student records as authorized to pick student up.
- ✓ Create and practice fire drill procedures monthly schoolwide
- ✓ Director of Operations, with support from Executive Director, will develop a crisis plan for the school and will provide staff training multiple times throughout the year as needed
- ✓ Include staff safety and crisis training annually during Summer Institute
- ✓ Conduct all background checks on volunteers for the school
- ✓ Leadership team will conduct annual review and discussion of all safety and crisis plans in place to determine if any changes or shifts need to be made to ensure the safety of our school community within and around the facility

(e) School maintenance:

With support from the Executive Director, the Director of Operations will oversee the maintenance of Academy of the Arts Charter High School in any building we secure through, purchase, rent or lease. Maintenance of the facility will be accomplished through contracted janitorial services. We anticipate securing one contracted person for the evening to ensure AACHS building is prepared for students and staff the next day. Should our daily maintenance needs become larger than anticipated, the Executive Director and Director of Operations will work with EdTec, our back-office provider, to determine if hiring one person to support our maintenance needs at the school during the day is financial possibly. At maximum capacity or when we purchase a new facility, AACHS will hire a building engineer to support our facility needs within the school. The funding allocation for maintenance services are provided for in the attached budget narrative.

(f) Describe any additional operations, as applicable.

Academy of the Arts has developed a partnership with EdTec for budget development. Upon charter approval, the school will continue their relationship with EdTec and contract with them to support back-office services. Through contracted services, EdTec would provide the following: 1) Establishment of payroll logistics; 2) Monthly financial reports and submission; 3) Assistance with contingency budget plans and ; 4) Budget management.

(g) For an ASD operator only, describe any operational matters that will be handled differently following the transition to a non-ASD authorizer (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.

2.10 CHARTER MANAGEMENT ORGANIZATION (NOT APPLICABLE)

As a category 1 charter school applicant, this section does not apply to the information required.

2.11 WAIVERS

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

T.C.A. Citation	Description of Statute	Proposed Replacement, Policy or Practice	How Waiver Will Increase Student Achievement
T.C.A. §49-3-306(a)	Licensed Personnel Salaries	We will ensure that all staff are paid appropriately, at regular intervals and in a timely manner, which will be disclosed at the start of each year. Our salary scale will be determined by facilitator experience, education level and evidence of effectiveness based on	Our efforts will be to recruit the highest quality, mission aligned, innovative staff. Our competitive salary will be based on student achievement as well as educational level and experience.

		observation ratings, TVAS and standardized tests.	
T.C.A. §49-5-503	Tenure	Academy of the Arts will contract facilitators and staff through at “at-will” status with the school.	To maximize student achievement and ensure all aspects of our art education model is implemented daily with fidelity, we require more demand over staffing infrastructure to retain, recruit and support the most effective talent.
T.C.A. §49-6-2206	Use of Unapproved Books and Instructional Materials	The Executive Director in partnership with consultants from Arts Impact and facilitators within the school will determine the curriculum necessary for each year, which may include textbooks not listed on approved instructional materials lists. Our leadership team will ensure that all materials used are in full alignment with TAS and students will participate in the state mandated assessments annually.	AACHS instructional approach is non-traditional. The personalized curriculum that we will create upon approval requires the autonomy to identify and purchase materials aligned to our creative art approach. To ensure that we prepare students for college and career within an art infused academic program, we require high amount of flexibility in our curriculum and instructional materials.
T.C.A. §49-6-4002	Formulation & Administration of Behavior & Discipline	Under the direction of the Executive Director, Director of Operations, and Director of Specialized Services, Academy of the Arts will develop and implement a disciplinary policy that is fair, restorative in nature and meets the needs of all students to create a positive learning environment within our school community. Our disciplinary policy will ensure that there is no discrimination by race, gender,	To implement an art education model that is heavily dependent on student and staff collaboration and interaction, we will implement non-traditional restorative approaches to uniquely develop our positive culture and climate. In doing so, we require the autonomy to develop

		religion, disability or any other demographic factor.	fair discipline policies and procedures in alignment with our core values and mission. We understand that behavior and academics are parallel and will heavily invest in the character development of our students.
T.C.A. §49-6-3004	School Term	Our school calendar includes 15 professional development in the summer for staff, 4 data days, 18 half days for professional development days.	The capacity to facilitate professional development consistently throughout the year will be critical to upholding the effectiveness of our performing art design model.
T.C.A. §49-3-311	Capital Outlay	Academy of the Arts will ensure that the building we secure is ADA compliant and up to all safety code requirements. We are pursuing 3 facilities within our target community. There are church facilities that have offered their location for use and 1 commercial property which is available.	The capacity to make our own decision regarding a school facility gives AACHS the ability to find locations that align with our financial projections as well as the needs of our academic and art programs. This flexibility will help us ensure that we identify a school conducive to the work students are expected to produce creatively through our art program
T.C.A. §49-5-408,409	Tenure: Evaluations Contracts & Employment Termination	Academy of the Arts ability to recruit and hire staff fully invested in the mission and committed to implementing an authentic art education model will greatly impact our success. It is critical to the success of our core content and art education programs that we are able to design hiring, pay, promotion, benefits and evaluation	A component of our success will be the ability to attract, hire and retain staff that are committed to art education and have a passion for educating our youth. In order to provide staff with the motivation necessary

		systems that are aligned to our goals and vision. Facilitators will be assessed based on their performance. Facilitators and staff who retain the required levels of performance as outlined in their contracts will be offered another contract.	to get the job done, it is essential that AACHS is able to design hiring benefits and a promotion and evaluation system aligned to our mission and goals.
T.C.A. §49-5-101(a)	Basic requirements	Academy of the Arts would like to be able to recruit the most qualified candidates nationally to fulfill our mission. Teacher effectiveness has the greatest impact on student achievement. The ability to hire staff in full alignment with our mission, vision and goals will lead to greater student achievement through our arts education model.	AACHS's goal is to recruit the most qualified candidates around the country to manage and run the school daily.
T.C.A. §49-6-2106	Approval of Bus Routes	We want to ensure that students are not prevented from attending our school due to the lack of a bus route. Academy of the Arts intends to use bus routes to ensure we are able to enroll students who have strong interest and desire to study the performing arts.	Expanding the capability to bus students based on their desire to attend AACHS will give more students access to our art education model, which research supports improves academic performance as well as social skills.
State Board of Ed. Rule/Policy	Description of Rule/Policy	Proposed Replacement Rule, Policy or Practice	How this waiver will increase student achievement
0520-01-02-02	Salary Schedule	Academy of the Arts will create a system determining salary and bonuses of facilitators and staff based on experience, education level, and student achievement.	Student preparation for college and career are our priorities. We commit to hiring based on effectiveness and ensuring that the highest quality individuals who are mission aligned hold positions within our school.
0520-01-03.02(1)(b)2(i)	Length of Day for Students	We request to waive section (b)2(i) under the Length of School Day for Students, which states that "early dismissals shall not exceed the equivalent of 13 days and shall not exceed 3.5 hours in any week. We	To consistently and effectively provide teachers with the skills they need to deliver effective and personalized

		detail in our academic calendar and weekly schedule early dismissal days every other Friday at 12 for students.	instruction to students we provide 2.5 hours of professional development to staff bi-weekly. This flexibility will allow for ongoing PD of all staff.
0520-1-2-03(6)	Licensed Principals	Academy of the Arts would like to be able to recruit the most qualified candidates nationally to fulfill our mission. Teacher effectiveness has the greatest impact on student achievement. The ability to hire staff in full alignment with our mission, vision and goals will lead to greater student achievement through our arts education model.	AACHS's goal is to recruit the most qualified candidates around the country to manage and run the school daily.
0520-1-3-07(1)			

2.12 NETWORK VISION, GROWTH PLAN & CAPACITY – (NOT APPLICABLE)

2.13 NETWORK MANAGEMENT – (NOT APPLICABLE)

2.14 NETWORK GOVERNANCE – (NOT APPLICABLE)

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet

Please see **Attachment N** for Academy of the Arts Planning and Budget Worksheet.

3.2 BUDGET NARRATIVE

3.2 Budget Narrative

Please see [Attachment O](#) for Academy of the Arts Budget.

3.3 NETWORK FINANCIAL PLAN – (NOT APPLICABLE)

As a category 1 charter school applicant, this section does not apply to the information required.

ATTACHMENT A: Annual Academic Calendar and Sample Student Schedules

2022

January

February

March

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2023

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December						
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8:30 - 10:30 Dance Class (Hip Hop)	8:15 – 10:15 Dance Class (Ballet)	8:15 – 10:15 Dance Class (Hip Hop)	8:15 – 10:15 Dance Class (Ballet)	9:15 – 10:15 English 1
10:30 - 12:30 English 1	10:15 – 12:15 Integrated Math 1	10:15 – 12:15 English1	10:15 – 12:15 Integrated Math 1	10:15 – 11:15 Integrated Math 1
12:30 - 1:15 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	11:15 – 12:15 SS/Sci
1:15 – 2:15 SS/Sci	1:00 – 2:00 SS/Sci	1:00 – 2:00 SS/Sci	1:00 – 2:00 SS/Sci	12:00 – 12:45 LUNCH
2:15 – 2:45 SEL (Mutt-i-gree Program)	2:00 – 2:45 *PE/Health	2:00 – 2:45 SEL (Mutt-i-gree)	2:00 – 2:45 SEL (Mutt-i-gree Program)	12:45 – 2:00 Junior Achievement (Entrepreneur Class)
	2:00-2:45 * <i>Skill Build</i>	2:00 -2:45 * <i>Skill Build</i>	2:00-2:45 * <i>Skill Build</i>	2:00 – 2:45 Pick Me Up (Schoolwide)

- Breakfast served from 7:30 - 7:55 daily
- Skill Build class reserved for students who need additional academic support
- Dance majors will not take PE/Health –earn credit through their major

Sample 10th Grade Visual Art Major

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30 Pick Me Up (Schoolwide)	8:00 – 8:15 Morning Meeting	8:00 – 8:15 Morning Meeting	8:00 – 8:15 Morning Meeting	8:00 – 9:15 Visual Art Class (Gallery Preparation)

8:30 - 10:30 Visual Art Class (Analytical Drawing)	8:15 – 10:15 Visual Art Class (Painting and Palette Control)	8:15 – 10:15 Visual Art Class (Analytical Drawing)	8:15 – 10:15 Visual Art Class (Painting and Palette Control)	9:15 – 10:15 English 1
10:30 - 12:30 English II	10:15 – 12:15 Integrated Math II	10:15 – 12:15 English II	10:15 – 12:15 Integrated Math II	10:15 – 11:15 Integrated Math II
12:30 - 1:15 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	11:15 – 12:15 SS/Sci
1:15 – 2:15 SS/Sci	1:00 – 2:00 SS/Sci	1:00 – 2:00 SS/Sci	1:00 – 2:00 SS/Sci	12:00 – 12:45 LUNCH
2:15 – 2:45 SEL (Mutt-i-gree Program)	2:00 – 2:45 SEL (Mutt-i-gree)	2:00 – 2:45 Foreign Language	2:00 – 2:45 SEL (Mutt-i-gree)	12:45 – 2:00 Junior Achievement (Entrepreneur Class)
	2:00 – 2:45 * Skill Build		2:00 – 2:45 * Skill Build	2:00 – 2:45 Pick Me Up (Schoolwide)

- **Breakfast served from 7:30 - 7:55 daily**
- **Skill Build class reserved for students who need additional academic support**
- **Dance majors will not take PE/Health –earn credit through their major**

Sample 11th Grade Film/Media/Theater Major

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30 Pick Me Up (Schoolwide)	8:00 – 8:15 Morning Meeting	8:00 – 8:15 Morning Meeting	8:00 – 8:15 Morning Meeting	8:00 – 9:15 F/M/T Class (Rehearsal)

8:30 - 10:30 F/M/T Class (Digital Media Production)	8:15 – 10:15 F/M/T Class (Playwriting/ Screenwriting)	8:15 – 10:15 F/M/T Class (Digital Media Production)	8:15 – 10:15 F/M/T Class (Playwriting/ Screenwriting)	9:15 – 10:15 English III
10:30 - 12:30 English III	10:15 – 12:15 Integrated Math III	10:15 – 12:15 English III	10:15 – 12:15 Integrated Math III	10:15 – 11:15 Integrated Math III
12:30 - 1:15 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	11:15 – 12:15 SS/Sci
1:15 – 2:15 SS/Sci	1:00 – 2:00 SS/Sci	1:00 – 2:00 SS/Sci	1:00 – 2:00 SS/Sci	12:00 – 12:45 LUNCH
2:15 – 2:45 SEL (Mutt-i-gree Program)	2:00 – 2:45 SEL (Mutt-i-gree)	2:00 – 2:45 SEL (Mutt-i-gree)	2:00 – 2:45 Foreign Language	12:45 – 2:00 Junior Achievement (Entrepreneur Class)
	2:00 – 2:45 <i>* Skill Build</i>	2:00 -2:45 <i>* Skill Build</i>		2:00 – 2:45 Pick Me Up (Schoolwide)

- Breakfast served from 7:30 - 7:55 daily
- Skill Build class reserved for students who need additional academic support
- Dance majors will not take PE/Health –earn credit through their major

Sample 12th Grade Fashion Design Major

Monday	Tuesday	Wednesday	Thursday	Friday
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8:00 - 8:30 Pick Me Up (Schoolwide)	8:00 – 8:15 Morning Meeting	8:00 – 8:15 Morning Meeting	8:00 – 8:15 Morning Meeting	8:00 – 9:15 Fashion Design (Exhibition Prep)
8:30 - 10:30 Fashion Design Class (The Business of Fashion Design)	8:15 – 10:15 Fashion Design Class (Studio & Exhibition)	8:15 – 10:15 Fashion Design Class (The Business of Fashion Design)	8:15 – 10:15 Fashion Design Class (Studio & Exhibition)	9:15 – 10:15 English 1V
10:30 - 12:30 English IV	10:15 – 12:15 Bridge Math	10:15 – 12:15 English IV	10:15 – 12:15 Bridge Math	10:15 – 11:15 Bridge Math
12:30 - 1:15 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	12:15 – 1:00 LUNCH	11:15 – 12:15 Credit Recovery/ Capstone Prep
1:15 – 2:15 Credit Recovery/ Capstone Prep	1:00 – 2:00 Credit Recovery/ Capstone Prep	1:00 – 2:00 Credit Recovery/ Capstone Prep	1:00 – 2:00 Credit Recovery/ Capstone Prep	12:00 – 12:45 LUNCH
2:15 – 2:45 SEL (Mutt-i-gree Program)	2:00 – 2:45 SEL (Mutt-i-gree)	2:00 – 2:45 SEL (Mutt-i-gree)	2:00 – 2:45 SEL (Mutt-i-gree)	12:45 – 2:00 Junior Achievement (Entrepreneur Class)
	2:00 – 2:45 * Skill Build	2:00 - 2:45 * Skill Build	2:00 – 2:45 * Skill Build	2:00 – 2:45 Pick Me Up (Schoolwide)

- **Breakfast served from 7:30 - 7:55 daily**
- **Skill Build class reserved for students who need additional academic support**
- **Dance majors will not take PE/Health –earn credit through their major**

ATTACHMENT B/C: Student Handbook & Discipline Policy
SCHOOLYEAR 2022 - 2023

MISSION STATEMENT: The mission of the Academy of the Arts Charter High School is to educate students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life!

VISION STATEMENT: Academy of the Arts vision is to advance human creativity and transform aspirations into artistic scholarship and entrepreneurship! We offer a rich arts environment where thinkers, doers and dreamers can work collaboratively and cooperatively through their artistic technical development. We will instill a lifelong passion for the performing arts through a personalized curriculum that prepares students for higher education as well as professions in the arts!

ATTENDANCY POLICY

Academy of the Arts students will serve breakfast between 7:30 – 7:55, Monday -Friday daily. The doors open at 7:25 am with the 1st bell ringing at 7:55 am. Every other Friday, students will be released early at 12:30 pm. We commit to a daily attendance rate at or above 95%.

EXCUSED ABSENCES

Excused absences are classified as the following:

- Personal illness
- Homebound
- Hospitalization of student
- Injury
- Pregnancy
- Serious illness or death of a student's immediate family.
- Student participation in school sponsored activity or college visit as a student representative.
- Religious holidays and special regularly observed holiday by specific faith groups. (Students are excused for absences of class or school day due to religious observance of a holiday deemed sacred by a religion of the student. The student will be allowed to make-up any missed work without penalty.)
- Absences due to court orders, subpoena, or court summons are excused.
- Circumstances beyond the student's control at the discretion of the Executive Director may be excused.
- Deployment of the students' parent or guardian enlisted in the United States Armed Forces, inclusive of the National Guard or Reserve called to active duty.
 - The student shall be given one day of excused absence for deployment and one absence for the return for deployment of the parent or legal guardian.
 - Students may be given excused absences for up to ten (10) days to visit student's parent or guardian if the parent is granted rest and recuperation leave and is also stationed outside of the country.
 - Students may be given excused absences for up to ten (10) days of accumulation throughout the school year for visitation during deployment of parent or guardian. The total excused absences for deployment related reasons may not exceed 10 cumulative days.
- A student may be given an excused absence when participating in a non-school sponsored event or activity at the discretion of the Executive Director.
 - The parent or guardian must provide documentation to the Director of Operations or Principal of proof of participation in the activity.
 - The documentation must be in writing at least 7 business days prior to the student's absence.
 - Once the documentation is received parent or guardians will fill out a request for excused absence which shall include, student full name, school ID, grade, dates of the anticipated absence, reason for the absence, signature of both student and parent.
 - The Executive Director or designee will approve the request and notify the parents in writing of their status of excused absence.
 - To ensure all students are receiving the learning and support they need to be successful in life, the Executive Director may cap the number of non-school related activities deemed as excused absences. The Executive Director shall not excuse more than 10 absences annually for students participating in non-school related activities. Any absence not outlined above shall be considered unexcused absences.

UNEXCUSED ABSENCES

Any student absent from school not for the above reasons will be considered an unexcused absence. If a student has excessive unexcused absences he/she will be deemed as truant. Academy of the Arts will follow Tennessee State Law (TCA 49-6-3007 when reporting truancy).

INCLEMENT WEATHER

If there is inclement weather conditions such as, but not limited to, snow, Academy of the Arts will follow the direction of Fayette County Schools cancellation policies. We will make announcements of closure on social media, local television or radio stations, and on our school website.

EARLY DISMISSAL

All parent/guardians must call the school in advance and provide a written note to the school to explain the early dismissal. Academy of the Arts discourages early dismissal unless for extenuating circumstances. The parent/guardian must sign out the student in the main office with the Director of Operations or Office Administrator before removing the student from the school. The school will document early dismissals as absent if the student is present for less than 3 ½ hours of instructional time on a given day.

PARENTAL INVOLVEMENT

Academy of the Arts is a performing art high school and will have a number of events, student exhibitions and talent shows to demonstrate artists skills. It is the expectation as a school community that parents, guardians attend and help support throughout the school year. Parents and guardians will be asked to attend, volunteer and help coordinate activities.

HEALTH

In the event a student becomes ill during school hours or is ill during the school day and not able to stay in class, the parent/guardian will be called to pick up the child for early dismissal. Therefore, accurate emergency contact information is needed on file for adequate communication. If a child needs to take any prescription medicine the parent/guardian must obtain the appropriate documentation from the doctor giving school staff permission to administer it to your child. If at any time during the school year your child contracts one of the following infectious diseases, please seek medical attention and avoid bringing the child to school. The following diseases, but not limited to, apply: flu, chickenpox, conjunctivitis, strep throat, lice, stomach flu/virus, ringworm.

ASSESSMENTS

In addition to traditional classroom assessment measures, we use a standard assessment system to determine students' academic levels. The MAP Assessment will be administered at the start of each school year and AACHS will use the STAR Math and Reading Assessments four times a year.

In addition to traditional classroom assessment measures, students will take several authentic assessments in their major courses to measure progress and growth. Examples of authentic assessments are student portfolios, student processfolios, exhibitions and galleries. Facilitators will send home information regarding each assessment at the start of the year.

PROGRESS REPORTS, REPORT CARDS, AND SCHOOL-PARENT MEETINGS

Facilitators will send home quarterly interim reports every 4-5 weeks to share the progress of each student. Report cards will be distributed at the end of each quarter to communicate students' academic and behavioral performance. Report Cards must be signed and returned to school.

PROMOTION POLICY

Academy of the Arts promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. It ensures that a student can be successful in the academic challenges of the next grade level. Grade-level promotion is determined based on attendance, student mastery of content as depicted in final grades, and final exam requirements. Additionally, we consider the whole-child and may retain students who demonstrate significantly below grade level social development.

SPECIAL EDUCATION

Academy of the Arts believes in providing a free and appropriate public education (FAPE) to all students. FAPE mandates that the school provides access to general education and specialized educational services. A student may receive special education services only through the proper evaluation and placement procedure. Parent/Guardian involvement in this procedure is required. A parent or guardian who believes his/her student may have a disability that interferes substantially with the student's ability to function properly in school should contact the Executive Director.

DRESS AND GROOMING CODE: UNIFORM POLICY

- ✓ All students are required to wear comfortable clothing that will allow them to freely participate in their performing art class.
- ✓ Students may not wear offensive or vulgar language on any of their clothing.
- ✓ Students may not wear any offensive or vulgar symbols on their clothing.
- ✓ Students may not wear clothing that is revealing.

The Executive Director or their designee reserves the right to determine if any student clothing is inappropriate and may not be worn to school.

GRIEVANCE PROCEDURES

A grievance is another name for a complaint. A student grievance exists when it is alleged that the student has been treated unfairly or has not been afforded due process.

The following persons or groups of persons may use the grievance procedures:

1. Students or groups of students
2. Parent(s)/guardian(s) of a student
3. Groups of parents/guardians of students

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the student unfairly within three (3) school days of the alleged incident.
2. A conference shall be held within four (4) school days after the request.
3. If the conference does not resolve the complaint, the grievant may file a written appeal with the school leader within three (3) days of the conference.
4. The school leader shall resolve the appeal by investigating the situation, reviewing the appeal/records, and/or scheduling a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) days following the investigation/conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the school leader's decision is final.
5. If the decision at the school leader's level is not acceptable and the consequence will result in out-of-school suspension or expulsion, the school leader's decision may be appealed to the Board. A grievant wishing to appeal the school leader's written decision must file a written appeal with the Board no later than five (5) school days from the date of the school leader's written decision.
6. The Board shall resolve the appeal by investigating the situation, reviewing the written appeal/records, and/or will schedule a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing within five (5) school days following the investigation/conference.

The decision of the Board shall be the final decision of the school. A copy of the decision shall be sent to the parties involved within ten (10) school days following the Board hearing.

Use of Surveillance Equipment for Safety and Security

To help assure the safety and security of the students and staff of the school, cameras and audio devices may be used to monitor public areas or accesses to restricted areas in schools or on school property. Recordings from devices installed for safety and security may be used as the basis of disciplinary actions, or, if appropriate, criminal prosecutions against persons committing violations on school property. This section does not preclude the

installation of recording or monitoring devices as part of a criminal or administrative investigation in compliance with pertinent authorities, laws, and procedures for the conduct of such investigations. Notice of presence of surveillance equipment will be posted to the extent required by law.

Disclosure of Certain Student Information

The school may disclose certain information, known as directory information, in its discretion without consent. Parents/guardians may refuse to permit the release of any or all directory information. If a parent/guardian does not want directory information released, he or she must send written notice annually to the school leader. Such notice must be received within 30 days of student receipt of this Student Code of Conduct. The following student information is directory information: name, address, telephone number, date and place of birth, grade level, dates of attendance, the most recent previous school attended by the student, and photographs of students in school or at school activities provided the photographs do not reveal information concerning academic placement.

FERPA Rights

The Family Education Rights and Privacy Act (FERPA) affords parents/guardians, and students over 18 years of age, the following rights:

Inspection and Review

Parents/guardians may submit to the school leader a written request identifying records they wish to inspect. The school leader will notify them of the time and place at which records may be inspected. Access shall be provided within 45 days of the receipt of the request.

Amendment of Records

Parents/guardians may ask the school to amend a record they believe is inaccurate by submitting to the school leader a written request identifying the part of the record they want changed and specifying why it is inaccurate. If the school denies the request, the school will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent

Disclosure of personally identifiable information contained in students' education records requires parent/guardian consent with the following exceptions:

1. Such records may be disclosed to school officials with legitimate education interests. School officials include employees; Board of Education members; a person or company retained by the school to perform a special task (for example, an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or district in which a student seeks or intends to enroll.

SCHOOL CULTURE (Discipline Policy)

Academy of the Arts Charter High School believes in the importance of setting forth high expectations for all community members. All students are expected to behave in a manner that will reflect favorably on the school, not only during school hours, but also at any out-of-school activity connected with the school, including but not limited to school functions, internships, field trips, and athletic games. Behavior at any such activities will be part of the student's record and misbehavior will be dealt with accordingly by school officials.

The code of conduct is designed to support the mission and vision of AACHS. We will use a Restorative Model to build our school culture and address student behavior. Please note that this code of conduct is a living document and will be amended and adapted as we learn and grow as a school community. The practices Academy of the Arts employs for student behavior will provide Tier I, II and III behavioral support for all students. This proactive approach will ensure that students receive the necessary information and support to be able to meet our behavioral expectations.

RESTORATIVE PRACTICES

In the event that students misbehave, Academy of the Arts will use the "restorative practices" approach to discipline. Restorative practices are grounded in "restorative justice," a new way of looking at wrongdoing that focuses on

repairing the harm done to people and the relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Students, Staff, Faculty and Board Members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class.

The goals of these restorative practices are that...

- Academy of the Arts will be a safe, friendly and enjoyable learning environment.
- Academy of the Arts will foster an environment where everyone feels valued, respected, and included.
- Academy of the Arts will be a school where students are motivated to learn and faculty and staff enjoy meaningful and fulfilling work.

THE RESTORATIVE PRACTICE PROCESS

The Restorative Practice Process (RPP) is designed to incorporate the principles, concepts and goals of restorative practices in practicing discipline at the Delaware Met. While the process outlined below is designed to provide a “map” for how Facilitators, students and staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful and appropriate in each individual instance. Thus, the RPP outlined below is a guide for decision-making, not a hard and fast set of rules.

The Respect Agreement: At the beginning of the school year, each Facilitator will lead his/her class in the development of a “Respect Agreement” for the class. The Respect Agreement’s purpose is to have students and facilitators agree as to the guidelines for behavior that will create a safe, cooperative and constructive classroom setting. The Respect Agreement will address the following four areas of behavior: Students respecting themselves and other students; Students respecting Facilitators and Adults in the school; Facilitators respecting Students; and Students and Facilitators respecting school facilities and equipment. Respect Agreements must also include school rules outlined in this code of conduct. Once it is developed, Respect agreements are posted in a place in the classroom that is visible to all in the room.

In Class Issues: As issues of misconduct arise in the class, Facilitators will seek to handle the misconduct by reminding students of their need to follow school guidelines by offering students constructive reminders. If students admit their infraction and immediately seek to correct their behavior, student and Facilitator will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the Facilitator will seek to handle the issue in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the Facilitator will handle the issue in class using an appropriate method, such as a class circle.

Respect Agreement Issues (Tier 1 Offenses - Classroom Managed)

If the Facilitator’s attempt to use a constructive reminder does not resolve the issue, Facilitator’s and students will refer to the class Respect Agreement for guidance. Advisors will remind students of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the issue until a mutually agreed upon resolution is reached.

While the decision to handle student misconduct issues in class shall ultimately be up to the Facilitator, common in class issues might include things such as:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of Facilitators and/or other students
- Sleeping or chewing gum in class (according to advisor discretion)
- Excessive playfulness in class
- Overt signs of sexual affection.
- Academic honesty
- Gambling

- Minor dress code violations (e.g. wearing a hat, etc).
- Bathroom misconduct or failure to follow procedure
- Raising one's voice in a verbal conflict

Possible consequences: Loss of privileges, phone call home, lunch detention, time out, etc.

Conferencing and Circles- (Tier 2 Offenses)

If an incident occurs between students of different classes, or attempts to resolve an issue in class has proven unsuccessful, students will be given one of three options:

1. The student may elect to have the Facilitator decide an appropriate resolution to the incident;
2. Students may request that an administrator serve as a mediator to work with students or to come to a resolution; or
3. Students may choose to work at resolving the issue without a mediator.

If the incident involves a student and a Facilitator, and an appropriate resolution has not been reached, the Facilitator can then refer the student to the Director of Operations, Principal, Guidance Counselor or Social Worker for a restorative conference and additional strategies. If the incident involves a number of students, the Guidance Counselor may hold a restorative circle with students and adults involved in the incident. Who to include in the conference or circle will be up to the discretion of the facilitator. Common conferencing and circle issues might include the following:

- Repeated Failure to follow dress code
- In class possession of electronic devices (cell phones, iPods, computers, etc) not being used in the learning process
- Lying to Facilitators or other staff
- Bullying behavior toward Facilitators or other students
- Throwing objects at anyone at anytime
- Loitering in the hallways, not having a hall pass or leaving class without permission
- Littering anywhere on school grounds – inside or outside.
- Eating in class without adult permission or supervision
- Unexcused absences, lateness or cutting class
- Disrespectful or abusive language or gestures
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:

What happened?

What were you thinking at the time?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be on behalf of the person(s) harmed:

What did you think when you realized what had happened?

What impact has this incident had on you and others?

What been the hardest thing for you?

What do you think needs to happen to make things right?

In the course of discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by the advisor, school counselors, school leader, and other persons

involved. A notice will be placed in the student's file of the infraction and restorative action that was agreed upon. Restorative actions that might be suggested could include the following:

- ✓ Verbal or written apology to person harmed or community as whole
- ✓ Community service
- ✓ Action plan for correction of student behavior
- ✓ Notice being sent home to student's parents & parent conference

In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed:

- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, school leader, other students, community members, law enforcement officials, and the offender's family members. The participants in the conference will be determined by the RPC in consultation with the offender and primary victims of the misconduct.
- The restorative conference shall be facilitated by the School Leader.
- The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include repairing and/or paying for damage done) and shall be determined in the context of the restorative conference.
- The School Leader and/or other designated personnel shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the RPC and the offender will sign the document, and it shall be placed in the student's file.
- The student will then be released from any further obligations to community service, and a message shall be sent by the School Leader to the victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his/her community service.

Possible consequences: Mandatory parent conference, exclusion from school trips/activities, before or after school detention, suspension, meeting with guidance counselor, etc.

Taking a Break from the Community- (Tier 3 Offenses)

In those instances where the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community, and not come to school for a period of one to three days. Prior to being asked to take a break, the student will be asked to think about the reasons for his temporary suspension from the community, and to write a 1-3 page paper addressing the four restorative questions (above). When the break time is over, the School Leader will meet with the student and his/her parent(s) to review what the student has written, and to discuss appropriate measures for restoring the offending student to the community. Depending on the nature of the misconduct or harm done, the student may be asked to take additional actions in order to be fully restored. Once those actions are completed, the student will be formally welcomed back into his/her classroom as a full participant. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away. If a student continues to be uncooperative, or engages in repeat behaviors of a similar nature to the first misconduct, he/she may be asked to take a second break from the community for 4 to 10 days. In addition to writing the paper addressing the four restorative questions, the student will need to write a formal letter of apology to the School Leader explaining the nature of the wrongs done, and the concrete steps that will be taken to address the unacceptable behaviors in question. Prior to returning to the classroom, the RPC will meet with the student and his/her parent(s)/guardian(s) to discuss the items discussed in the letter and the steps necessary for restoring the student to full inclusion in the community. During the time away from school, the student is also responsible to complete any assignments that would be due during his/her time away.

While the decision to require a student to take a break from the community will be up to the discretion of the Executive Director and/or designated personnel, some common behaviors requiring students to take a temporary break from the community might include the following:

- Coming to school under the influence (but not in possession of) of alcohol or illegal substances
- Bullying behavior

- Academic dishonesty
- Abuse of computer privileges
- Destruction or defacing of school property
- Sexual harassment
- Voluntary sexual acts while in school
- Theft of school or personal property
- Truancy or leaving school property without permission
- Smoking on school grounds or school-sponsored events
- Possession and/or use or transfer of matches, lighters, or any incendiary devices
- Tampering with fire alarm/extinguishers
- Arson
- Terroristic threats
- Encouraging fighting
- Counterfeiting, forging another's signature on school-related documents, or presenting another student's work as one's own
- Failure to abide by previously decided resolutions

Possible consequences: Suspension, expulsion.

SUSPENSIONS AND EXPULSIONS

To create and maintain a safe, supportive, fair, and consistent school community and culture, Academy of the Arts will suspend students from school when there are serious breaches to the discipline code. A student may be suspended by decision of the Executive Director as applicable. In all cases, parents or guardians will be informed of a suspension and will be required to attend a conference to address the concern and work collaboratively with the leadership team. If the student's misconduct continues, and he/she does not appear in the Executive Director and/or designated personnel's judgment to be acting in good faith to change his offending behavior, the Executive Director may recommend to Academy of the Arts Board to permanently exclude (i.e. expelled) the student from the AACHS community. The decision to permanently exclude a student will be decided by a majority vote of the Board.

ATTACHMENT B: Student and Parent Grievance Procedure

A. OPTIONS FOR RESOLVING COMPLAINTS:

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner. While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below. Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the Executive Director or Principal for further information and copies of all applicable board policies.

B. DEFINITIONS:

1. Days - Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.
2. Final Administrative Decision - A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.
3. Grievance - A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed “Discrimination, Harassment and Bullying Complaint Procedure.”
4. Grievant - The grievant is the parent, student or group of parents or students submitting the grievance.
5. Official - The official is the school system employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS:

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process. Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report.

The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant’s legal rights are not permitted. Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS:

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

PROCESS FOR GRIEVANCE:

1. Filing a Grievance -

a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance.

b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the Executive Director or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

c. A student or parent or guardian who has a grievance must provide the following information in writing to the Executive Director or Principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.

d. Even if the Executive Director or Principal is the employee whose decision or action is at issue, the student must submit the grievance first to the Executive Director or Principal in order for the Executive Director or Principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the Board Chair or designee.

e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the Associate Superintendent or the Director of Human Policy Code: 1740/4010 BOARD OF EDUCATION POLICY MANUAL Page 4 of 6 Resources, who shall forward the grievance to the board chairperson.

2. Investigation-

a. The Executive Director or Principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the Executive Director or Principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.

b. The Executive Director or Principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Executive Director or Principal-

a. The Executive Director or Principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the Executive Director or Principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Governing Board-

a. If the grievant is dissatisfied with the Executive Director or Principal's decision, the grievant may appeal the decision to the Governing Board. The appeal must be made in writing within five days of receiving the Executive Director or Principal's decision.

b. The Governing Board may review the written documents and respond or the Governing Board may schedule and hold a conference with the grievant, Executive Director or Principal and any other individuals the Governing Board determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.

c. The Governing Board shall provide a written response within 10 days after receiving the appeal. In responding, the Governing Board may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board – If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education. If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion

a. Mandatory Appeals:

- i. If the grievant is dissatisfied with the Governing Boards response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the Governing Boards response.
- ii. A hearing will be conducted pursuant by the Board.
- iii. The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

Academy of the Arts Proposed Enrollment Policy (Attachment D)

NON-DISCRIMINATION POLICY

In accordance with T.C.A. § 49-13-107(b)(9), Academy of the Arts Charter High School for the Arts will not discriminate for enrollment into our school on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English or any other basis prohibited by law.

APPLICATION PROCESS

In compliance with T.C.A. § 49-13-113(b)(1) Academy of the Arts Charter High School will enroll any eligible student who applies in a timely manner to our school if there are seats available based on capacity of our program, class, grade level or building. Students residing in Fayette County are eligible for enrollment to AACHS. We will maintain original applications for 4 years in a secure filing storage.

- Application Submission: The first step in the application process is for students and families to complete & submit a physical application to Academy of the Arts Charter High School. We accept applications for enrollment online, mail or in person for submission. We will gather basic information from the application forms into a secure applicant database, student information system, so that we may communicate with families about their status. We will maintain original applications for 4 years in a secure filing storage. Academy of the Arts Charter School timeline to complete applications is as follows:
 - Priority (early apply) = November 2021 –December 2021
 - Application Window = January 2022 – February 1, 2022 (by 5 PM)

All students who apply after the end of the open enrollment period will be added to the waiting list in the order applications are received.

- Student Auditions & Interviews: To further the mission of the school and to ensure that families understand and share the school’s expectations, interviews will be conducted with all applicant families to make sure that the school is a good match for their interests and needs. Students will participate in an audition within the performing art area of greatest interest to them. No child will be excluded from attending Academy of the Arts Charter High School based on their performance during auditions. The purpose of an audition is to assess a student’s skill level in the performing art major they wish to declare. Results of student auditions will be used to determine course level a child will be placed into upon admission. Academy of the Arts audition and interview process is not a determination of admission into the school.
 - Student Auditions & Interviews = March 2022 - April 1, 2022

A student application will be considered “complete” once the physical application, audition and interview have all been completed.

- Enrollment Process: Once admitted to the school, all parents/guardians must complete and submit an enrollment packet that includes the following:
 - ✓ Home language survey
 - ✓ Immunization records
 - ✓ Transportation needs and preferences
 - ✓ Medical history documents
 - ✓ Registration requirements: 2 proofs of residency; TN Health Certificate; parent/guardian photo ID

Students who withdraw from the school voluntarily may be readmitted if there is space in the grade they are eligible to enter. If there is no space, they will be placed at the end of the waiting list for that grade level. Students who have been expelled may reapply and may be readmitted if there is space and if they can show evidence of positive change (such as medical or psychological treatment, completion of a special program, letters of recommendation, community service, etc.). Disputes concerning enrollment will be resolved by the Board of Trustees.

ADMISSION PREFERENCES

In alignment with T.C.A. § 49-13-113(c), Academy of the Arts Charter High School reserves the right to reserve up to ten percent (10%) or twenty-five seats, whichever is less, for preference of enrollment. The following groups will be given priority in admissions:

- a) Children of faculty and staff
- b) Children of the School's Board of Trustees
- c) Children of sponsors
- d) Returning students from the previous year

In alignment with T.C.A. § 49-13-113(d) Academy of the Arts Charter High School will give preference to siblings of a student already enrolled in AACHS. All students who apply after the end of the open enrollment period will be added to the waiting list in the order applications are received.

In alignment with T.C.A. § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Academy of the Arts Charter High School, the following preferences shall apply: (1) Pupils attending public schools within the LEA in which Academy of the Arts is located, if those students would otherwise be included in the area in which the public charter school will focus; (2) Children residing within the LEA service area in which Academy of the Arts Charter High School is located, but 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; (3) Children residing outside of the LEA in which Academy of the Arts Charter High School is located and whose needs would be included in the area in which the public charter school will focus.

LOTTERY

In accordance with the provisions T.C.A. § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceeds our planned capacity, we will conduct a lottery. The lottery will occur within 20 days of the close of the application, during which names will be randomly selected for each available seat. Within 15 days, notification will be sent out about the lottery through U.S. mail. Parents do not have to be in attendance at the lottery to be offered a seat at Academy of the Arts Charter High School; all parents/guardians will be notified after the close of the lottery. Any student that does not secure a seat based on the lottery will be placed on the waitlist. Parents/guardians will be notified by email and mail of their child's waitlist status at the same time as students accepted into AACHS. Any student accepted from the waitlist will have 1 week from the date of acceptance to confirm enrollment in our school by submitting a completed enrollment packet to the main office. Academy of the Arts will comply with the Family Educations Right and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of student names before, during or after the enrollment and lottery process.

Attachment E: Letters of Support/MOU's/Contracts from Community



University Schools

University Center 243
Memphis, Tennessee 38152-3370
Office: 901.678.2644
www.memphis.edu

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" Because The University of Memphis values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

The University of Memphis looks forward to supporting the school's mission by offering interest exploration activities such as, but not limited to, academic and co-curricular partnerships, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help meet a critical need in the Fayette County community and we want to be a part of their success!

Sincerely,

A handwritten signature in black ink that reads "Sally G. Parish".

Sally G. Parish
Associate Vice President, Educational Initiatives
University of Memphis
Sally.Parish@memphis.edu

An Equal Opportunity · Affirmative Action University



Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

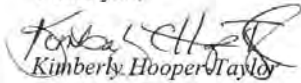
The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" Because Stax Museum of American Soul Music values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on students' individual talents and interests, this innovative learning design increases students' potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional high school option to consider.

Stax Museum of American Soul Music will support the school's mission by offering interest exploration activities such as, but not limited to, internships, educational tours and class visits, and making connections with the Stax Music Academy for collaborative opportunities and programs for youth. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,



Kimberly Hooper Taylor
Director of Education

Stax Museum of American Soul Music
926 E. McLemore Ave., Memphis, TN 38106
901-261-6334
Kimberly@soulsvillefoundation.org



Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because The Philadelphia IIS for Creative and Performing Arts (*CAPA HS*) values this mission, we are committed to partnering with A.A.C.H.S. to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

CAPA HS will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Joanne Beaver

Principal

The Philadelphia IIS for Creative and Performing Arts

jbeaver@phililasd.org

901 S. Broad Street

Philadelphia, PA 19147

215-400-8140

Capa.phililasd.org



December 15, 2020

Dear Sir or Madam,

It is my pleasure to write this letter of support for the Academy of the Arts Charter High School, a proposed charter high school within the Fayette County School District. The mission of the Academy of the Arts Charter High School is to “educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life.” Because the Memphis Brooks Museum of Art believes in this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is a success.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student’s individual talents and interests, this innovative learning design increases student’s potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

The Memphis Brooks Museum of Art already has several programs that will support the school’s mission and enhance the students’ learning. Through those existing programs and the potential to create new ones for A.A.C.H.S., the museum will support the school’s mission by offering interest exploration activities such as, but not limited to, educational tours and class visits, internships, mentoring, and guest presentations and speakers. This partnership will enable A.A.C.H.S.’s students to pursue rigorous academic projects that not only add value to our organization’s capacity, but will also give each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

A handwritten signature in black ink that reads 'Kathy Dumlao'.

Kathy Dumlao, Director of Education
Memphis Brooks Museum of Art
1934 Poplar Ave; Memphis, TN 38104
901-544-6246
Kathy.dumlao@brooksmuseum.org

1934 Poplar Avenue | Memphis, TN 38104 | 901.544.6200 | fax 901.544.6272 | www.brooksmuseum.org

NEW BALLET ENSEMBLE & SCHOOL



Letter of Commitment
Academy of the Arts Charter High School

12/13/2020

Dear Sir or Madam,

The purpose of this letter is to express our support of **Academy of the Arts Charter High School**, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts to provide the educational and entrepreneurial skills to succeed in college and life". Because New Ballet Ensemble and School values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. Personally, I am a strong believer in this model. Together with our team, I have researched numerous Arts schools across the country, found their success rates to be very high and have planned something akin to A.A.C.H.S in partnership with Shelby County Schools in the heart of Midtown Memphis. Nationwide, through Arts Schools Network and other associations such as the Arts Education Partnership in Washington D.C., we have found that a focus on students' individual talents and interests increases their potential for academic success while providing the tools to become productive citizens and creative thinkers needed for the 21st century.

New Ballet Ensemble and School will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, as well as guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

We are encouraged by the increasing interest in these schools across our region, believe strongly in collaboration, and will partner with Academy of the Arts Charter High School to assure that they have access to the best we can offer in support of their success.

Sincerely,

Katie Smythe
katie@newballet.org

Our Mission

New Ballet Ensemble & School brings children together from all backgrounds by providing a professional standard of training, regardless of the ability to pay.

Board of Directors

Deborah Northcross
Chair

Marvin Davis
Vice-Chair

Jeni Linkous
Secretary

Stanton Brown
Treasurer

Berkeley Burbank

Lara Clauson

Amber Floyd

Katie Futrell

William "Bubba"
Halliday

Merracle "Merra"
Jordan

Palmer Jones

Joann Massey

Celia S. Moore

Bonnie Voldeng

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

January 30, 2021

Dear Sir or Madam,

The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" Because Southwest Tennessee Community College values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

At Southwest Tennessee Community College, our vision is that Southwest Tennessee Community College will become a national model for technical, career, and transfer education by fostering student success, transforming lives, and increasing the educational level of a diverse community

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Southwest Tennessee Community College will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Sincerely,

Dr. Shawn A. Boyd
Director of K-12 & Community Partnerships
Southwest Tennessee Community College.



January 22, 2021

To Whom It May Concern;

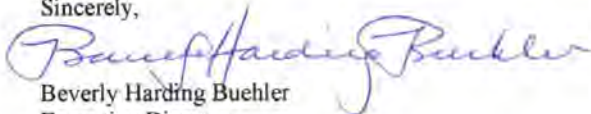
I am pleased to write this letter in support of the *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. AACHS' mission – to educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life! – aligns deeply with Arts Impact's work. We empower teachers to infuse the arts into all learning so that each young person thrives, and together we close the opportunity gap for children of color and those experiencing poverty. As a nationally recognized arts education and professional learning organization, Arts Impact is committed to partnering with AACHS to ensure their innovative arts model is successful.

When the school opens in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on students' individual talents and interests, this innovative learning design increases students' potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. Arts and entertainment is the fastest growing sector in the US economy. The addition of AACHS affords students and families in Fayette County an important option when considering high school selection that provides a pathway to high paying, rewarding careers.

Arts Impact will support the school's mission by providing standards-driven, concept-based arts infused curricular support and sustained and intense professional learning for the faculty and staff. Arts Impact's professional learning model is culturally responsive and data driven, providing one-on-one coaching in arts infused pedagogy, trauma-informed teaching practices, lesson writing and authentic assessment. AACHS teachers will collaborate with Arts Impact and Memphis/Fayette County artist mentors to develop real world learning experiences linking the arts with English Language Arts, Mathematics and STEM so that each student masters both academic and artistic skills. In addition, Arts Impact teaches research grounded strategies to develop key 21st century skills – creative and critical thinking, effective communication and collaboration, perseverance and growth mindset, which will empower AACHS graduates to thrive in both school and life.

We are eager to be a part of the *Academy of the Arts Charter High School's* success!

Sincerely,


Beverly Harding Buehler
Executive Director

4052 SW College St, Seattle, WA 98116 • BeverlyHB@arts-impact.org • (206) 355-5846 • www.arts-impact.org

January 14, 2021

Fayette County Public Schools
10425 Hwy 76
Somerville, TN 38068

To Whom It May Concern,

As a Senior Client Manager at EdTec, I am pleased to provide this letter of support of the launch of Academy of the Arts Charter High School in the Fayette County School District. EdTec provided charter application budget development services to the Academy of the Arts Charter High School team. EdTec is a social venture founded in 2001 to develop, support, and advance quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities, and student information, we have helped support over 400 charter schools, CMOs, and charter support organizations across 11 states.

In collaboration with Mecca Jackson, the lead petitioner, our team built the budget and cash flow projections based on conservative estimates of the actual costs to implement Academy of the Arts Charter High School's program as described in the charter application. Assumptions driving our analysis are based on:

- Historical financial and demographic data from similar charter schools
- Projections from reliable sources
- Rates from the Tennessee Department of Education

School leadership estimated expenses based on research and statewide proprietary data on charter school expenditures. Expense assumptions increase in the multi-year projections to account for inflation, in addition to being increased for additional enrollment and staffing growth until full capacity.

As a back-office provider serving Tennessee charter schools since 2012, we feel confident in the numbers and underlying assumptions presented with Academy of the Arts Charter High School. In our experience serving 17+ Tennessee charter schools, we have seen many schools successfully operate with similar plans. We are proud to support Academy of the Arts Charter High School and eagerly await the approval of their charter application upon review.

Should you have any questions or need for clarification, please contact me at jenny.tabor@edtec.com.

Thanks,

Jenny Tabor
Senior Client Manager

HAMILTON
ENTERTAINMENT & EMPLOYMENT LAW, LLC

A BOUTIQUE LAW GROUP WITH
A GLOBAL PRESENCE

RETURNED MAILING ADDRESS

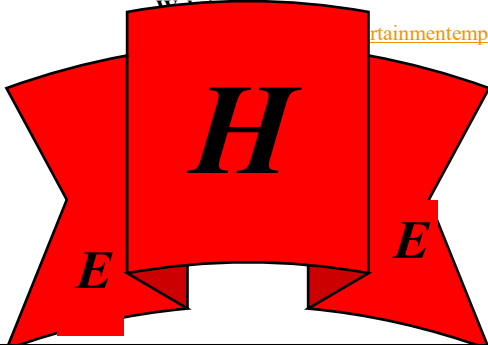
BY APPOINTMENTS ONLY AT:

Executive Office Center at Peabody Place
119 South Main Street
Suite 500
Memphis, TN 38103

unlawfulemploymentpractices@gmail.com

hamiltonentertainmentsports@gmail.com

www.hamiltonentertainmentemploymentlawgroup.com/



It's Not Just Your Problem; Now It's



- ❖ Licensed: Tennessee & Pennsylvania
- ❖ Admitted: Arkansas Eastern District U.S. Federal Court
- ❖ Admitted: Arkansas Western District U.S. Federal Court
- ❖ 2020 *Best of Bar Finalist*
- ❖ *Power Player* Employment and Labor Attorney: Inside Memphis Business **"Ten Consecutive Years": 2020, 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011**
- ❖ 2020 *Best Attorney*, Best in Black Awards

COMMUNICATION MEMORANDUM

TO: Sir or Madam

From: Myra Hamilton, Attorney

Date: January 27, 2021

RE: **Letter of Commitment for Academy of the Arts Charter High School**

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because **Hamilton Entertainment Employment Law LLC** values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Hamilton Entertainment Employment Law LLC will support the school's mission by offering interest exploration activities such as, *but not limited to*, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

I can be best reached by email regarding any aspect of the content in this communication.

Myra Hamilton

Myra Hamilton, Attorney -at-Law

Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because the Museum of Science and History – Pink Palace values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Museum of Science and History – Pink Palace will support the school's mission by offering interest exploration activities such as, but not limited to, internships or volunteering opportunities, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,



Alice A. (Alex) Eilers-Guttensohn
Administrator of Programs
3050 Central Ave
Memphis, TN 38111
901.636.2387
Alex.eilers@memphistn.gov

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

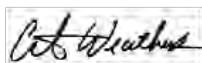
The purpose of this letter is to express our support of ***Academy of the Arts Charter High School***, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because The Brotherhood B2M values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

The Brotherhood B2M will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,



Curtis Weathers
Founder/Director
7255 Germantown Trail
Memphis, Tennessee 38125
901.229.3045
Email: Thebrotherhoodb2m@gmail.com



Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

It is our pleasure to write a letter of support for the visionary work of Mecca Jackson as she seeks to open **Academy of the Arts Charter High School**, a proposed charter high school within the Fayette County School District.

I serve as the Director of the New School Creation Fellowship, which is part of the High Tech High Graduate School of Education as well as a network of nationally recognized K-12 schools. Given the breadth of experience with school design that both of these partnerships offer, we believe that are both well-poised to advocate on behalf of AACHS as well as offer our support to them once they open their doors. AACHS's mission is to educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life. We believe that the success of our model, with a similar approach provides a strong set of data to the efficacy of this approach.

When the school opens its doors in August 2022, the Academy of the Arts will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Because the High Tech High Graduate School of Education and the New School Creation Fellowship value this mission, we are committed to partnering with AACHS to ensure their innovative performing arts model is successful. We will offer continued partnership with nationally recognized faculty and mentorship, will provide leadership support, and will provide a successful K-12 context in which AACHS can partner in their work.

We believe wholeheartedly that **Academy of the Arts Charter High School** will help fill a void in the Fayette County community and we want to be a part of their success!

Very Sincerely,

Stacey Lopaz
High Tech High Graduate School of Education
Director, New School Creation Fellowship
slopaz@hightechhigh.org



Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!" Because Camden Big Picture Learning Academy values this mission, we are committed to partnering with A.A.C.H.S. to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Camden Big Picture Learning Academy will support the school's mission by offering direct support with the implementation of interest exploration activities, personalized projects, and a robust internship structure. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Timothy L. Jenkins

Timothy L. Jenkins
Principal - Camden Big Picture Learning Academy
Founder S.P.A.R.K. Educational Solutions LLC
1725 Park Blvd. Camden N.J. 08103
856-655-4924
principaljenkins@gmail.com



Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because Salem Baptist Church of Mason TN values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Salem Baptist Church of Mason TN will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

T. Ray Greer, Jr.
Senior Pastor
124 Salem Road
Mason, TN 38049
901239187
traygreer@gmail.com

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express my support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". I value this mission and believe that A.A.C.H.S will be able to successfully implement their innovative performing arts model with community support and partnership.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords parents such as myself who live in Fayette County an additional option for our children when considering high school selection.

As a parent within this community, I support the school's model of offering students interest exploration performing art majors such as visual art, music, fashion design, dance and film/video and drama. Children who attend A.A.C.H.S. will be able to pursue rigorous academic projects and engage in real-world experiences that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Haley Vanelli

Haley Vanelli
240 Magnolia Garden Lane
Oakland TN 38060
901-487-9526
Haleymiles12@yahoo.com

Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

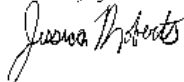
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As a parent within this community, I support the school's model of offering students interest exploration performing art majors such as visual art, music, fashion design, dance and film/video and drama. Children who attend A.A.C.H.S. will be able to pursue rigorous academic projects and engage in real-world experiences that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,



Jessica Roberts
122 Pearl st.
Halls Tn. 38040
731-413-4755
Jessicaroberts1549@gmail.com

Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express my support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". I value this mission and believe that A.A.C.H.S. will be able to successfully implement their innovative performing arts model with community support and partnership.

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As a parent within this community, I support the school's model of offering students interest exploration performing art majors such as visual art, music, fashion design, dance and film/video and drama. Children who attend A.A.C.H.S. will be able to pursue rigorous academic projects and engage in real-world experiences that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

Stephanie Hoskins

(Sign here)

Type Name *Stephanie Hoskins*
Address *20912 US Hwy 64*
Address *Somerville, TN 38068*
Phone *731-780-8121*
Email *Stephanie.hoskins@att.net*



Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express my support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". I value this mission and believe that A.A.C.H.S will be able to successfully implement their innovative performing arts model with community support and partnership.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords parents such as myself who live in Fayette County an additional option for our children when considering high school selection.

As a parent within this community, I support the school's model of offering students interest exploration performing art majors such as visual art, music, fashion design, dance and film/video and drama. Children who attend A.A.C.H.S. will be able to pursue rigorous academic projects and engage in real-world experiences that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

A handwritten signature in black ink that reads "Corri Argenti". The signature is written in a cursive style and is positioned above a horizontal line.

Corri Argenti
6830 Rockbrook Drive
Memphis, TN 38141
810-874-1739
corriargenti@gmail.com

Letter of Commitment
Academy of the Arts Charter High School

Dear Sir or Madam,

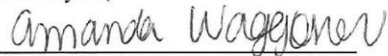
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As a parent within this community, I support the school's model of offering students interest exploration performing art majors such as visual art, music, fashion design, dance and film/video and drama. Children who attend A.A.C.H.S. will be able to pursue rigorous academic projects and engage in real-world experiences that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,



I have worked in Fayette county since 2009. I attended Fayette County schools.

Address 5708 Montpelier Drive, Bartlett, TN 38134

Phone 9017343627

Email amanda.waggoner@fcsk12.net

Letter of Commitment
Academy of the Arts Charter High School

Dear Mr. [Name]:

I am writing you this letter to express my support for your role as a [Title] at [School Name]. I am proud to have you as a member of our faculty and to see the positive impact you are making on our students. Your dedication and passion for the arts are a true inspiration to all of us. I am confident that your continued leadership will ensure the success of our school and the growth of our students.

I am also proud to see your commitment to the community and your involvement in various activities. Your leadership and vision are a true inspiration to all of us. I am confident that your continued leadership will ensure the success of our school and the growth of our students.

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Jules Whyte
16175 Hwy 64
Somerwille TN 38068
9012686855
Jules@whyte.com

Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because Divine Purpose Church values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Divine Purpose Church will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,



Bishop Ron Alexander
Senior Pastor / Divine Purpose Church
21100 Highway 196
Arlington, Tennessee 38002
901-409-3222
bishopronalexander@gmail.com



Letter of Commitment

Academy of the Arts Charter High School

Dear Sir or Madam,

The purpose of this letter is to express our support of *Academy of the Arts Charter High School*, a proposed charter high school within the Fayette County School District. A.A.C.H.S.'s mission is to "educate high school students through the performing arts and provide them with the educational and entrepreneurial skills to succeed in college and life!". Because Jackson, TN Alumni Chapter of Kappa Alpha Psi values this mission, we are committed to partnering with A.A.C.H.S to ensure their innovative performing arts model is successful.

When the school opens its doors in August 2022, it will provide an engaging educational alternative to students while offering the opportunity to earn a Career and Technical Education (CTE) certification in an artistic area upon graduation. By focusing on student's individual talents and interests, this innovative learning design increases student's potential for academic success and enables them to become productive citizens and creative thinkers needed for the 21st century. The addition of A.A.C.H.S. also affords students and families in Fayette County an additional option when considering high school selection.

Jackson, TN Alumni Chapter of Kappa Alpha Psi will support the school's mission by offering interest exploration activities such as, but not limited to, internships, mentoring, educational tours and class visits, and guest presentations and speakers. This partnership will enable A.A.C.H.S.'s students to pursue rigorous academic projects that not only add value to our organization's capacity, but also gives each student a real-world experience that connects with their personal interests and talents.

Academy of the Arts Charter High School will help fill a void in the Fayette County community and we want to be a part of their success!

Thank you,

T. Ray Greer, Jr.
Polemarch
7903 Ivy Lake Lane
Bartlett, TN 38133
901239187
traygreer@gmail.com



This petition has collected
274 signatures
using the online tools at www.ipetitions.com

Printed on 2021-01-28

Support Arts in Education!

About this petition

Whether we realize it or not, we enjoy pieces of the performing arts daily. We listen to vocalists sing our favorite song on the radio. We watch our favorite actors on TV. We even wear clothing designs and styles made by creative fashion designers. That's right, art is everywhere around us - - EXCEPT in schools!

Academy of the Arts Charter High School is an innovative new school design being proposed in the Fayette County School District in western Tennessee. Our performing art model and art infused curriculum will provide students from all backgrounds the opportunity to experience a high quality education while studying their passion in one of these 5 areas: Fashion Design, Dance, Visual Art, Music and Film /Video/ Drama. To prepare students for college and career, we will offer entrepreneurial courses and a career and technical education (CTE) certification program.

Current studies have shown that art is crucial to individual growth and development and is one aspect of a well rounded K-12 education. Researchers argue that instruction becomes more effective when educators integrate creative activities. Teaching through the arts can present difficult concepts visually, making them easier to understand, boosts critical thinking, and adds joy to learning.

To support Academy of the Arts Charter High School through our charter application and advocate for arts in education please sign our petition! Learn more about Academy of the Arts Charter High School on Facebook, LinkedIn, Instagram.

Signatures

1. Name: Mecca Jackson on 2021-01-08 02:55:29
Comments:

2. Name: Natasia Cooper on 2021-01-09 16:02:57
Comments:

3. Name: Dr Reba Parham Johnson on 2021-01-09 16:36:13
Comments:

4. Name: Dr Corlette Mays on 2021-01-09 17:51:55
Comments: Outstanding visionary educator who is invested in improving the lives of underrepresented, marginalized students, and what way than through the Arts

5. Name: Joan Simpson Vann on 2021-01-09 20:16:30
Comments:

6. Name: Kabrina Thompson on 2021-01-11 20:01:15
Comments:

7. Name: Kalyn Thompson on 2021-01-11 22:58:17
Comments: I support this great cause

8. Name: Jessica Eveler on 2021-01-12 01:59:36
Comments:

9. Name: Gilda Boyle on 2021-01-12 02:00:32
Comments:

10. Name: Stephanie Hoskins on 2021-01-12 02:07:43
Comments:

11. Name: Nelda Burrows on 2021-01-12 02:24:20
Comments:

12. Name: Gercarsha Witherspoon on 2021-01-12 02:30:31
Comments:

13. Name: Delynn Johnson on 2021-01-12 02:30:32
Comments:

14. Name: Kerri Hall on 2021-01-12 22:08:21
Comments: Let's work together to bring the Arts back into Education!
-
15. Name: Hajee Moore on 2021-01-12 23:23:07
Comments:
-
16. Name: Malique Prescott on 2021-01-12 23:33:35
Comments:
-
17. Name: Sarah Hart on 2021-01-12 23:35:03
Comments:
-
18. Name: Ryan Raively on 2021-01-12 23:43:25
Comments:
-
19. Name: Valencia on 2021-01-13 00:00:28
Comments:
-
20. Name: Jacara on 2021-01-13 00:04:40
Comments:
-
21. Name: Irene mason on 2021-01-13 00:04:51
Comments:
-
22. Name: Jennifer mullen on 2021-01-13 00:05:22
Comments:
-
23. Name: Natalie Inal on 2021-01-13 00:08:32
Comments:
-
24. Name: Milan Harvey on 2021-01-13 00:08:36
Comments:
-
25. Name: Leticia Winters on 2021-01-13 00:09:46
Comments:
-
26. Name: Briana Hagerty on 2021-01-13 00:17:08
Comments:
-
27. Name: Doris Harris on 2021-01-13 00:19:54
Comments: I support the arts of education foundation
-

28. Name: Ava Gardner on 2021-01-13 00:21:17
Comments: Good luck with your School!!
-
29. Name: Hailey Thomas on 2021-01-13 00:30:01
Comments:
-
30. Name: Tyler on 2021-01-13 00:31:58
Comments:
-
31. Name: Anthony Miller on 2021-01-13 00:36:56
Comments:
-
32. Name: Pearl Farland Massey on 2021-01-13 00:41:54
Comments:
-
33. Name: Jameel Sloan on 2021-01-13 00:43:54
Comments:
-
34. Name: Shawn Secret on 2021-01-13 00:44:17
Comments:
-
35. Name: shaunda deberry on 2021-01-13 00:45:05
Comments:
-
36. Name: Kris Sargent on 2021-01-13 00:45:26
Comments:
-
37. Name: Nazel Richardson on 2021-01-13 00:46:32
Comments:
-
38. Name: Luke Beaird on 2021-01-13 00:49:04
Comments:
-
39. Name: Lucy Hollis on 2021-01-13 00:50:50
Comments:
-
40. Name: Ryan Smith on 2021-01-13 00:51:59
Comments: Sounds like an awesome idea.
-
41. Name: Rashanda Johnson on 2021-01-13 00:52:12
Comments:
-

42. Name: Jameera Sloan on 2021-01-13 00:52:45
Comments:
-
43. Name: Jayla Sloan on 2021-01-13 00:54:35
Comments:
-
44. Name: Janelle Sloan on 2021-01-13 00:57:19
Comments:
-
45. Name: Tecia Williams on 2021-01-13 00:58:01
Comments:
-
46. Name: Jonah Sloan on 2021-01-13 00:58:14
Comments:
-
47. Name: K Clark on 2021-01-13 00:59:49
Comments:
-
48. Name: Tanya Williford on 2021-01-13 01:00:40
Comments:
-
49. Name: Christopher Freeman on 2021-01-13 01:01:25
Comments:
-
50. Name: Jashae Johnson on 2021-01-13 01:01:32
Comments:
-
51. Name: Darla LaSure on 2021-01-13 01:01:38
Comments:
-
52. Name: Pauline Cheung on 2021-01-13 01:05:52
Comments:
-
53. Name: Joey Sloan on 2021-01-13 01:07:44
Comments:
-
54. Name: Latasha Shaw on 2021-01-13 01:09:12
Comments:
-
55. Name: Shania Johnson-Rice on 2021-01-13 01:13:22
Comments:
-

- 56. Name: Rakeyda Johnson on 2021-01-13 01:16:03
Comments:

- 57. Name: Jeremy E Prater on 2021-01-13 01:17:25
Comments:

- 58. Name: Richard Johnson on 2021-01-13 01:17:48
Comments:

- 59. Name: Rachel Pignataro on 2021-01-13 01:19:08
Comments:

- 60. Name: Kimberly Wilcox on 2021-01-13 01:20:30
Comments:

- 61. Name: Daniel Corsey on 2021-01-13 01:21:00
Comments:

- 62. Name: Audumn Peterson on 2021-01-13 01:22:01
Comments:

- 63. Name: Jai Jackson on 2021-01-13 01:22:15
Comments:

- 64. Name: Liz reuther on 2021-01-13 01:23:19
Comments: Can't wait to see you shine

- 65. Name: Saadia Ahmed on 2021-01-13 01:29:20
Comments:

- 66. Name: Aaron Smith on 2021-01-13 01:32:11
Comments:

- 67. Name: Taronda Ellis on 2021-01-13 01:32:19
Comments:

- 68. Name: Nicholas Reynolds on 2021-01-13 01:32:21
Comments:

- 69. Name: Ashanti Prentice on 2021-01-13 01:48:08
Comments:

-
70. Name: Erica Williford on 2021-01-13 01:51:20
Comments:
-
71. Name: Jarae Bowman on 2021-01-13 01:54:28
Comments:
-
72. Name: Saudamani Gray on 2021-01-13 01:56:58
Comments:
-
73. Name: Kim Gladden on 2021-01-13 02:06:36
Comments:
-
74. Name: Patrice Randolph on 2021-01-13 02:12:29
Comments:
-
75. Name: Melissa on 2021-01-13 02:16:37
Comments:
-
76. Name: Jemille Edwards on 2021-01-13 02:17:37
Comments:
-
77. Name: Shaheed Sanders on 2021-01-13 02:21:35
Comments:
-
78. Name: Rosemary parsley on 2021-01-13 02:27:36
Comments:
-
79. Name: Dianna Ellis on 2021-01-13 02:33:26
Comments: There are a lot of students that love art
And have tale
-
80. Name: Valerie Harmon on 2021-01-13 02:35:05
Comments: A creative arts school is a wonderful way for students to express their inner
skills and talents and at the same time attend to a curriculum that will prepare them for a
successful college experience.
-
81. Name: Chris Richard on 2021-01-13 02:40:18
Comments:
-
82. Name: Ylonda Rawls on 2021-01-13 02:57:00
Comments:
-

83. Name: Michaela Washington on 2021-01-13 03:23:28
Comments:
-
84. Name: Dorothy Boggan on 2021-01-13 03:31:45
Comments:
-
85. Name: Michael P McCline on 2021-01-13 03:56:56
Comments:
-
86. Name: T Johnson on 2021-01-13 05:03:35
Comments:
-
87. Name: Dnisha king on 2021-01-13 06:30:55
Comments:
-
88. Name: Lavetha Banks on 2021-01-13 08:06:15
Comments:
-
89. Name: Zachary Fennimore on 2021-01-13 08:19:21
Comments:
-
90. Name: De on 2021-01-13 08:46:14
Comments: I most definitely support the Arts!!!
-
91. Name: Denise Jackson on 2021-01-13 10:48:36
Comments:
-
92. Name: Damon Mitchell on 2021-01-13 11:14:28
Comments: What a wonderful model for potential young artists
-
93. Name: Frank Burton on 2021-01-13 11:17:53
Comments:
-
94. Name: Cipriani Cindy on 2021-01-13 12:16:29
Comments: Sounds like an amazing opportunity to develop talent.
-
95. Name: Twan Denise Jones on 2021-01-13 12:31:45
Comments:
-
96. Name: Patricia Nelson on 2021-01-13 12:44:57
Comments:
-

97. Name: Larry Jackson on 2021-01-13 13:08:31
Comments:
-
98. Name: Pannayiota Guigley on 2021-01-13 13:26:01
Comments:
-
99. Name: Tim Jenkins on 2021-01-13 13:45:24
Comments:
-
100. Name: Chappelle Gales on 2021-01-13 13:46:12
Comments:
-
101. Name: Willie Crawford on 2021-01-13 14:42:21
Comments:
-
102. Name: Melissa Jones on 2021-01-13 14:51:23
Comments: Awesome!!!
-
103. Name: Jazmine Echols on 2021-01-13 16:02:39
Comments: I support this school 100%. Fayette County needs a school that will cultivate and challenge our children.
-
104. Name: Alison Eaby Eachus on 2021-01-13 16:26:39
Comments: Everyone needs a choice....so why not two HS's in the county?
-
105. Name: James Woodruff on 2021-01-13 16:44:24
Comments: Save the arts!
-
106. Name: Sharif Debnam on 2021-01-13 16:45:10
Comments:
-
107. Name: Cassandra Houston on 2021-01-13 16:51:11
Comments: Dynamic opportunities for the youth in TN
-
108. Name: Maria Moore on 2021-01-13 17:12:59
Comments:
-
109. Name: Jaise Moore on 2021-01-13 17:15:08
Comments:
-
110. Name: Bryant Gaffney on 2021-01-13 17:16:00
Comments:
-

-
111. Name: Ann Briggs on 2021-01-13 17:25:43
Comments:
-
112. Name: Iman Jones on 2021-01-13 17:28:01
Comments:
-
113. Name: Rick Peterson on 2021-01-13 17:44:47
Comments: Let me know if There is anything else I can do you know I am in marketing specialist well over 40 years of experience I'm here if you need me I'm only a call away to support my friend in this endeavor may God bless you
-
114. Name: Chris Roye Gill on 2021-01-13 17:47:48
Comments: I believe in the arts
-
115. Name: Theresa McKinzie on 2021-01-13 18:06:19
Comments: I fully support the application of the Academy of the Arts Charter High School.
-
116. Name: Aida L Ayala Cintron on 2021-01-13 18:27:59
Comments:
-
117. Name: Robert Avery on 2021-01-13 19:15:18
Comments: Schools need this!!!
-
118. Name: Larry Rogers on 2021-01-13 21:04:49
Comments: May this petition be fulfilled by the majority supporting this petition. A thousand times YES!
-
119. Name: Christine Buchanon on 2021-01-13 21:07:04
Comments: I was in choir , band and orchestra in high school. The arts were very important in keeping me focused on school.
-
120. Name: Marian Dingus on 2021-01-13 21:29:00
Comments: I fully support this program!
-
121. Name: Dorothy Racanco on 2021-01-13 21:37:56
Comments:
-
122. Name: Troy Chamberlain on 2021-01-13 21:43:41
Comments:
-
123. Name: Anne Clark on 2021-01-13 22:07:56
-

Comments:

-
124. Name: Marla M Greenberg on 2021-01-13 22:16:41
Comments: Its a great and innovative way to involve students in learning .Best of Luck!
Marla Greenberg,teacher
-
125. Name: Bernadette C Cintron on 2021-01-14 00:45:33
Comments:
-
126. Name: Lynda Hawkins on 2021-01-14 00:57:48
Comments:
-
127. Name: Ronald Murray on 2021-01-14 01:20:46
Comments:
-
128. Name: Andre Howard on 2021-01-14 02:56:57
Comments:
-
129. Name: maci grace on 2021-01-14 03:12:44
Comments: This is just an important part of every school
-
130. Name: Reese on 2021-01-14 04:23:42
Comments: I love art!!! :))
-
131. Name: Carli Hobson on 2021-01-14 04:24:15
Comments: Hope u reach it
-
132. Name: Jashae Johnson on 2021-01-14 06:34:44
Comments:
-
133. Name: Glenn DeShields on 2021-01-14 12:24:27
Comments:
-
134. Name: Eric Clark on 2021-01-14 12:36:22
Comments:
-
135. Name: Marcus D Eason on 2021-01-14 14:47:45
Comments: I think this is a wonderful idea...Congratulations
-
136. Name: Shayne Witherspoon on 2021-01-14 16:30:13
Comments: Good luck and let me know if you need an assistant principal. I graduate in
May!
-

-
137. Name: Danielle White on 2021-01-14 16:37:42
Comments: Education Matters!
-
138. Name: Octavia James on 2021-01-14 16:41:48
Comments:
-
139. Name: Francesco Daniel Muto on 2021-01-14 17:31:30
Comments:
-
140. Name: Gabrielle on 2021-01-14 17:46:41
Comments:
-
141. Name: Kristy Jones on 2021-01-14 19:19:44
Comments:
-
142. Name: Salimah Mercer on 2021-01-14 20:37:22
Comments:
-
143. Name: Angelique Marshall on 2021-01-14 21:25:38
Comments:
-
144. Name: Kelly clinton on 2021-01-15 00:10:13
Comments:
-
145. Name: Jocelyn Pittman on 2021-01-15 01:42:21
Comments:
-
146. Name: Devon Johnson on 2021-01-15 01:52:49
Comments:
-
147. Name: Eric Andersen on 2021-01-15 01:56:51
Comments:
-
148. Name: Sara Bailey on 2021-01-15 01:56:56
Comments:
-
149. Name: C Daniel Graham Sr on 2021-01-15 02:53:04
Comments: We support this school model for the community!
-
150. Name: Alison Gillmeister on 2021-01-15 03:40:38
Comments:
-

-
151. Name: Alexis on 2021-01-15 08:41:52
Comments:
-
152. Name: John Polk on 2021-01-15 13:49:54
Comments:
-
153. Name: Mark Hylton on 2021-01-15 14:42:09
Comments:
-
154. Name: Jeanette Berry on 2021-01-15 15:55:51
Comments:
-
155. Name: Nicole Fleming on 2021-01-15 17:10:02
Comments:
-
156. Name: YoLanda Grigsby on 2021-01-15 17:19:10
Comments:
-
157. Name: Gianna Biaggi on 2021-01-15 17:30:50
Comments: Mecca is an amazing leader, and this school will help so many students!
-
158. Name: Justin McIntyre on 2021-01-15 17:46:00
Comments:
-
159. Name: Maria Espinosa on 2021-01-15 17:58:42
Comments:
-
160. Name: Miyoshi Faggins on 2021-01-15 18:05:33
Comments:
-
161. Name: Jahliyah H on 2021-01-15 18:08:49
Comments:
-
162. Name: Nadia Edwards on 2021-01-15 18:17:11
Comments:
-
163. Name: Diandra Negron on 2021-01-15 18:17:57
Comments:
-
164. Name: Karis Chandler on 2021-01-15 18:36:27
Comments: As someone who is self taught, and was able to forge TWO careers in the
-

performing arts, I can't imagine my ceiling if I had access to this curriculum in my formative years. I hope this wonderful academy gets an opportunity to train future generations!

165. Name: Garry Griffin Jr on 2021-01-15 18:56:38
Comments:

166. Name: Deja Wells on 2021-01-15 18:57:15
Comments:

167. Name: Braelynn on 2021-01-15 19:02:58
Comments:

168. Name: Danae on 2021-01-15 19:16:02
Comments:

169. Name: Shana Booker on 2021-01-15 19:26:09
Comments:

170. Name: Jessica Avery on 2021-01-15 19:32:35
Comments:

171. Name: Patricia Hamilton on 2021-01-15 19:32:13
Comments:

172. Name: Maggie Kaiser on 2021-01-15 19:55:33
Comments:

173. Name: Jeanette Nestor on 2021-01-15 20:57:15
Comments: Wish U the best!!!!

174. Name: Tony Jackson on 2021-01-15 21:31:54
Comments:

175. Name: Shakira Wong on 2021-01-15 21:39:33
Comments:

176. Name: Nichelle Nichols on 2021-01-15 21:43:16
Comments:

177. Name: Duchess Robinson on 2021-01-15 21:50:50
Comments:

-
178. Name: Colleen Bowen on 2021-01-15 21:58:24
Comments:
-
179. Name: Eric Carter on 2021-01-15 22:53:20
Comments:
-
180. Name: Tyrone Bynum on 2021-01-15 22:55:10
Comments: Mecca
-
181. Name: Raymond Jordan Jr on 2021-01-15 22:55:54
Comments:
-
182. Name: Leanora Conner on 2021-01-15 23:05:44
Comments:
-
183. Name: Sierra Burton on 2021-01-16 00:00:19
Comments:
-
184. Name: Samirah Henderson on 2021-01-16 00:01:57
Comments:
-
185. Name: Nashawnda on 2021-01-16 00:48:45
Comments:
-
186. Name: Alejandro Baldwin on 2021-01-16 00:56:38
Comments:
-
187. Name: Quanta Williams on 2021-01-16 01:00:38
Comments:
-
188. Name: Ni-Teisha Mims on 2021-01-16 01:47:32
Comments:
-
189. Name: Journee L on 2021-01-16 03:00:34
Comments:
-
190. Name: Eric Simmons on 2021-01-16 03:01:55
Comments: Mecca has been a great asset in Philadelphia to the school District and students
-
191. Name: Jack on 2021-01-16 03:28:03
-

Comments: So excited about this school. Let's Go!

-
192. Name: Gregory L Johnson on 2021-01-16 03:33:55
Comments:
-
193. Name: Faruq Jenkins on 2021-01-16 04:07:30
Comments: Arts changed my life. The more kids know about multiple opportunities, the better.
-
194. Name: Jessica Vivas on 2021-01-16 04:13:35
Comments:
-
195. Name: Regina on 2021-01-16 04:58:59
Comments:
-
196. Name: Leah Bolden on 2021-01-16 04:59:53
Comments: Nichole Henderson
-
197. Name: Melinda Rice on 2021-01-16 05:10:47
Comments:
-
198. Name: Dawnmarie Squadrito on 2021-01-16 05:26:28
Comments: To have a chance to enjoy the arts like I did at CAPA
-
199. Name: KCee Horne on 2021-01-16 07:59:20
Comments:
-
200. Name: Anthony Washington on 2021-01-16 10:54:59
Comments:
-
201. Name: Curtis Dunaway on 2021-01-16 11:48:47
Comments:
-
202. Name: Tonya Oneal on 2021-01-16 12:33:48
Comments:
-
203. Name: Anthony Fox on 2021-01-16 12:47:25
Comments: Your doing a Great service to the living arts community.
-
204. Name: Shakierra Brown on 2021-01-16 13:00:42
Comments:
-

-
205. Name: Monica Carrier on 2021-01-16 14:26:04
Comments: The arts are necessary!!!
-
206. Name: Rachael Conte on 2021-01-16 14:26:45
Comments:
-
207. Name: Jenn Kolins on 2021-01-16 14:48:44
Comments:
-
208. Name: collins on 2021-01-16 15:40:07
Comments:
-
209. Name: Nicole Betts on 2021-01-16 15:47:10
Comments:
-
210. Name: Nicole Clark on 2021-01-16 15:49:20
Comments:
-
211. Name: Shaahn Williams on 2021-01-16 16:11:22
Comments: We need this! Art is life
-
212. Name: Sonni King on 2021-01-16 16:13:18
Comments:
-
213. Name: Evelyn on 2021-01-16 16:19:25
Comments: This is a superior conceptual model.
-
214. Name: Lana Leigh Taylor on 2021-01-16 16:19:47
Comments: This is so wonderful! A Performing Arts School changed my life. Our youth need this!!!
-
215. Name: Samir Nichols on 2021-01-16 16:41:57
Comments: I support 100 percent !
-
216. Name: Manny Perdue on 2021-01-16 17:23:47
Comments: We support you!!!!
-
217. Name: Fontaine Coleman on 2021-01-16 17:36:41
Comments:
-
218. Name: Kimyada Benson on 2021-01-16 17:46:36
Comments:
-

-
219. Name: Shafiq Hicks on 2021-01-16 19:08:24
Comments:
-
220. Name: Carmen Luna on 2021-01-16 19:34:37
Comments:
-
221. Name: LeAndrea Baltimorehagan on 2021-01-16 20:08:25
Comments:
-
222. Name: Nashid Edwards on 2021-01-16 20:24:40
Comments:
-
223. Name: Letisha Laws on 2021-01-16 20:26:10
Comments:
-
224. Name: Charles Lundy on 2021-01-16 21:05:14
Comments:
-
225. Name: Brett b on 2021-01-16 21:24:13
Comments:
-
226. Name: Stephanie Borkowski on 2021-01-16 22:09:52
Comments:
-
227. Name: Jule Keese on 2021-01-16 22:13:26
Comments: Art saves lives!
-
228. Name: Shayla Johnson on 2021-01-16 23:44:22
Comments:
-
229. Name: Devra Stroud-Banks on 2021-01-17 00:23:59
Comments:
-
230. Name: Monica Fennelly on 2021-01-17 00:39:45
Comments:
-
231. Name: Gabrielle Speight-leach on 2021-01-17 02:05:41
Comments:
-
232. Name: Venissa R Saddler on 2021-01-17 02:50:58
-

Comments:

-
233. Name: Marissa Haire on 2021-01-17 02:57:00
Comments:
-
234. Name: Shari Guzman on 2021-01-17 03:00:30
Comments:
-
235. Name: Daphne Gilstrap on 2021-01-17 04:13:52
Comments:
-
236. Name: Patrick Fanning on 2021-01-17 13:31:20
Comments:
-
237. Name: Christina Lua on 2021-01-17 13:33:10
Comments:
-
238. Name: Deon Haraway on 2021-01-17 17:13:47
Comments:
-
239. Name: Jeremy Jones on 2021-01-17 19:36:44
Comments:
-
240. Name: Jennifer Marcus on 2021-01-17 21:59:08
Comments:
-
241. Name: Rich Toliver on 2021-01-18 01:26:20
Comments:
-
242. Name: Renee Wilson on 2021-01-18 07:48:54
Comments:
-
243. Name: Amelia Butler on 2021-01-18 13:47:38
Comments: The arts makes such a difference in life and learning! Awesome !
-
244. Name: Brittany Lawson on 2021-01-18 15:57:42
Comments:
-
245. Name: Kayla Pagel on 2021-01-18 16:25:21
Comments: I hope this school becomes a reality. My daughter would benefitted from a school like this where creativity is encouraged and fostered!
-

246. Name: Shelly J James on 2021-01-18 17:02:41
Comments: Mecca Jackson has proven herself to be a talented teacher and an exceptional administrator. The well being of her students and staff are always forefront in her decisions.
-
247. Name: Rachael Silva on 2021-01-18 18:13:03
Comments:
-
248. Name: Madonna Mitchell on 2021-01-19 01:27:24
Comments:
-
249. Name: Phoenix Irvin on 2021-01-19 12:51:18
Comments:
-
250. Name: Devin Mann on 2021-01-20 02:03:58
Comments:
-
251. Name: Kim Holmes on 2021-01-20 03:17:14
Comments:
-
252. Name: Montez Hill on 2021-01-20 13:14:35
Comments: This is awesome. Wishing you much success!
-
253. Name: Sherea Jones Defreitas on 2021-01-20 14:31:58
Comments:
-
254. Name: Gabrielle Hurtt-Smart on 2021-01-22 01:57:06
Comments: Art is life!
-
255. Name: Tanesha Williams on 2021-01-24 16:22:53
Comments:
-
256. Name: Aqueeta Hodge on 2021-01-24 16:24:40
Comments:
-
257. Name: Alicia Harris Smith on 2021-01-24 16:25:18
Comments:
-
258. Name: Sharon Harper on 2021-01-24 16:25:35
Comments:
-
259. Name: Gabe Ares on 2021-01-24 16:27:47
-

Comments:

260. Name: Justin Boggan on 2021-01-24 16:28:34
Comments:

261. Name: Jeff Bolding on 2021-01-24 16:28:49
Comments:

262. Name: Kevin Jones on 2021-01-24 16:29:52
Comments:

263. Name: Brynn Curtis on 2021-01-24 16:40:06
Comments:

264. Name: Ibrahim on 2021-01-24 17:25:46
Comments: I Stand For Education

265. Name: Toni Boggan on 2021-01-24 17:27:44
Comments:

266. Name: Rashad Shannon on 2021-01-24 17:30:23
Comments:

267. Name: Brandie Bridgewater on 2021-01-24 17:50:25
Comments:

268. Name: Sallie Grayson on 2021-01-24 18:14:10
Comments: We need this

269. Name: Pamela Brooks on 2021-01-24 18:32:36
Comments:

270. Name: Devin Stewart on 2021-01-24 20:44:01
Comments:

271. Name: Linda Straw on 2021-01-24 21:04:38
Comments: Keep the children first!!

272. Name: Delyce Smith on 2021-01-24 21:46:48
Comments:

273. Name: Debra Garrin on 2021-01-24 23:55:00

Comments:

274. Name: Quantel Howard on 2021-01-28 02:27:00
Comments:



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Academy of the Arts, Incorporated
4525 HICKORY CREEK DR
BARTLETT, TN 38135-1314

January 7, 2021

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # : 1151164 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 005971269	Filing Fee:	\$20.00
Payment-Check/MO - Academy of the Arts, Incorporated, BARTLETT, TN		\$20.00

Amendment Type: Articles/Statement of Correction Image # : B0956-8574
Filed Date: 12/28/2020 1:40 PM

This will acknowledge the filing of the attached articles of correction with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

Tre Hargett
Secretary of State

Processed By: Jacqueline Krantz

Field Name	Changed From	Changed To
Filing Name	Academy of the Arts Charter High School	Academy of the Arts, Incorporated

Phone (615) 741-2286 * Fax (615) 741-7310 * Website: <http://tnbear.tn.gov/>

Date of this notice: 12-03-2020

Employer Identification Number:
85-4137806

Form: SS-4

Number of this notice: CP 575 E

ACADEMY OF THE ARTS CHARTER HIGH
SCHOOL
4525 HICKORY CREEK DR
BARTLETT, TN 38135

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 85-4137806. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is ACAD. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.

Keep this part for your records.

CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number (215) 900-2705 Best Time to Call 9-3

DATE OF THIS NOTICE: 12-03-2020
 EMPLOYER IDENTIFICATION NUMBER: 85-4137806
 FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
 CINCINNATI OH 45999-0023
 |||

ACADEMY OF THE ARTS CHARTER HIGH
 SCHOOL
 4525 HICKORY CREEK DR
 BARTLETT, TN 38135

ATTACHMENT F: Governance Documents
Academy of the Arts Charter High School

BY-LAWS
2022-2023

ARTICLE I
GENERAL

- 1.1 Name: This Tennessee not-for-profit corporation shall be known as Academy of the Arts Charter High School.
- 1.2 Mission: The mission of Academy of the Arts Charter High School is to educate students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life!
- 1.3 Location/Registered Office: Academy of the Arts Charter High School shall be located Somerville, Tennessee.
- 1.4 Principal Place of Business: The Principal place of business for Academy of the Arts Charter High School is Somerville, Tennessee.
- 1.5 Fiscal Year The fiscal year of Academy of the Arts Charter High School shall be July 1 through June 30.
- 1.6 Corporate Status: Academy of the Arts Charter High School shall be incorporated in Tennessee as a public, non-profit corporation, under 501(c)(3) status.

ARTICLE II
MEMBERSHIP

- 2.1 Number of Board Members: The School shall be governed by a 6-9 member Board of Trustees.
- 2.2 Length of Terms: All Board members shall serve one year terms on the Board unless and until resignation or removal by a majority vote of the Board. Members shall be elected by a majority vote of the then existing Board members.
- 2.3 Selection of Members The initial 6-9 members of the Board of Trustees shall be selected by the Founding Executive Director of Academy of the Arts Charter High School. At least one member of the Board must at all times be a parent of a current student at Academy of the Arts Charter High School. At least one member must be a resident of the Somerville community.
- 2.4 Removal of Members: A Board member may be removed for any of the following reasons:

Failure to organize or neglect of duty; Failure to attend two consecutive meetings without reasonable justification; Missing more than three meetings in one fiscal year without reasonable justification; Engaging in a business transaction with the School, or receiving pay from the School for services rendered to the School, or engaging in any transaction with the School which can be defined as self-dealing; and/or Violating any of the obligations set forth in the Tennessee Charter School Law and other laws applicable to the governing of charter schools.
- If a Board member commits any of the above acts or omissions, the other Board members shall vote at the next meeting of the Board of Trustees to remove that Board member. The Board member accused of neglecting his or her duty shall be removed if a majority of Board members vote in favor of removal.
- 2.5 Resignation: A Board member may resign at any time by giving written notice to the Chairman. Such resignation shall take effect on the date of the receipt of such notice or at any later time specified in the written notice.

2.6 Vacancies: Upon the resignation or removal of a Board member, the Board shall elect an individual to fill the vacancy for the remainder of the term.

2.7 Officers Enumerated: The Board of Trustees shall have the following officers: Chairman, Vice Chairman, Secretary and Treasurer.

The Chairman shall preside at all meetings of the Board of Trustees. The Chairman shall sign, execute, and acknowledge, in the name of the Board, all contracts or other instruments authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board, or by these Bylaws, or by law, to some other officer, agent, or employee of the Board or the School. The Chairman shall perform all duties incident to the office of Chairman and such other duties as from time to time may be assigned by the Board.

Vice Chairman

The Vice Chairman shall have all the powers and perform all the duties of the Chairman if the Chairman is absent or unable to fulfill his duties. The Vice Chairman shall perform such other duties as from time to time may be assigned by the Chairman or by the Board.

Secretary

The Secretary shall record, or provide for the recording, of the minutes of all Board meetings, or ensure that such occurs, including all votes of the Board, in a book or books to be kept for that purpose as required by law. The Secretary shall also see that written notices of upcoming meetings, along with the minutes from the previous meeting, are provided to all Board members five days in advance of the upcoming meeting. The Secretary shall maintain a current list of all Board members, including addresses, telephone numbers, and terms of office. The Secretary shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board or the Chairman. Before undertaking the duties of office, the Secretary shall furnish a bond.

The Treasurer shall receive all funds, including local, state and federal funds and privately donated funds. The Treasurer shall also make payments out of the same on proper order approved by the Board of Trustees, signed by the Chairman of the Board. The Treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the School will receive a discount or other advantage. The Treasurer shall ensure that the Board permanently retains each annual auditor's report, and each annual financial report. All other financial records must be kept for six years. Records may be kept on microfilm or as photographs. The Treasurer shall also discharge such other duties as may from time to time be assigned by the Board or the Chairman.

The Treasurer shall settle his accounts annually with the Board for each school year. Before undertaking the duties of office, the Treasurer shall furnish a bond.

The Treasurer shall deposit the funds belonging to the School in a depository approved by the Board and shall at the end of each month make a report to the Board of the amount of funds received and disbursed by him or her during the month. All deposits of School funds shall be made in the name of the School.

The Board shall invest School funds consistent with sound business practices. Authorized types of investments shall be: United States Treasury bills; Short term obligations of the United States Government or its agencies or instrumentalities; Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository; Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America; and others permitted under Pennsylvania law.

2.8 Compensation: Board members shall not receive compensation for their service to the Board of Trustees. However, the Board may reimburse any Board member for reasonable expenses incurred in furtherance of his/her duties as Board member.

2.9 Standard of Care: A Board member shall stand in a fiduciary relationship to the School, and shall perform his or her duties as a Board member, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interests of the School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence, would use under similar circumstances. No Board member shall as a private person engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.

In performing his or her duties, a Board member shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following: One or more officers or employees of the School whom the Board member reasonably believes to be reliable and competent in the matters presented; Counsel, public accountants or other persons as to matters which the Board member reasonably believes to be within the professional or expert competence of such person; A committee of the Board, upon which he or she does not serve, duly designated in accordance with law, as to matters within its designated authority, which committee the Board member reasonably believes to merit confidence.

A Board member shall not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted. In discharging the duties of their respective positions, the Board, committees of the Board and individual Board members may, in considering the best interest of the School, consider the effects of any action upon students, upon employees, upon persons with whom the School has business and other relations, and upon the community in which the School is located, and all other pertinent factors. The consideration of those factors shall not constitute a violation of the standard of care or justifiable reliance.

2.10 Limitation of Liability: A Board member shall not be personally liable for monetary damages as such for any action taken, or failure to take action unless: The Board member has breached or failed to perform the duties of his or her office and such breach or failure to perform is defined as self-dealing, willful misconduct or recklessness.

The provisions of the above section shall not apply to:

The responsibility of a Board member pursuant to any criminal statute; or
The liability of a Board member for the payment of taxes pursuant to local, state or federal law.

2.11 Insurance: The Board may choose to purchase and maintain insurance, in such scope and amounts as the Board deems appropriate, on behalf of any person who is or was a Board member, against any liability asserted against, or incurred by him or her in any such capacity arising out of his or her status as such.

2.12 Indemnification: The Board shall, to the fullest extent permitted by applicable law, indemnify its members, who were or are a party or are threatened pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (whether or not such action, suit or proceeding arises or arose by or in the right of the Board or other entity) by reason of the fact that such member, in furtherance of their duties by virtue of their position on the Board, against expenses (including, but not limited to, attorneys fees and costs), judgments, fines (including excise taxes assessed on a person with respect to any employee benefit plan) and amounts paid in settlement actually and reasonably incurred by such member in connection with such action, suit or proceeding, except as otherwise provided in section 2.14 hereof. A member of the Board entitled to indemnification under this subparagraph is hereafter called a "person" covered by section 2.14 hereof.

2.13 Expenses: Expenses incurred by a person covered by section 2.12 hereof in defending a threatened, pending or completed civil or criminal action, suit or proceeding shall be paid by the Board. If said expenses are paid by the Board in advance of the final disposition of such action, suit or proceeding, their said expenses shall be repaid to the Board if it shall ultimately be determined that such person is not entitled to be indemnified by the Board, except as otherwise provided in section 2.14.

2.14 Continuation: No indemnification under section 2.12 or advancement or reimbursement of expenses under section 2.13 shall be provided to a person covered by section 2.12 hereof:

If a final unappealable judgment or award establishes that such person engaged in self-dealing, willful misconduct or recklessness; For expenses or liabilities of any type whatsoever (including, but not limited to, judgments, fines and amounts paid in settlement) which have been paid directly to or for the benefit of such person by an insurance carrier under a policy of officers' and directors' liability insurance whose premiums are paid for by the Board or by an individual other than such Board members; and For amounts paid in settlement of any threatened, pending or completed action, suit or proceeding without the written consent of the Board, which written consent shall not be unreasonably withheld. The Board of Trustees is hereby authorized, at any time by resolution, to add to the above list of exceptions from the right of indemnification under section 2.12 or advancement or reimbursement of expenses under section 2.13, but any such additional exception shall not apply with respect to any event, act or omission which has occurred prior to the date that the Board of Trustees in fact adopts such resolution. Any such additional exception may, at any time after its adoption, be amended, supplemented, waived or terminated by further resolution of the Board.

The indemnification and advancement or reimbursement of expenses provided by, or granted pursuant to, this Article shall continue as to a person who has ceased to be a member of the Board, and shall inure to the benefit of the heirs, executors and administrators of such person.

2.15 Enforcement: The term "to the fullest extent permitted by applicable law", as used in this Article, shall mean the maximum extent permitted by public policy, common law or statute. Any person covered by section 2.12 hereof may, to the full extent permitted by applicable law, elect to have the right to indemnification or to advancement or reimbursement of expenses, interpreted, at such person's option (i) on the basis of applicable law in effect on the date this article was approved by members, or (ii) on the basis of the applicable law in effect at the time of the occurrence of the event or events giving rise to the action, suit or proceeding, or (iii) on the basis of the applicable law in effect at the time indemnification is sought.

Nothing contained in this Article shall be construed to limit the rights and powers the Board possesses under the Pennsylvania Nonprofit Corporation Law of 1972 (as amended from time to time), the Pennsylvania Directors' Liability Act, or otherwise, including, but not limited to, the powers to purchase and maintain insurance, create funds to secure or insure its indemnification obligations, and any other rights or powers the Board may otherwise have under applicable law.

The provisions of this Article may, at any time (and whether before or after there is any basis for a claim for indemnification or for the advancement or reimbursement of expenses pursuant hereto), be amended, supplemented, waived, or terminated, in whole or in part, with respect to any person covered by section 2.12 hereof by a written agreement signed by the Board and such person.

The Board shall have the right to appoint the attorney for a person covered by section 2.12 hereof, provided such appointment is not unreasonable under the circumstances.

2.16 Amendments: Any bylaw provisions which are amended, replaced or repealed by this Article shall continue to apply any breach of performance of duty or any failure of performance of duty by any Board member to which this Article does not apply.

2.17 Limitation: Nothing in this Article shall affect the liability of a representative of the Board.

ARTICLE III POWERS AND DUTIES

3.1 Powers and Duties of the Board of Trustees: The Board of Trustees shall have the power and responsibility to engage in the following acts, by an affirmative vote of the majority of the members:

Sign a written charter with the Tennessee Board of Education; Establish and maintain all policies governing the operation of the School; Approve the appointment of a Principal and to approve the appointment or dismissal of staff members as recommended by the Principal; Adopt the School calendar; Adopt textbooks; Appoint or dismiss school administrators; Adopt the annual budget and conduct an annual independent audit of the School's finances; Buy or sell land; Locate new buildings or change the location of old buildings; Create or increase indebtedness; Adopt courses of study; Designate depositories for school funds; Enter into contracts of any kind where the amount of the contract exceeds two hundred dollars (\$200); Determine salaries or compensation of administrators, teachers or other employees of the School; Enter into contracts with and make appropriations to an intermediate unit, school district or area vocational/technical school for the School's proportionate share of the cost of services provided or to be provided by the foregoing entities; Authorize the School's maintenance workers to perform any necessary repairs, construction or other maintenance work in the School where the entire cost (including labor and materials) is less than \$5,000; Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or expulsion of students.

Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or dismissal of employees with or without cause. Specifically, the Board shall, via the approved policies of the school, convene to hear the recommendations of the Executive Director regarding any employee issue. Following the Executive Director, or the Executive Director's designee should the Executive Director be the employee at issue, the Board shall 1) make a determination based on the information obtained at that meeting; or 2) authorize a committee to gather additional evidence, as needed and appropriate, for the Board's review of the issue.

Thereafter the Board may render its final decision based on all evidence obtained and in conformity to the employee's Employment Agreement. The Board of Trustees shall also have the following responsibilities and powers: Monitor the performance of the School based on a variety of information, including student performance and parent and staff satisfaction; Serve as a Board of Appeals with respect to complaints arising out of the School's operation that cannot be resolved by the staff, the CEO or other school administrators; The Board may exercise whatever other powers may be necessary to further the mission and operation of the School.

ARTICLE IV MEETINGS

4.1 Public Meetings: The Board of Trustees shall in all respects comply with Open Public Meeting Law (also known as the Sunshine Act of 1986) by making its meetings open to the public. Annual notice of regular meeting shall be advertised in a newspaper of general circulation, in accordance with the Sunshine Act of 1986.

4.2 Non-public Meetings: The Board of Trustees shall not make its meetings open to the public however, when such meetings concern the following issues: executive sessions regarding hiring, firing, and evaluations; meetings where auditors are conducting analysis of accounts and records; strategy sessions to negotiate collective bargaining agreements; and consultations with attorneys regarding litigation.

4.3 Special Meetings: Special meetings may be called by the President or by one third of the Board

4.4 Location: Meetings shall take place in the School. In the event it is not feasible to hold a meeting at the school, meetings may be held at any location that is convenient to the Board members that does not conflict with the requirements of the Sunshine Act of 1986.

4.5 Time: Meetings of the Board of Trustees shall be held once a month.

4.6 Executive Director: The Executive Director shall attend all meetings of the Board of Trustees. The Executive Director shall serve in an advisory capacity to the Board. The Executive Director shall not vote at meetings, nor shall the Executive Director's absence or presence be counted towards reaching quorum.

4.7 Reorganization: The Board shall hold its annual reorganization meeting in May or June, for the purpose of organization, election of members and officers, and whatever other business the Board may deem necessary.

4.8 Voting: Each Board member shall be entitled to one vote. Proxies shall not be permitted.

4.9 Conflict of Interest: No Board member or non-Board member serving on a Board committee shall vote on or participate in any Board or committee decision in which he/she has a conflict of interest except to disclose the conflict and respond to questions from other participants. A conflict of interest includes, without limitation, the substantial likelihood of any profit, financial gain or personal benefit accruing to the Board member or committee member or to any of his or her business relations or immediate family members.

4.10 Presumption of Assent: A member who is present at the meeting of the Board at which any action is taken shall be presumed to have concurred in the action taken unless the member's dissent is entered in the minutes of the meeting or unless the member files a written dissent to the action with the secretary/secretary designee before or promptly after adjournment.

4.11 Proxies: Proxies shall not be permitted

4.12 Quorum: The Board may not take action on any issue unless there is a quorum present. A quorum is a simple majority (50% plus one) of the Board members. A quorum shall be satisfied if a simple majority is present either in person or by electronic or telecommunications means, while still acting in accordance with the Sunshine Act of 1986.

4.13 Use of Communication Equipment: The Chairman of the Board may participate in a Board meeting by telephone conference as long as all persons participating in the meeting are able to hear and be heard and in which compliance with the Sunshine Act of 1986 is fulfilled.

ARTICLE V COMMITTEES

5.1 Committees: The Board of Trustees shall operate in the committee of the whole format. An Advisory Committee that includes members of the community, School staff and others, including, but not limited to Board of Trustees members, shall be established by the Board prior to the beginning of school each year, to advise the Board on issues the Board deems suitable.

The Board of Trustees may also establish such other committees, as it may from time to time deem necessary. Committees shall have and exercise only the power and authority specifically prescribed and granted by the Board. No committee shall have the power to: Fill vacancies on the Board; Adopt, amend or repeal these Bylaws; Amend or repeal any resolution of the Board; or Enter into or sign any contractual agreement without prior Board approval unless the Board President determines that the matter is too urgent to wait for the next meeting of the Board.

BY-LAWS

6.1 Force and Effect of By-laws: These by-laws are subject to the provisions of law of Tennessee. If any provision in these bylaws is inconsistent with the laws of Tennessee, applicable law shall govern to the extent of the inconsistency.

6.2 Amendment to By-laws: The Board of Trustees has the power to create, amend and/or repeal the bylaws of Academy of the Arts Charter High School at any regular or special meeting. Such action, as it concerns bylaws, may only be taken by a majority vote of all Board members. A quorum does not apply.

ARTICLE VII MISCELLANEOUS.S.

7.1 Corporate Seal: The Board shall have a corporate seal in the form of a circle, inscribed with the name of the School, the year of its organization and the words “Corporate Seal, Tennessee”, and such other details as may be specified by the Board.

7.2 Books and Records: The School shall keep at its registered office or Principal place of business: correct and complete books and records of financial accounts; minutes of the proceedings of the Board of Trustees and Board committees; a current membership lists; and the original or a copy of its bylaws, including amendments to date, certified by the Secretary of the Board.

7.3 Dismissal of Employees: If problems occur with School employees such that the Executive Director believes the employee must be fired, the Executive Director shall explain in writing the reasons for making such a recommendation, and submit this the Board of Trustees. The Executive Director shall determine whether dismissal is appropriate. Once a recommendation has been made by the Executive Director, the Board of Trustees shall vote to approve or reject such recommendations

7.4 Commitment to Nondiscrimination: The School shall comply with all applicable federal, state, and local laws, rules and regulations, including, without limitation, all laws prohibiting discrimination on the basis of disability, age, race, creed, color, gender, sexual orientation, national origin, religion or ancestry.

7.5 Non-religious, Nonsectarian Status: The School agrees that it shall operate, in all respects, as a nonsectarian, non-religious, non-home-based public school.

7.6 Amendments: Any bylaw provisions that are amended, replaced or repealed by this Article shall continue to apply to any breach of performance of duty or any failure of performance of duty by any Board member to which this Article does not apply by reason of Section 8367 of the Pennsylvania Directors Liability Act.

7.7 Oath of Office: Every Board member, upon being appointed to the Board of Trustees, shall take the following oath:

“I do solemnly affirm that I will support, obey and defend the Constitution of the United States, and that I will discharge the duties of my office with fidelity.”

Attachment F: Code of Ethics - Board of Directors

Academy of the Arts Charter High School Board of Directors will operate in the most ethical and conscientious manner possible and to that end the Board will abide by the following Code of Ethics:

- Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- Ensure, uphold and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- Support the delegation of authority for the day-to-day administration of the charter school to the Executive Director and acting accordingly.
- Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Academy of the Arts Charter High School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgement in reaching all decisions.
- Refrain from using his/her position on the Board of Directors for personal gain or profit.
- Periodically review and evaluate the effectiveness of policies on Academy of the Arts programs and performance. Work with other Board members to establish effective policies for Academy of the Arts Charter High School. Make decisions on policy matters only after full discussion at publicly held Board meetings.
- Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education standard, rules, and guidelines.
- Exhibit personal conduct that reflects positively on the school.
- Make all reasonable efforts to support the school's mission and personnel.

Attachment F: Conflict of Interest – Board of Directors

Article I: Purpose. The purpose of the conflict of interest policy is to protect the interests of Academy of the Arts, Inc. (“Academy of the Arts”). This conflict of interest policy is designed to support directors, officers and employees of Academy of the Arts, Inc. (“Academy of the Arts”) in the event of pondering entrance into a transaction or arrangement that might benefit the private interest of an officer or director of Academy of the Arts or might result in a possible excess benefit transaction. This conflict of interest policy is to help Board of Directors identify situations that present potential conflicts of interest and to provide Academy of the Arts with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a director, officer or employee has or may have a conflict of interest with respect to the transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II: Definitions. Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

An ownership or investment interest, other than de minimis, in any entity with which Academy of the Arts has a transaction or arrangement,

A compensation arrangement with Academy of the Arts or with any entity or individual with which Academy of the Arts has a transaction or arrangement, or

A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which Academy of the Arts is negotiating a transaction or arrangement.

ARTICLE III: Procedures

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from Academy of the Arts to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

Procedures for Addressing a Conflict of Interest: (a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (b) The chairperson of the governing board or committee shall, if appropriate, appoint a

disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
(c) After exercising due

diligence, the governing board or committee shall determine whether Academy of the Arts can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Academy of the Arts best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy (a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV. Records of Proceedings. The minutes of the governing board and all committees with board delegated powers shall contain:

The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from Academy of the Arts for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Academy of the Arts for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Academy of the Arts, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: Annual Statements Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

Has received a copy of the conflicts of interest policy,
Has read and understands the policy,
Has agreed to comply with the policy, and
Understands Academy of the Arts is charitable, in order to maintain its federal tax exemption, it must engage primarily in activities accomplishing one or more of its tax-exempt purposes.

ARTICLE VII: Periodic Reviews. To ensure Academy of the Arts operates in a manner consistent

with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- ✓ Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

- ✓ Whether partnerships, joint ventures, and arrangements with management organizations conform to Academy of the Arts written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII. Use of External Experts. When conducting the periodic reviews as provided for in Article VII, Academy of the Arts may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create Conflicts of Interest:

Outside Interests:

A Contract or Transaction between Academy of the Arts and a Responsible Person or Family Member.
A Contract or Transaction between Academy of the Arts and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

Outside Activities:

A Responsible Person competing with Academy of the Arts in the rendering of services or in any other Contract or Transaction with a third party. Responsible Person's having a Material Financial Interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Academy of the Arts in the provision of services or in any other Contract or Transaction with a third party.

Gifts, Gratuities and Entertainment:

A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that: Does or is seeking to do business with, or is a competitor of Academy of the Arts; or Has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from Academy of the Arts; Academy of the Arts is a charitable organization operating in Tennessee; Under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any transaction or activity of Academy of the Arts.

Article IX. Review of policy.

- a) Each new Responsible Person shall be required to review a copy of this policy and to acknowledge

in writing that he or she has done so.

Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Academy of the Arts. Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all Responsible Persons.

Academy of the Arts Charter School's conflict of Interest reporting form is shown below.

Name: _____ Date: _____
Please describe below any relationships, positions, or circumstances in which you are involved that you believe could contribute to a Conflict of Interest (as defined in Academy of the Arts Policy on Conflicts of Interest) arising.
<i>I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of Academy of the Arts Charter School that is currently in effect.</i>

Signature: _____ Date _____

Attachment F: Board Resumes

TG

T. Ray Greer, Jr.

Professional Summary

Natural leader experienced in driving great team successes by coaching and motivating team members to increase financial profitability, operational efficiency, and satisfaction for all stakeholders. Record of performance in meeting organizational objectives. Excellent interpersonal skills, ability to work well with others, in both administration and support staff roles.

Work History

Salem Baptist Church - Senior Pastor

Mason, Tennessee

04/2004 - Present

- ✓ Lead church in understanding, embracing, and accomplishing mission to develop disciplines locally and globally, and engaging followers in worship, community, and ministry
- ✓ Devise and implement church vision and execute strategies to achieve short-range and long-range spiritual and organizational goals and objectives
- ✓ Plan worship services, events and equip staff to coordinate services and events; oversee staff and ensure they have resources to fulfill duties and responsibilities.
- ✓ Implement ministries reaching out to unchurched, inactive, and new residents of the community, direct assimilation of new members into congregation
- ✓ Collaborate with other organizations in the community to provide professional services for the church members to improve their lives

Terminix - Outside Sales Representative

Memphis, Tennessee

03/2020 - Present

- ✓ Documenting descriptions of property and recording accurate measurements of areas inspected, supporters, and the surrounding community
- ✓ Estimating job costs and preparing Service Plan recommendations
- ✓ Contacting customers after service is performed to ensure satisfaction and develop additional prospects
- ✓ Prospecting and developing new sales leads

traygreer@gmail.com

(901) 239-1877

7903 Ivy Lake Lane / Bartlett, TN 38133

Skills

- ✓ Board of directors' support
- ✓ Managing office operations
- ✓ Proficiency Microsoft Office, Excel, Etc
- ✓ Adobe Creative Suite proficiency
- ✓ Operations analysis
- ✓ Community outreach
- ✓ Promote event participation
- ✓ Workshop facilitator
- ✓ Outside sales skills
- ✓ Educator
- ✓ Data evaluation specialist
- ✓ Emotional control
- ✓ Discipline
- ✓ Risk management
- ✓ Public speaking / Pastor
- ✓ Assertive
- ✓ High-energy
- ✓ Rewarding
- ✓ Mentor
- ✓ Inspire Others
- ✓ Commitment and Passionate
- ✓ Good Communicator
- ✓ Delegation and Empowerment
- ✓ Creativity and Innovative

Education

05/2014

Victory University

Memphis, TN

Bachelor of Science Christian Ministry

Concentration in Urban Education

Binghampton Christian Academy - Acting Director of Operations

Memphis, Tennessee

08/2014 – 12/31/2019

- Articulating the vision, mission, goals, and objectives to faculty, staff, parents, students, churches, Christian organizations, donors, supporters, and the surrounding community
- Recruited, hired and trained initial personnel, working to establish key internal functions and outline scope of positions for reorganization
- Established and administered annual budget with effective controls to prevent overages, minimize burn rate and support sustainability objectives
- Providing enlightened and inspired leadership that will attract, motivate, and retain superior employees
- Chaired weekly meetings with leadership to identify opportunities for improvement, and establish milestones
- Assisted with marketing strategy creation and advertising initiatives to better promote the facility to the public

Greer Concrete - Owner

Memphis, TN

11/1996 - 05/2014

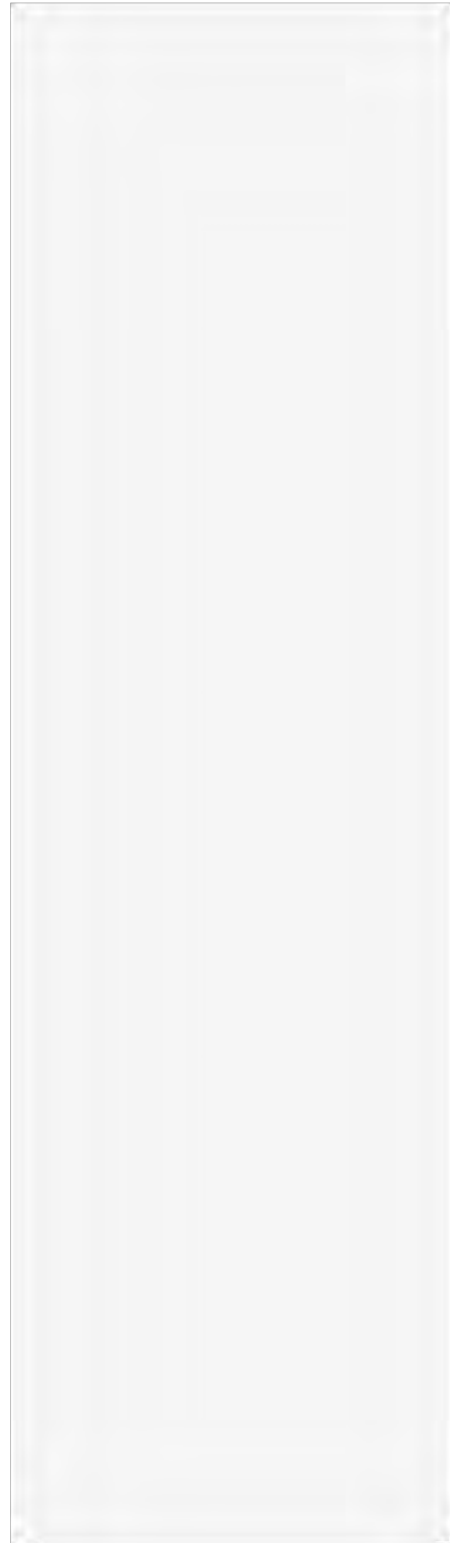
- Reviewed plans from architects and consulted with clients to gain a deeper understanding of project plans, constraints, and objectives
- Calculating cost estimates, budgets, and schedules
- Kept site work safe and in line with budget, schedule, and applicable building codes
- Implemented systems to improve process efficiency and reduce project duration
- Led weekly production and operations contractor meetings, facilitating stronger communication and helping to resolve critical issues

Grisham Steel Company - Purchasing Agent

Arlington, TN

05/1991 - 10/1996

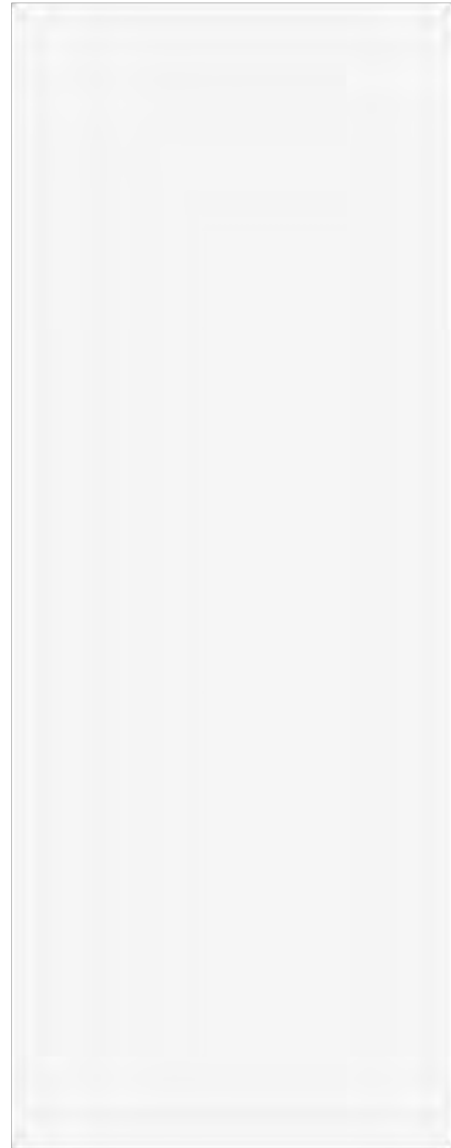
- Reviewed proposals, qualified vendors and recommended optimal suppliers
- Tracked inventory shipments and prepared spreadsheets detailing item information
- Determined lowest possible cost, factoring in quality and reliability and negotiated favorable contracts
- Maintained complete documentation and records of all purchasing activities
- Communicated with vendors regarding inventory needs and negotiated prices to maintain profit margins
- Solved diverse supply chain problems involving numerous sources, logistics and scheduling factors
- Oversaw financial administration and managed inventory while



- selecting and monitoring vendors
 - Operated a six-million-dollar budget
-

Accomplishments

- Received the proclamation from the Mayor of Covington TN 2015
- The Key to The City of Covington TN for addressing poverty 2016
- A Day of Recognition by the State of Tennessee for food program 2016
- Received the Omega Psi Phi Community Fatherhood Award in 2017
- President of Jackson TN Alumni Chapter of Kappa Alpha Psi
- Authored six books
 - THE BIG SPARK
 - I'M BRAND NEW
 - EDIT YOUR CREDIT
 - WEALTH EXPLOSION
 - UNCOMMON SUCCESS
 - DON'T PANIC DURING A PANDEMIC



RESUME OF MYRA HAMILTON, EMPLOYMENT AND LABOR ATTORNEY



1138 N. Germantown Parkway, 101-108; Cordova, Tennessee 38016; (901) 471-3242

Websites: <https://ntlforsocialrights.org/members/myra-hamilton/>
<https://nbltop100.org/members/memphis-tn-myra-hamilton-141674952/>

Bar Admissions and Memberships

Admitted, Tennessee Supreme Court; Admitted, U.S. Western District Court, Tennessee
Admitted, Pennsylvania Supreme Court; Admitted, U.S. Court of Appeals, Third Circuit
Admitted, U.S. Eastern District Court, Pennsylvania;
Admitted, U.S. Eastern District Court, Arkansas
Admitted, U.S. Western District Court, Arkansas

Professional Designations/Accomplishments

“Best Of The Bar” 2020 Finalist, Memphis Business Journal; “Power Player”
Employment and Labor Attorneys, Inside Memphis Business Quarterly, (10 consecutive
years: 2011-2020); “Best Attorney”, 2020 Best In Black Awards, New Tri State
Defender Newspaper (2020, 2018); Top 10 Lawyers, Women’s Rights, National Trial
Lawyers, Top 100 Lawyers, National Black Lawyers; “Women to Watch”, Memphis
Magazine (2012 & 2011); U.S. EEOC Attorney Referral List; “Women of
Excellence” (2017), Pro Bono Attorney Honor Roll, Tennessee Bar Association

Professional Speaking/Conducting Employment Law CLE Training

National Business Institute: Human Resources Employment; (2016 to 2020)
City of Memphis Government: Employment Law Trainer (2000-2005)

Education/Professional International Studies

Graduate School: Thurgood Marshall School of Law; J.D, Houston Texas
Undergraduate: Virginia Union University B.A., Richmond Virginia
Abroad Studies: University of West Indies, Kingston, Jamaica

Professional Employment Law Experiences

- **Hamilton Entertainment & Employment Law LLC, General Counsel**, 2012 to current
General Counsel: Conduct Investigation; Draft employment litigation pleadings inclusive of
summary judgment motion responses and discovery before the U.S. Federal Court; EEOC
Administrative Law Judge; Federal Sector; Analyzed legal issues from lengthy and complex
records in defense of filed federal charge of discrimination with U.S. EEOC; wrote official
defense position statement; Federal Sector Representation; Federal Court Representation on
employment & Labor Matters; Business Negotiations/Transactions; represent firm’s clients who
have filed charges of allegations of unlawful employment practices with the U.S. EEOC or
Tennessee Human Rights Commission under Title VII and Title I
- **Corbin Johnson, PLLC: Of Counsel**; 2009- 2012 (exact same as above)
- **City of Memphis:** EEO and Labor Relations Specialist, FMLA

Gilda Boyle

(918)851-8805

I am looking for an opportunity to make a difference in children's lives. I believe that a solid foundation in education is an essential element for a child to be successful in life. I strive to be a positive influence in their lives along with being the guide to their educational success. My ultimate goal is to create "Independent Life Long Learners". I would love the opportunity to share my knowledge with others in and out of the classroom.

AWARDS:

- Level 5 teacher in the State of Tennessee
- 2019-20 District Teacher of The Year in Fayette County
- 2018-19 Teacher of The Year at Southwest Elementary School
- Level 5 Portfolio in Tennessee

EXPERIENCE:

- Prek CLASS Observer
- 4 years as a VPK Grant teacher
 - Maintains State Licensing Book
- 18 years in Early Childhood Public Education
 - 3 year olds to 3rd Grade
- 3 years as a Director of a Childcare facility
 - Maintained center regulations for 125 children
 - Completed licensing process yearly
 - Constructed and implemented an Early Childhood Curriculum
 - Maintained budget requirements
 - Administered scheduling for teachers
 - Developed and presented Continuing Education workshops
- Reggio Emilia Classroom
 - Implemented a Pilot program for Pre-k 4
- Parents As Teachers Educator
 - Implemented and coordinated Drop and Everything and Play
 - Assessed children birth to 3 years for development
- Head Start program
 - Maintained required paperwork for every child
 - Maintained and updated as needed State requirements
- Porter- Leath
 - At Risk children
 - Achievement School District-Georgian Hills
- Cheerleading Coach
 - Elementary
 - Middle School
 - High School

PROFESSIONAL LEADERSHIP POSITIONS:

- Prek Advisory Committee Board Member
- Superintendent Instructional Leadership Council
- Prek PLC Team Leader
- Teacher Mentor

TRAINING:

- Pre-k CLASS Observer Assessment
- Accelerated Reader
- Saxon Math
- Parents As Teachers
- Head Start
- Reggio Emilio

- NAEYC Member

COMMUNITY INVOLVEMENT:

- Early Childhood Education Blogger: www.RockinEarlyChildhood.co

EDUCATION:

- Oklahoma State University Bachelor of Science Degree in Early Childhood Education

REFERENCES:

- Upon request

VENISSA R. SADDLER

1282 Whitten Road

Memphis, Tennessee 38134

E-mail: vrsaddler@gmail.com

Phone: (662-444-5129)

SUMMARY OF QUALIFICATIONS

19 years of professional experience in Accounting. Currently employed as the Senior Plant Accountant at BPI Packaging and BPI Coatings Solutions (two locations) in Memphis, TN and Olive Branch, MS. Previously worked as Supervisor of Accounting at Hilton at the Memphis Headquarters. 2.5 years of Auditing experience at "Big 4" International Accounting Firm, Deloitte. Experienced in Financial Accounting, Audit, Governmental Accounting and Managerial (Cost) Accounting. Proficient in Budget Analysis, Financial Reporting, Payroll, Inventory Accounting, Employee Benefit Plans and Procurement. Possess Master of Professional Accountancy and Master of Business Administration degrees. In addition, currently holds Bachelor of Accountancy and Bachelor of Finance degrees. Proficient in Sage, PeopleSoft, SAP, Main Frame, Web Focus, Microsoft Word, Excel, Access and PowerPoint; MAS90 and AS/2.

ACCOUNTING AND AUDITING EXPERIENCE

BPI Packaging

10/2019-Present

Senior Plant Accountant

- ✓ Supervise, train and coach accounting associates (direct reports)
- ✓ Calculate and record monthly journal entries including payroll accruals, prepaid amortization, insurance and property tax accruals and production
- ✓ n expense accruals
- ✓ Reconcile bank and credit card accounts and other balance sheet accounts
- ✓ Manage cash application of customer receipts
- ✓ Review accounts payable transactions and coordinate and schedule vendor payments
- ✓ Maintain fixed asset accounting system, including entering new assets and disposals, assigning appropriate useful lives, and recording depreciation
- ✓ Prepare and review payroll
- ✓ Responsible for the analysis and reporting of income statement variances to budget
- ✓ Produce and compile month-end reporting package for management review
- ✓ Prepare documents and reconciliations for the annual audit
- ✓ Maintain a comprehensive financial filing system
- ✓ Offer recommendations for system improvements, accounting procedures and internal controls

Hilton

Supervisor of Corporate/Payroll Accounting

05/2017-10/2019

- ✓ Ensure accurate and timely posting of all payroll subsystem, accounts payable and payroll and accounts payable services related to journal entries to Hilton financials
- ✓ Oversee the funding process to the outside vendor, including reconciliation of payments, voids, stop payments and all the accounting-related processes
- ✓ Provide functional expertise for financial reporting including adequate controls for compliance to SOX and Hilton guidelines
- ✓ Work with the Supervisor of Business Analytics to ensure all testing and tax updates and accounting changes are completed timely.
- ✓ Develop, document and create new processes required to meet company and authoritative standards
- ✓ Evaluate changing business needs and implement new requirements
- ✓ Measure the department's Team Members by assisting in establishing performance standards and comparing a actual performance against those standards
- ✓ Supervise the payroll recall, reject and reissue process

*International Paper***Financial Analyst-Senior**

08/2015-5/2017

- Calculated amounts due to corporate accounts from mills and prepared debit memos (intercompany transactions)
- Responsible for the chemical raw materials purchasing process
- Prepared monthly account reconciliations for chemical inventory accounts
- Participated in Global Sourcing Peer and Balance Sheet Reviews
- Prepared journal vouchers and posted to the general ledger (including month-end accruals)
- Prepared inventory reports for mill review
- Supervised two (2) Accounting Specialists
- Planned and facilitated staff meetings

*International Paper***Financial Analyst-Inventory Accounting**

05/2013-8/2015

- √ Responsible for the accurate and timely accounting of inventory balances for regional distribution centers and consignment customer inventories
- √ Performed cost analysis on packaging materials and prepared reports for management review
- √ Responsible for costing materials for hybrid outsourcers
- √ Supported management in process improvement methodologies to facilitate cost savings and process effectiveness and accuracy
- √ Redesigned the Packaging business month-end process and implemented new procedures
- √ Monitored and ensured proper handling of intransit shipments
- √ Led and assisted with physical inventories in locations across the United States
- √ Responsible for the month-end close of business processes
- √ Prepared month-end accruals
- √ Led meetings regarding packaging

*Memphis City Schools***Accountant-Fiscal Services**

03/2011-5/2013

- √ Performed the accounting of fixed assets and capital projects
- √ Analyzed allocations and payments to charter schools
- √ Assisted in the projection of expenses and the comparison of actual expenses to budgeted expenses
- √ Prepared payroll, retirement and 941 reconciliations
- √ Prepared month-end and year-end accruals

*Deloitte***Auditor/Accountant**

09/2008-3/2011

- √ Supervised entry level auditors/accountants
- √ Performed audits of financial statements of public, private and not-for-profit entities in various regions of the country in conformity with General Accepted Accounting Principles (GAAP)
- √ Reviewed client accounting and operating procedures and systems of internal control
- √ Performed journal entry testing and tests of various accounting cycles including revenue, expenditure, fixed asset, treasury and payroll
- √ Designed and performed tests of internal controls
- √ Prepared financial statement reports and documentation supporting audit opinions
- √ Communicated effectively with Chief Financial Officers, Accounting Managers, and other accounting staff within organizations

12/2000-7/2004

*West Tallahatchie School District, Summer, Mississippi***Assistant Business Manager**

- Prepared budget and performed budget analysis
- Assisted in preparing and analyzing financial statements
- Prepared payroll
- Formulated district salary schedules
- Prepared federal and state tax forms
- Established and maintained an effective inventory and property accounting system
- Coordinated and administered the district's employee benefit plan

EDUCATION

2008-Delta State University, Cleveland, Mississippi

Degree Received: Master of Professional Accountancy

2006-University of Mississippi, University, Mississippi

Degree Received: Bachelor of Accountancy

2002-Delta State University, Cleveland Mississippi

Degree Received: Master of Business Administration

2000- Delta State University, Cleveland, Mississippi

Degree Received: Bachelor of Business Administration in Finance**ADDITIONAL TRAINING**

Successfully completed a six month leadership development training at International Paper in Memphis, TN.

HONORS/ACTIVITIES/AFFILIATIONS

- Member, Mississippi Professional Educators
- Member, Mississippi Association of Business Officials
- Member, National Scholars Honor Society (Magna Cum-Laude)
- Delta Mu Delta (National Honor Society in Business Administration)
- Certified School Business Officer (2001)
- Financier's Club
- Intermediate Finance Award
- President's List
- Business Student Advisory Council, Member
- Collegiate Competition sponsored by American Express Financial Advisors
- Member, Alpha Kappa Alpha Sorority, Inc.

SKILLS/SOFTWARE

PeopleSoft 8.9, PeopleSoft 9.2, Sage, Oracle Cloud, SAP, AS/2 (Auditing Software); Main Frame, Microsoft Word, Excel, PowerPoint, Publisher, and Access; MAS90 (Accounting Software); Marathon (Accounting Software); Integrity (Accounting Software), Web Focus, Cyborg

Kabrina Thompson

2020 Women's Leadership Camp Participant at Goldman Sachs | History and International Relations and Diplomacy

Memphis, TN 38134

kabrinathompson8_kyy@indeedemail.com

(901)314-3871

Young professional and futurist experienced in cultural ambassadorship with a demonstrated history of working with foreign nationals, in the humanitarian sector, and marketing. Goals include strengthening cross-cultural relations amongst those from diverse backgrounds and promoting interpersonal and globalized techniques for enhanced communication on an international scale.

Active interest in politics, foreign and legal affairs, and global health with growing interests in economics, financial market analysis, and business administration.

Conferences Attended:

2019 Global Engagement Summit-General Assembly Hall, UN Headquarters- New York , NY

Current projects:

Java programming

Arabic

Skilled in:

Writing, Research and Analysis, and Public Speaking.

Willing to Relocate.

#readytowork

Willing to relocate: Anywhere

Work Experience

Communications and Policy Intern

Ruby Powell-Dennis for TN House District 97 - Memphis, TN

April 2020 to July 2020

- Assist campaign in writing and blog post generation, opposition research, and policy research while reporting weekly findings in team meetings
- Create policy points to be added to campaign website that align with candidate's platform
- Track bills, create potential voter observation report(s), and participate in legislative research
- Work directly with candidate and communications director to better optimize outreach

Legal Intern

Memphis Area Legal Services - Memphis, TN

May 2020 to June 2020

MALS Pro Bono Unit: Restoration of Rights Project

- Provide expungements, restoration of voting rights, and driver's license reinstatements to qualified clients
- will continue during Fall*

ED Medical Scribe

ScribeAmerica - Memphis, TN

September 2019 to June 2020

- Assist medical providers in documenting patient symptoms, histories, procedures, and exams while gathering and compiling accurate information into Epic EMR system
- Knowledge of medical terminology, time management skills, and attention to detail are required

2020 Women's Leadership Camp Participant

Goldman Sachs - Salt Lake City, UT

March 2020 to March 2020

- Selected participant out of 3,000+ applicants to attend Goldman Sachs Exploratory Program: Women's Leadership Camp.
- This multi-day event provides participants with firsthand experience in hands-on workshops, interview preparedness, networking, and information about Goldman Sachs divisions some of which include (but are not limited to): Investment Banking, Global Compliance, Global Investment Research, Operations, Executive Office, and Human Capital Management

Fundraising and Development Intern

Transformations Autism Treatment Center - Memphis, TN

September 2019 to December 2019

- Develop and establish relationships with businesses and organizations throughout the Mid-South while acquiring in-kind donations for center
- Assist in planning 2020 gala, "Cocktails and All That Jazz," which benefits center's goals of: community outreach and trainings, and providing potential scholarships for individuals with Autism Spectrum Disorder

Refugee Resettlement and Community Outreach Intern

World Relief Memphis - Memphis, TN

January 2019 to May 2019

- Analyze and provide adequate documentation and write-ups of refugee housing conditions and cases, while assisting in follow-up meetings with appropriate services regarding quality maintenance for said participants
- Transport refugee participants to scheduled appointments (health clinics, social security services, etc.) and ESL classes
- Input data and create archived spreadsheets for easier access

Urban Fellows Intern

City of Memphis Government - Memphis, TN

September 2018 to January 2019

- Daily tasks include data entry, public speaking and instruction, direct marketing tactics, and event planning, organization, and set-up
- Work with a team of interns helping execute the annual sellout 2019 Science of Beer event which hosts over 700 guests
- Responsible for creating activities and researching teacher plans to include in the Pink Palace "Passport"
- Assist in continued preparation and development of educational programming and exploratory activities inside The Pink Palace Family of Museums' Education Department

Communications and Marketing Intern

Community Refugee and Immigration Services - Columbus, OH

August 2017 to May 2018

- Responsible for data entry in Microsoft Excel; designing the center's monthly newsletter; conducting interviews with staff; updating and creating content for website and social media pages; and contributing marketing techniques and ideas to directors and staff

- Maintaining demonstrated knowledge and confidentiality on political affairs

Global Ambassador

The Ohio State University - Columbus, OH

May 2017 to May 2018

- Raise awareness and promote cultural diversity through cross-cultural exchange and ideas both on and off OSU campus

President

Peace Corps Club at OSU

April 2017 to May 2018

- Head of outreach and volunteer opportunities relating to Peace Corps on campus; host talks during bi-weekly meetings

Student Committee Chair-Person

Taste of OSU

November 2017 to February 2018

- Promote annual Taste of OSU event through fundraising, social media posts, and other marketing strategies

Intern of Former Ohio State Senator, Ray Miller

Columbus African American News Journal - Columbus, OH

June 2017 to September 2017

- Collect information regarding African American affairs in the Central Columbus area
- Pitch story ideas and marketing strategies for journal to expand to Ohio State campus
- Log data and archive records on local businesses

Disney College Program Intern (PhotoPass Photographer)

The Walt Disney Company - Lake Buena Vista, FL

January 2016 to May 2016

- Photograph, create, and capture magical moments of guests with Disney characters/icons while incorporating personal, stand-alone, creative shots using DSLR camera(s) and PDA (personal digital assistant) equipment
- Assist guests in using the latest Disney photo storing technologies such as Memory Maker
- Edit and print photographs while providing genuine showmanship services to guests

Education

Bachelor's in History/International Relations and Diplomacy

The Ohio State University - Columbus, OH

August 2015 to Present

Skills

- Research and Analysis
- Strong Interpersonal Communication
- Public Speaking
- Fundraising and Development
- Marketing
- Writing Skills
- Epic

Links

<https://www.linkedin.com/in/kabrina-thompson-b581ba94/>

Assessments

Critical Thinking Skills — Expert

June 2018

Measures a candidate's ability to use logical approaches when solving problems.

Full results: [Expert](#)

Medical Terminology — Proficient

February 2020

Understanding and using medical terminology.

Full results: [Proficient](#)

Attention to Detail — Expert

March 2020

Identifying differences in materials, following instructions, and detecting details among distracting information.

Full results: [Expert](#)

KERRI HALL

5394 Hebron Drive, Memphis, TN 38116

Email: keh93987@bethel.edu

Alternate Email: k_attorney@yahoo.com

Cell: 901-289-6073

As a community activist, I believe in creating and maintaining relationships with the school's families, the community, governmental bodies and financial supporters. As an educator and doctoral student, I have analyzed data, instructed and mentored for over fifteen years. I have worked in both Tennessee and Mississippi schools, and have maintained licensure in both states. I also have 10 years of experience within a charter school setting. I have attended conferences and maintained relationships with the International Literacy Association, National Council for Teachers of English, and Heinemann Publishing Company - Teaching for Engagement, Inquiry, and Understanding: Reaching Beyond Standards with Nancy Steineke and Smokey Daniels. I am both dedicated, well-organized, and I pay strict attention to detail.

References given upon request. I look forward to working with you.

Work Experience

Teacher - Horn Lake Middle School, Horn Lake, MS (DeSoto County Schools) – July 2015-July 2020

- 6th Grade ELA Instructor - 5 years (Teach, Test, Analyze data & Confer with students and major stakeholders)
- Member of the ELL Team

Teacher - Memphis Academy of Health Sciences Middle School - Memphis, TN - July 2005 - December 2014

- Data Analyst 2005-2014
- 7th Grade Team Lead, 2009 – 2012
- New Teacher Mentor, 2008 – 2014
- Assisted with Title 1 – 2011 – (district meetings, re-allocation of funds, etc.)
- Lead English Instructor (Grade 6-8), 2010 – 2012
- Classroom Management Mentor, 2008 – present
- Testing Administrator – 2006-2014
- Lead Social Studies Instructor (Grade 7), 2014

- 7th Grade Field Trip Coordinator, 2007 – 2014
- 7th Grade Financial Coordinator, 2009 – 2013
- Modified Schedule Coordinator, 2009 - 2014
- Founded and Sponsored the National Junior Beta Club at Memphis Academy of Health Sciences, 2010 – 2012
- Founded and Sponsored the MAHS Praise Team (Middle/High), 2007 – 2012
- Founded and Sponsored the MAHS Middle and High School Yearbook Club, 2007 – 2013
- Taught Speech and Etymology, 2005-2006
- 7th Grade English, 8 years
- 7th Grade Social Studies, 1 year

Administrative Assistant - Central US Earthquake Consortium - Memphis, TN - March 2000 to May 2005

- Assist with conferences and presentations, PowerPoints, Data/Statistics, Travel
- Report to and assist the Eight State Emergency Management Agencies surrounding Tennessee, FEMA, the US Geological Survey, CERI, & The Red Cross

Education

- Doctor of Education (Instruction, Curriculum & Assessment/Educational Leadership) - Bethel University - Saint Paul, MN August 2015 to Spring 2021 – Completion
- Master's in Curriculum, Instruction & Assessment University of Memphis - Memphis, TN August 2002 to December 2007
- Bachelor's in Political Science University of Memphis - Memphis, TN January 1997 to December 2002

Skills

CPR, Marketing, Teaching, Retail sales, Organizational Skills, Time Management, Microsoft Office (25+ years)

ATTACHMENT F7: Additional Board Policies

Overview. The Board of Directors holds the charter and is an organized group of volunteers who, collectively, are legally and ethically accountable to the community and the state for the health, vitality, and effectiveness of our organization. Governance encompasses legal responsibilities, general and academic oversight, planning and policy-making, and meeting fiduciary requirements. The responsibility of the Board are to: Support and advocate for mission and vision of the school. Evaluate and review the stated mission and purpose that articulates the organization’s goals, means, and primary constituents served. Select, support and evaluate the Executive Director. Ensure the Executive Director is qualified for the position, and ensure chief executive has the moral and professional support necessary to further the stated mission and goals of the school. Ensure effective planning. Actively participate in overall planning process and assist in implementing and monitoring the plan’s goals. Monitor and strengthen programs and services. Determine alignment of programming with mission of the school and monitor their effectiveness. Ensure adequate financial resources. Secure adequate resources for organization to fulfill mission. Protect assets and provide proper financial oversight. Assist in developing the annual budget and ensure proper financial controls are in place. Build a competent board. Define prerequisites for candidates, orient new members, and annually evaluate board’s performance. Ensure legal and ethical integrity. Ensure adherence of school to legal standards / ethical norms. Enhance the school’s public standing. Clearly articulate the school’s mission, accomplishments, and goals to public and garner support from community. The Board will establish a Board Policy Manual which contains policies used to effectively govern the organization to create a high-quality public charter school for students in Memphis.

Section 1 - Mission, Legal Status, Non-discriminatory Policy

1.1 Mission, Vision, and Principles of Design. Through rigorous academics, high-quality instruction, and character development Academy of the Arts Charter High School educates students through the performing arts while providing them with the academic and entrepreneurial skills to succeed in college and life. Academy of the Arts provides a rigorous academic environment supported by high-quality instruction. All members of our community - leaders, board members, facilitators, families and students – value art education, entrepreneurial training and giving students choice in their educational career. Academy of the Arts will prepare students to become proficient readers, writers, and thinkers so that they can be successful in high school and beyond.

1.2 School Legal Status. Academy of the Arts Charter School is proposed to be a Fayette County Schools District charter school. Academy of the Arts will operate pursuant to a charter being granted by the Fayette County Schools District, a department of the Tennessee Department of Education, upon charter application approval. Academy of the Arts Charter School is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Academy of the Arts operates as a Tennessee nonprofit corporation. The nonprofit’s Articles of Incorporation and non-profit status are provided as addendum to this manual.

1.3 Non-Discrimination Policy. The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of Academy of the Arts Charter School not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age physical ability, veteran’s status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Section 2 – The Board

2.1 Decision Making. Academy of the Arts y Charter School has been created to serve students. All decisions by the Board of Directors and the administration should be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students.

2.2 Policy Making. The Board shall be solely responsible for adopting, repealing or amending policies for Academy of the Arts Charter School. Action by the Board shall be accomplished as set forth in the bylaws. Except in cases of special need, the Board shall follow the following procedure in adopting, repealing or amending policies at **Memphis Merit Academy: First Reading.** The proposed policy shall be submitted for approval on first reading at a regular or special meeting of the Board called for that purpose. The proposed policy shall be contained in the Board packet distributed prior to the meeting. At first reading the Board shall receive public comment and comments from the sponsor of the proposed policy. A vote of the Board will be taken after the reading, and if the amendment receives a simple majority vote of the Directors present at the meeting, it will be placed on the agenda for a second reading at the next meeting of the Board. **Second Reading.** If the proposed policy is approved on first reading, it will be placed on the agenda and considered at the next regular or special meeting of the Board called for that purpose. No amendment shall be adopted at second reading unless the amendment receives a two-thirds vote of the Directors present at the meeting. If the proposed policy is adopted upon second reading it shall become a policy of Academy of the Arts, and the Policy Manual shall be amended accordingly. **Special Need.** Upon a two-thirds (2/3) vote of the Directors present at a regular or special meeting called for that purpose, a special need may be declared. If a special need is declared, a policy may be adopted on first reading. A proposed policy should reference the policy provision it will be amending. Ideally, the entire policy will be reprinted with new language in all caps, and language to be deleted lined out. New policies should include the proposed table of contents, policy title, and code number.

2.3 Board Review of Administrative Procedures. The Board recognizes its role of ensuring the fiscal and organizational health of the school through oversight and continuous progress monitoring. The Executive Director shall be responsible for day-to-day administration of affairs of Academy of the Arts and shall manage all activities of the school as prescribed by the Board. The Board need not review administrative policies and regulations in advance of issuance except as required by law. The Board should approve in advance any highly sensitive matters of policy and/or regulations that have the potential to impact its duties and obligations to Academy of the Arts and/or the Tennessee Department of Education. To that end, the Executive Director shall exercise his or her discretion to identify and bring to the Board's attention any such policies and regulations prior to issuance. Administrative policies and regulations should reference existing Board policy when applicable. The Board reserves the right to review administrative policies and regulations at its discretion. However, the Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with the Board's policies.

2.4 Summary of Tennessee Open Meeting Law. The Board will abide by the Open Meeting Law prescribed in Tennessee Law. The Open Meetings Act, commonly referred to as "Sunshine Law," is found in T.C.A. § 8-44-101 et seq. Any action taken in a meeting in violation of any of foregoing requirements is void. T.C.A. § 8-44-105. The requirements of this law are as follows: All meetings of any governing body are declared to be public meetings and must be open to the public at all times. T.C.A. § 8-44-102; Adequate public notice of all regular and special meetings must be given. T.C.A. § 8-44-103; The minutes of the meetings must be recorded and open to public inspection and at a minimum must contain a record of the persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of a roll call. T.C.A. § 8-44-104(a); and All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited. T.C.A. § 8-44-104(b).

2.5 Board Attendance Policy. Purpose. This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways.

Because Board meetings are the only forum during which the Board can discuss and vote on major school policies and decisions, attendance at these meetings carries special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance. **Definitions.** “Notified” Absence: For absence to be “notified,” a Board member must notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm the day of the meeting that s/he will be absent. “Un-notified” Absence: For absence to be “un-notified,” a Board member failed to notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm of meeting day that s/he will be absent. **Unsatisfactory Attendance.** If any of the following conditions exist, an individual board member will be considered to have unsatisfactory attendance: (1) the member has two “un-notified” absences in a row; (2) the member has three “notified” absences in a row; or (3) the member misses one third of the total number of Board meetings during one of their term years. **Process for Responding to Unsatisfactory Attendance.** The Board Vice Chair will keep track of Board member attendance through Board meeting minutes and will provide this information to the Chair. The Chair will directly contact a Board member at risk of potentially violating the policy to issue both verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the Chair will bring this to the Board’s attention for discussion, after which point a majority vote will be held to determine possible Board termination.

2.5 Public Attendance at Board Meetings. Academy of the Arts will provide opportunities for any member of the community to express interest in and concern for the school. Accordingly, all community members will have access and be notified well in advance of all open meetings of the Board. A pre-scheduled time for public comment shall be a part of every regular Board meeting. The Board reserves the right to establish reasonable time limits for such public comment. Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion, as defined under Tennessee law. An executive session may be called only upon the affirmative vote of two-thirds of the quorum present. No formal action of the Board may be taken in any executive session. Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the Executive Director, who will respond according to the following procedures: The Executive Director will consult with the Board Chair and, if appropriate, other Board members about including the request on the agenda for the next regularly scheduled Board meeting. If the item is included on the agenda, the Board will receive in their packet for the next regularly scheduled meeting written information directly from the person making the request. If specific Board action is being requested, that action should be in the written document. The person may present their information orally to the Board when the agenda item is discussed. The Board reserves right to establish reasonable time limits for public comment and presentations. Notice of meetings of the Academy of the Arts Board shall be posted in the school offices and on the school website at least 7 days prior to the meeting and in full compliance with all public meeting laws in the state of Tennessee.

2.7 Standing Committees. **Academic Achievement Committee** will be responsible for reviewing school assessment policies and procedures and ensuring that those policies conform to district and state standards. The Committee is responsible for reviewing results of school assessment programs and reporting findings to the Board. **Finance Committee** will be responsible for reviewing and submitting an annual balanced budget to the Board and, after Board approval, making the budget available to the public. The Committee will oversee preparation of the annual report, including audited financial statements, and other exhibits required by the Tennessee Department of Education, and make them available to the public as stated in Tennessee law. **Governance Committee** will be responsible for setting criteria for Board election and identifying and evaluating candidates for the Board of Directors. The Committee will present a slate of candidates for election to the Board at least once annually. Election will be by a simple majority of the sitting Board and will conduct the Board self-evaluation, described in Section 2.13.

2.8 Ad-Hoc-Committees. The Academy of the Arts Charter School Board of Directors reserves, per its bylaws, the ability to appoint ad-hoc committees of an advisory nature regarding pertinent business of the board comprised of board members or community members appointed by the board.

2.9 Board Fundraising Policy. The Board of Directors is a 100% giving Board. Board members are expected to give or fundraise a dollar amount to be determined by the Board annually. Board members are expected to be involved in fundraising by using their personal and business connections when appropriate, by soliciting funds when appropriate, by serving on fund-raising committees, and by attending fund-raising events.

2.10 Board Election Procedures. The Governance Committee shall prepare and submit to the Board a report of the nominees it recommends for election to the Board. The number of seats available shall be determined in accordance with the by-laws. Whenever possible, nominated board member credentials will be presented one meeting prior to their election. Board members will be elected by a 2/3 vote of the quorum present at the meeting during which elections are held. Each director shall serve from the next scheduled Board meeting after the election until the end of his or her term as determined by the Board.

2.11 Board Self Evaluation. Efficient and effective performance of the Board can have significant impact on the school's success and is an essential component of good governance. The Board through the Governance Committee will conduct an annual assessment of its own work. This Committee shall determine the format of the assessment, but it must include a formal written survey/self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed at improvement.

2.12 Indemnification Policy. The school will purchase and maintain Directors and Officers Liability Insurance (D&O), liability insurance payable to the directors and officers of a corporation, or to the organization itself, as indemnification (reimbursement) for losses or advancement of defense costs if insured suffers such a loss as a result of legal action brought for alleged wrongful acts in capacity as directors and officers. The corporation will not provide indemnification for items arising from individual's participation in excess benefit or self-dealing transaction. Indemnification may be denied in a proceeding brought by or on behalf of the corporation (except for expenses), if it is determined that the indemnitee did not meet the standard of conduct required. This indemnification includes expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceeding if s/he acted in good faith and in a matter s/he reasonably believed to be in or not opposed to the best interests of the Corporation. With respect to criminal action or proceeding, s/he must have had no reasonable cause to believe conduct was unlawful.

Section 3 – Ethics

3.1 Confidentiality Policy. It is the policy of Academy of the Arts that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Academy of the Arts to any person, including relatives, friends and business and professional associates, other than to persons who have a legitimate need for such information and to whom Academy of the Arts has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a director or employee for Academy of the Arts. This policy is not intended to prevent disclosure where disclosure is required by law. Directors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, directors and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons. At the end of a director's term in office or upon termination of an employee's employment, he or she shall return, at the

request of Academy of the Arts all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his or her possession.

Section 4 – Leadership

4.1 Executive Director Policy. The Board shall rely on its Chair and the Head of School to provide professional and administrative leadership. The Executive Director shall be hired by and report directly to the Board. The Executive Director will be responsible for the day-to-day administration of the school's affairs and will manage and direct all activities of the organization as prescribed by the Board. The Executive Director will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school. The Executive Director is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the Executive Director. The Executive Director will, directly or indirectly, supervise all other staff members employed by the school and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels. Accordingly: (1) The Board will never give instructions to persons who report directly or indirectly to the Executive Director. (2) The Board will refrain from evaluating any staff other than the Executive Director. (3) The Board will use the performance of the school as a primary indicator of the school leader's performance. **Annual Executive Director Performance Evaluation.** Charter schools receive autonomy over fiscal management and the academic program in exchange for accountability, which measures the school's attainment of specific mission-oriented academic, operational, and governance goals. The Board of Directors' key responsibility is to manage the school through the performance of the Executive Director of Academy of the Arts demy Charter School. There are three core purposes of the evaluation: to recognize areas of particular strength and success, to identify areas for improvement and/or focus, articulate areas for improvement and/or focus, and to inform the board's request for a plan of action from the school leader that addresses how the goals in the charter will be met. Annually, the Board will convene an ad hoc Executive Director Evaluation Committee, to consist of three members to include the Board Chair, Treasurer, and member of the Academic Accountability Committee. The Committee will conduct the evaluation in accordance with its Executive Director Protocol (which provides guidelines for: how to gather information to inform the evaluation; a timeline for evaluation activities that aligns with the school year; and what to include in the written evaluation).

4.2 Leadership Sustainability Policy. The Academy of the Arts charter school will have a sustainability policy that: Ensures ongoing and continuous development of leadership capacity at the Executive Director and Board levels; Responds in a timely and effective manner to an emergency leadership transition; Responds in a timely and effective manner to a planned leadership transition.

Section 5 – Media Policy

5.1 Media Policy. This Media Policy applies to all employees of Academy of the Arts y as well as members of the Board of Directors. This policy covers all external news media including broadcast, electronic, and print. To ensure the quality and consistency of organizational information disseminated to media sources, the following policy shall be enforced: (1) All media contacts are to be handled by the Executive Director, or his or her designee, regardless of who the media representative is or whom he or she represents or how innocuous the request. (2) All press releases or other promotional materials are to be approved by the Executive Director or his or her designee prior to dissemination. (3) If a reporter, producer, or other news media person should contact an employee of Academy of the Arts or a member of the Board of Directors, the individual who is contacted should refer the media person to the Executive Director.

Section 6 – Finance and Accounting

The Board will ratify, annually review and maintain a separate Fiscal Policy Manual to cover the robust breadth and depth of fiscal compliance and governance. This Policy Manual will contain clear policies to

provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles and best-in-class fiscal governance. To establish these policies, Academy of the Arts will consult with a back-office provider in creating a draft financial policy handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in reporting, procurement, purchasing, and all transactional approvals. The Executive Director, Director of Operations, and Treasurer will serve as the three chief financial agents of the organization; all processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight, and compliance with the law and GAAP. Minimally, the policies will outline: (1) Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors; (2) Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer; (3) Securing a reputable auditor, and engaging in an annual audit;

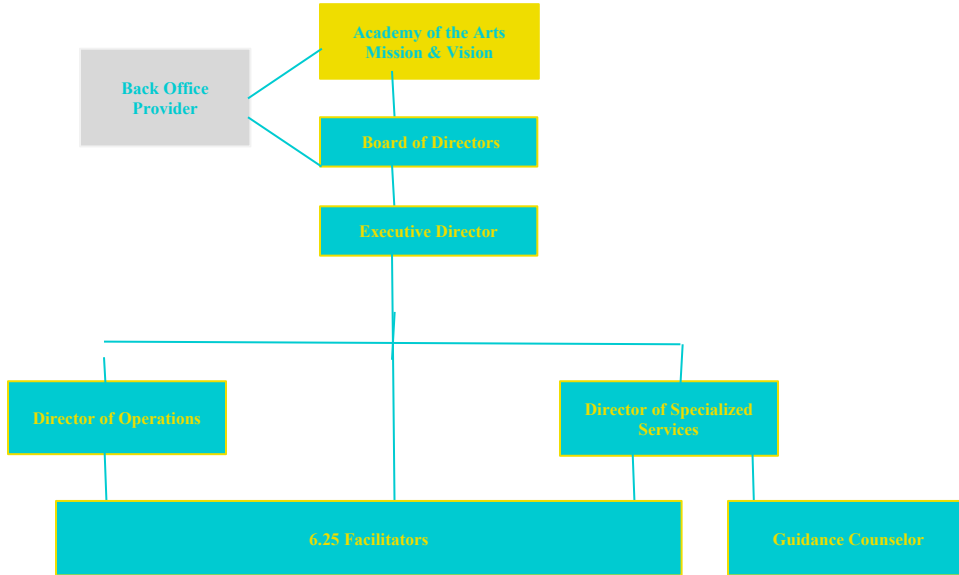
Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations; (5) Petty cash management policy and deposit policy; (6) Contracting and RFP thresholds processes and policies; (7) Purchasing controls and segregation of duties. Management and the Treasurer will collaborate with a back-office provider to create a draft financial policy manual, to be reviewed by the Finance Committee and ultimately approved by the Board.

Purchasing. Any equipment with an estimated value of \$10,000 or more shall be purchased through competitive bidding or comparative pricing by at least three vendors whenever possible per Tennessee state legislation. Comparative pricing or competitive bidding should also be used periodically for regularly purchased materials, supplies, services, and insurance. **(1) Property.** The Board chair must approve the purchase or disposition of any asset with a value of \$10,000 or less. The purchase or sale of any asset of higher value shall be approved by the Board. Purchase or sale of any real estate must be approved by the Board. **(2) Risk Management Policy.** Academy of the Arts is committed to protecting its human, financial, and goodwill assets and resources through the practice of effective risk management. The Board of Directors and management are dedicated to safeguarding the safety and dignity of its paid and volunteer staff, its clients, and anyone who has contact with the organization. To this end, the board will ensure that the organization has a risk management plan for the organization that is reviewed and updated on an annual basis.

ATTACHMENT G: Organizational Charts

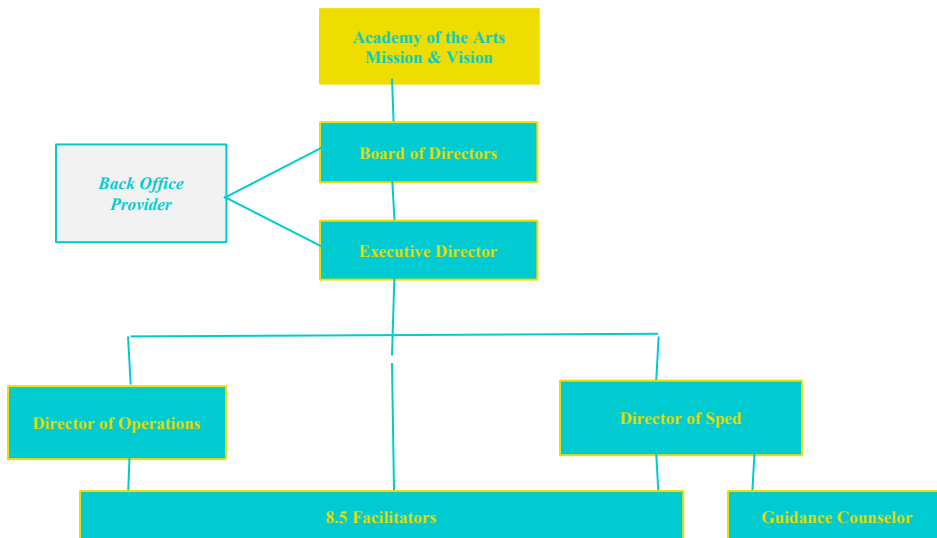
Year 1 of Operations (2022 – 2023) – Enrollment of 90 Students:

Year 1 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 6 full time facilitators and 1 music facilitator at .25 of the time.



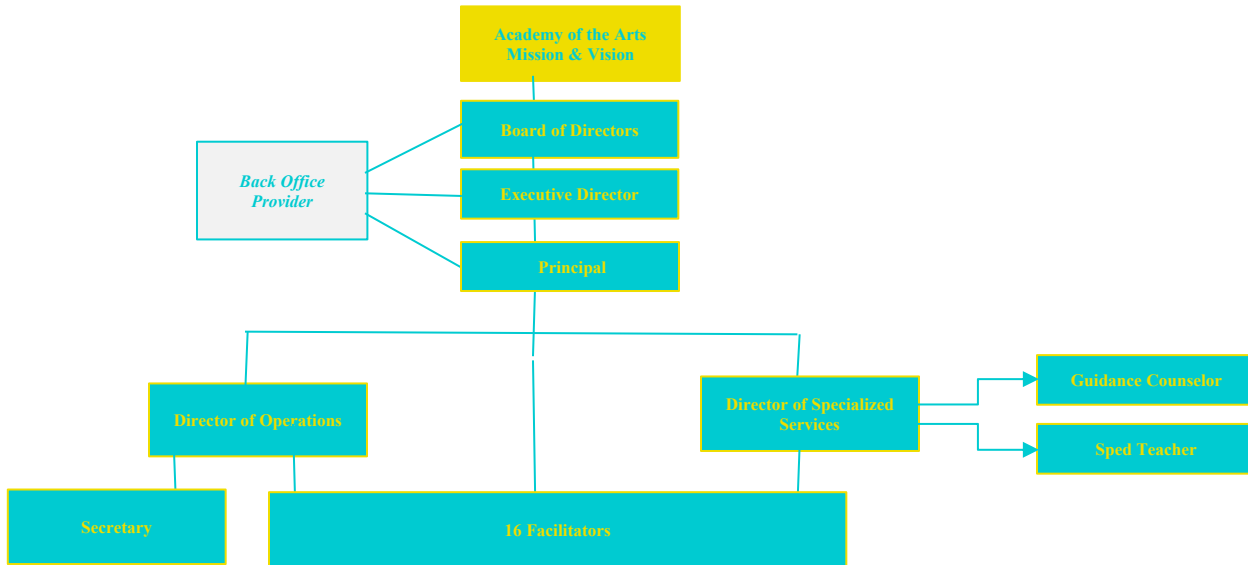
Year 2 of Operations (2023 – 2024) – Enrollment of 190 Students:

Year 2 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 8 full time facilitators and 1 music facilitator at .50 time.



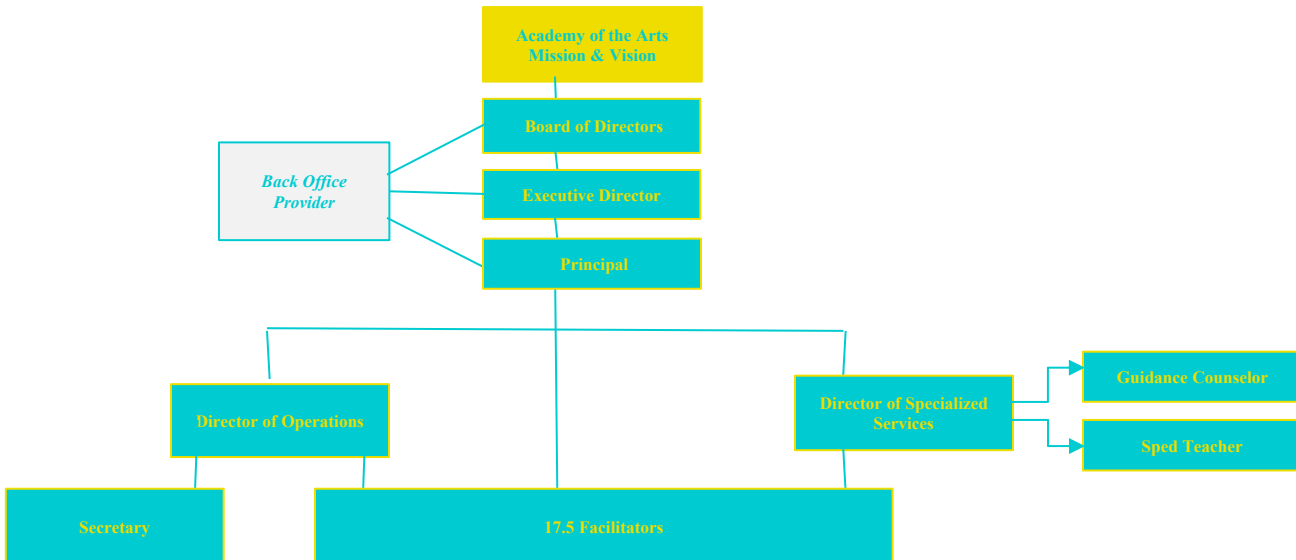
Year 3 of Operations (2024 – 2025) – Enrollment of 300 Students:

Year 3 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 1 Principal, 1 Secretary and 16 full time facilitators.



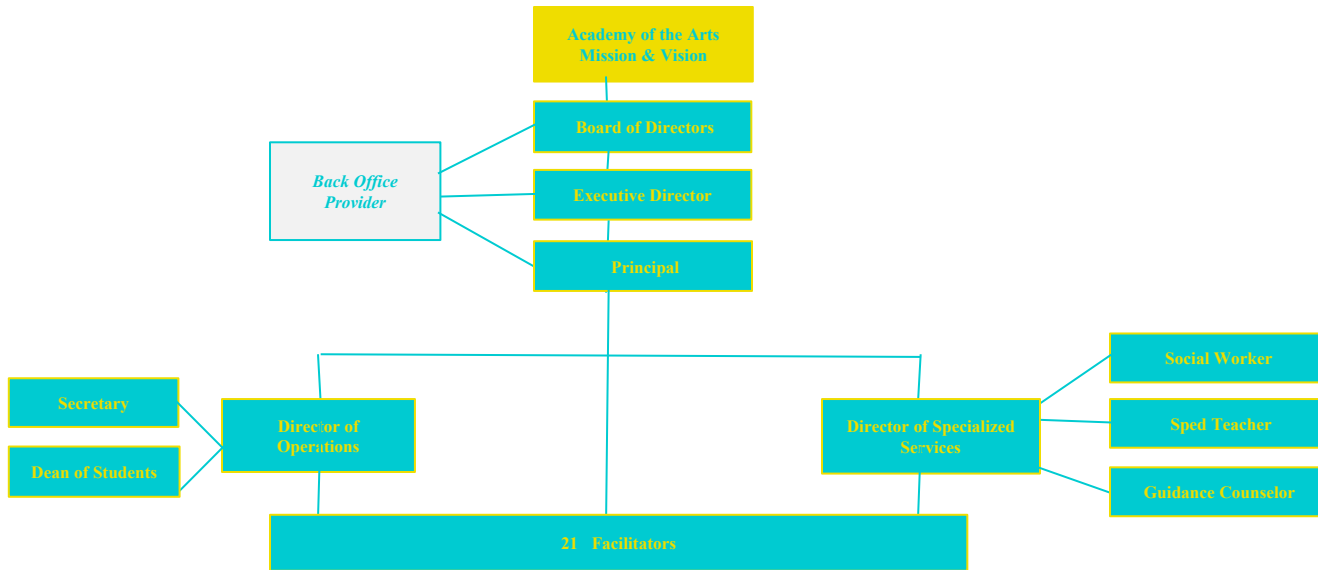
Year 4 of Operations (2025 – 2026) – Enrollment of 420 Students:

Year 4 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 1 Principal, 1 Secretary, 1 Special Education Teacher, 17 full time facilitators and a .50 music facilitator.



Year 7 of Operations (2027 – 2028) – Enrollment of 480 Students/ MAX CAPACITY:

Year 3 staff will include 1 Executive Director, 1 Director of Operations, 1 Director of Specialized Services, 1 Guidance Counselor, 1 Principal, 1 Secretary, 1 Special Education Teacher, 21 full time facilitators, 1 Dean of Culture and 1 Social Worker.



Position	*Year 0 (2021 -2022)	Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024 -2025)	Year 4 (2025 – 2026)	Year 7 (2027 -2028) MAX
Executive Director	1	1	1	1	1	1
*Principal	0	0	0	1	1	1
Director of Operations	1	1	1	1	1	1
Director of Specialized Services	0	1	1	1	1	1
Guidance Counselor	0	1	1	1	1	1
Social Worker	0	0	0	0	0	1
Dean of Culture	0	0	0	0	0	1
Sped Teacher	0	0	0	1	1	1
Secretary	0	0	0	1	1	1
English Facilitator	0	1	1	2	2	2
Math Facilitator	0	1	1	2	2	2
Science Facilitator	0	.5 *Dual cert	1	1.5 *Dual cert	2	2
Social Studies Facilitator	0	.5 *Dual cert	1	1.5 *Dual cert	2	2
Dance Facilitator	0	1 *Teaches PE	1	2	2	2
Visual Art Facilitator	0	1 *Teaches Fashion	1	1	1	2
Fashion Design Facilitator	0	0 * Visual art teacher	1	1	1	2
Film/Media/Theater	0	1 *Teaches Tech	1	2	2	2
Music Facilitator	0	.25	.50	1	1.50	2
Technology	0	0 * F/M/T credit	0 * F/M/T credit	1	1	2
P.E./Health	0	0 *Dance credit	0 *Dance Credit	1	1	1
NOTES:		*Dance/PE *VA/FD *Film &Media /Tech		*2 nd F/M/T supports w/technology		

TOTAL:	2	10.25	13	23	24.50	
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Mecca Kai Jackson

4525 Hickory Creek Drive
Bartlett, TN 38135

(215)900-2705
m.s.m.e.c.c.a.7@gmail.com

Core Strengths:

- *Personable, articulate, professional; compassionate about achieving curriculum goals.
- *Energetic, organized, positive & self-motivated with the ability to speak and write effectively.
- *Ability to adapt quickly to challenges and changing environment.

SKILL HIGHLIGHTS

- Curriculum Management; Professional Development; Coaching
- Public Speaking; Community Relations; Budget Management
- Educational Leadership; Problem Resolution; Talent and Recruitment

CORE ACCOMPLISHMENTS

Leadership:

- Selected by the Philadelphia Eagles for the 2019 school playground build
- Increased academic indicators including Y.O.Y. reading levels in K-2 student results
- Implemented new social and emotional learning “Mut-i-gree” program; first school in Pennsylvania to pilot the program
- Developed and implemented new school wide safety protocols to decrease incidents on campus and brought innovative technology systems such as “Raptor” to schools

PROFESSIONAL EXPERIENCE

Principal, 6/2017 to 7/2020

Allen M. Stearne Elementary School, Phila., PA.

- Review and evaluate performance of classroom teachers and support staff
- Create an instructional coaching model for professional development
- Assess levels of student services and special programs
- Lead development of curriculum and instructional excellence
- Facilitate effective implementation of Common Core State Standards
- Lead all recruitment strategies to select and hire highly effective staff
- Managed and coached a leadership team to strategically hit school wide goals

Apprentice School Leader Principal, 6/2015 to 6/2017

Philadelphia and Camden

- Trained with Mastery Charter Schools to open and lead a new school in Camden, NJ
- Wrote and conducted Mid-Year reviews for teachers
- Wrote and conducted End of Year evaluations for teachers
- Conducted co-observations with Assistant Principals daily
- Facilitated and lead planning meetings with grade teams
- Coached teachers around ELA and Math programs
- Facilitated weekly leadership team meetings

Principal, 6/2014 to 6/2016

Charles Sumner Family School, Camden, NJ

- Managed a K-8 school with 575 students and 80 teachers and support staff
- Implemented new school-wide procedures & facilitated bi-weekly professional development
- Coordinated bi-weekly PLC team meetings for each grade level
- Organized student recognitions to ensure a positive school culture and climate
- Developed teams such as safety team, SCIP team, social committee anti-bullying team to build community

Principal, 6/2013 to 6/2014

Lincoln Charter School, York, PA.

- Managed a K-5 elementary school with 750 students and 104 staff members
- Developed new attendance policies for staff and students
- Completed monthly board reports and presented during open meetings to Board of Trustees
- Introduced new technology programs to the school
- Purchased and implemented new My Math curriculum for students
- Maintained partnerships with local community
- Provided coaching to strand leads and lead teachers
- Restructured “*New Teacher Induction Program*”

Assistant Principal of Instruction, 6/2011 to 6/2013

Delaware Valley Charter High School, Phila., PA.

- Supported the instructional program with 640 students and 70 teachers and support staff
- Decreased student lateness by 10%
- Achieved A.Y.P. in 2011-2012
- 100% graduation rate in 2012
- Developed and facilitated new teacher induction program
- Developed and maintained partnerships with local community organizations such as York House and BuildOn
- Responsible for the selection of instructional materials
- Enhanced communication within the school

Educator, 6/2000 to 6/2011

School District of Philadelphia, Phila., PA.

- Implemented rigorous daily instruction to students in grades K-8
- Maintained a positive classroom environment for all students
- Communicated regularly with parents and guardians regarding student academic progress

EDUCATION

Doctorate in Educational Leadership & Change - Candidate

Anticipated Completion Date May, 2023

Baylor University (Waco, TX)

M.A. Educational Leadership, 2009

Arcadia University (Glenside, PA)

M.A. Secondary English Education, 2005

Arcadia University (Glenside, PA)

B.A. Communications/ Broadcast Journalism, 2000

Pennsylvania State University, (Main Campus)

PROFESSIONAL AFFILIATIONS

- Member, High Tech High – New School Creation Fellow (2020 Cohort)
- Member, The Academy of School Leaders - Neubauer Fellow (Cohort 4)
- Member, Black Women’s Educational Alliance (B.W.E.A.) - Philadelphia Chapter
- Member, The Links Incorporated - South Jersey (NJ) Chapter

ATTACHMENT I: Employee Manual

Equal Opportunity Employer

It is the policy of Academy of the Arts Charter High School to seek and employ the best qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination. AACHS will comply with all federal equal employment opportunity laws and other applicable federal laws, including the American with Disabilities Act (ADA) of 1990, and Tennessee State Division of Human Rights laws.

Consistent with this policy, AACHS is committed to:

Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job; Protect the disabled individual's right to privacy and confidentiality to the extent possible; and Full compliance with all requirements of applicable law, including those relating to employee benefits.

Non –Discrimination Policy/Anti-Harassment Policy

Academy of the Arts is committed to providing a professional work environment that is positive, supportive, loving and free from sexual harassment and other types of discriminatory harassment. All employees are expected to show respect to their co-workers and conduct themselves in a professional manner. The non-discrimination policy and anti-harassment policy covers all employees.

Non-Discrimination Policy - Academy of the Arts prohibits any form of unlawful discrimination based on race, color, age, national origin, disability, veteran status, marital status, gender identity, sexual orientation or any other characteristic protected by the law.

Anti-Harassment Policy - Academy of the Arts prohibits any form of unlawful harassment based on race, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation or any other characteristic protected by the law. Harassment may include, but is not limited to derogatory, offensive or vulgar comments or jokes and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be the following: Unwelcome sexual advances; requests for sexual favors; and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially when: Submission to such conduct is made either explicitly or implicitly a term or condition of employment; Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or such conduct has the purpose or effect of creating an intimidating, hostile or offensive work environment.

Qualifications

Academy of the Arts will conduct national searches for the best facilitators and staff.

While the school Principal has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- ✓ Provide an up-to-date resume;
- ✓ Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and
- ✓ Be interviewed by the Executive Director, Principal or his or her delegate.

As part of the interview process, prospective teachers will write essays, participate in phone, group, and individual panel interviews. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;

- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position. Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

Full-Time and Part-Time Employment

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work-week. Part-time employees are not eligible for benefits, unless their contract specifically provides for benefits. Time-off from work, without pay, for part-time employees may be granted by the Executive Director, Principal or his or her designee. Academy of the Arts Charter High School will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Fingerprinting and Criminal Background

Academy of the Arts faculty, staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks.

It is not the policy of AACHS to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

Employment at Will

An employee's relationship with Academy of the Arts Charter High School is an employment "at will". Accordingly, the employee or the school may terminate the employment relationship at any time with or without cause. However, no person other than the Executive Director has the authority to enter into any agreement for employment for any specific period of time and any such agreement must be in writing.

Drug-Free Workplace

All employees are required to notify the Executive Director or Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking

All facilities of Academy of the Arts Charter High School will be smoke-free.

Performance Evaluation

Facilitators: Annually, each teacher will undergo a thorough, summative performance review with the Principal. Along with a detailed written review and assessment of job performance, teachers will receive a rating that falls in one of the following four rating categories: Highly Effective, Effective, Developing, and Ineffective. A teacher's rating shall be based on: Professional observations and evaluations of teaching and teacher performance by the Executive Director or Principal using Charlotte Danielson's Framework for Teaching; student achievement measures such as growth on state assessments and authentic artifacts in student learning, graded using rubrics developed by AACHS.

Termination

Offenses which can result in teacher dismissal may include, but are not limited to:

- Repeated teacher ratings of Ineffective or Developing

- Failure to meet goals in Teacher Improvement Plan
- Repeated absence attendance or lateness
- Corporal punishment of a student
- Verbal, physical, and/or sexual abuse of a student
- Sexual harassment of an employee
- Lack of ability to have collegial relations with colleagues or administrators
- Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol
- Falsifying or altering records
- Theft of school property
- Sabotaging or willfully damaging school equipment or the property of other employees.
- Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor
- Fighting or provoking a fight on school premises
- Working for another employer while on leave without consent of the school
- Carrying concealed weapons on school property or during any school-sponsored event
- Failure to perform professional duties.

Salaries and Compensation Packages

Individual base salaries will be determined based on position responsibilities, qualifications, experience, and years of service. All teachers will be provided with a four percent (4) contribution to the 401(k) plan of their choice.

Final Pay

Employees who leave the service of Academy of the Arts Charter High School for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Executive Director or Principal. Failure to return AACHS's items will result in delay in payment of final pay until all of AACHS's property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Executive Director or Principal.
4. The final date of employment is the final date on which the employee serves his or her duties at AACHS. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees shall not be entitled to severance pay.

Exit Interviews

All employees are strongly encouraged to participate in an exit interview before leaving AACHS.

Faculty Responsibilities

Instructional faculty are required to be present for all scheduled school related activities and classroom instruction for the entire academic year. Typically, the academic year is from the last week of August through the first/second week of June. Teachers are expected to participate in 15 days of professional development during the summer months. Faculty should expect to be at school at least thirty minutes prior to the beginning of the instructional day to thirty minutes beyond the end of the instructional day. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The AACHS phone is answered from 7:30 a.m. until 4:00 p.m. on regular school days. The office is open from 8:00 a.m. to 3:30 p.m. on normal school days. Summer office hours are from 9:00 a.m. to 3:00 p.m.

- *Communication:* All staff are expected to check their emails and voicemails at least 3 times a day. All non-emergency emails and voice mails that require a reply should be responded to in 48 hours. No papers, flyers, surveys or other information may be distributed in the school without written approval from an administrator.
- *Media:* All media contacts are to be handled by the Executive Director, or their designee, regardless of who the media representative is or whom he or she represents or how innocuous the request. All press releases or other promotional materials are to be approved by the Executive Director or their designee prior to dissemination. If a reporter, producer or other news media person should contact an employee of Academy of the Arts Charter High School or a member of the Board of Directors, the individual who is contacted should refer the media person to the Executive Director. This policy is in place to ensure the quality and consistency of organizational information disseminated and covers all external news media including broadcast, electronic and print.
- *Cellphones:* During any time where staff are responsible for monitoring students, they are prohibited from using cell phones or personal digital assistants for any reason. This includes when facilitators are teaching or monitoring groups such as lunch, fire drills or while representing the school at official functions.
- *Dress Code:* All staff members are expected to be the example for students and model appropriate behaviors in the work place, inclusive of dress. All staff are expected to dress appropriate daily maintaining well-groomed attire. Staff are expected wear a minimum of “business casual” attire daily, unless they are participating in a schoolwide dress down day.

Leave and Absences

AACHS does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Executive Director or Principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes “reasonable” leave taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually “reasonable.” Additional days may be considered reasonable with sufficient explanation.

All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all facilitators are expected to call their classroom colleagues and report their absence. Teacher teams are expected to keep up-to-date lesson plans, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Executive Director or Principal and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member’s responsibility to make every effort to see that classes and other obligations are covered by their team. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with Academy of the Arts.

Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Executive Director or Principal.

Handling Emergencies

All staff members are expected to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations, staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone or cell phone to call the main office and request whoever

answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition Do not allow the person/student to be left unattended by an adult.

The person who answers the office phone will contact 911, the nurse and the Executive Director or Principal. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The person assigned to the main office will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The main office will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Reporting Responsibilities

As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the Executive Director or Principal immediately:

- A child who talks about wanting to hurt or kill him or herself;
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the Executive Director or Principal to do the questioning;
- A child who complains that he/she cannot sit down because they have been spanked;
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate;
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the Guidance Counsel in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to child services with consultation of the Executive Director or Principal. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the Executive Director or Principal.

In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Executive Director or Principal. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Executive Director or Principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to

social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

School Calendar and Holidays

Each year the school will establish a school calendar that complies with the Tennessee State Education Law relating to compulsory attendance. Academy of the Arts has discretion with regard to the dates of attendance. Unless exempted by the Executive Director, Principal or Director of Operations, all staff are expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

Weather Days and Other Closings

The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the Fayette County School District cancels school due to inclement weather. At the discretion of the Executive Director, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE MANUAL

I have received my copy of the Employee Manual, which outlines the personnel policies of Academy of the Arts Charter High School. I will familiarize myself with the information in the Manual and agree to observe these policies in all aspects.

I recognize that the Manual does not constitute a contractual agreement and that either the Academy of the Arts or I may terminate my employment at any time for any reason, with or without cause, and I understand that no manager or representative of the school, other than the Executive Director has any authority to enter into any employment agreement for a specified period of time or to make any promises or comments contrary to the foregoing.

Employee's Signature

Date

Employee's Printed Name

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

January 21, 2021

To Whom It May Concern:

Please be advised that I am assisting Mecca Jackson on behalf of Academy of the Arts, LLC in acquiring commercial insurance in Tennessee for the Academy of the Arts Charter High School. Ms. Jackson has communicated her requests for the types of insurance needed to satisfy all related entities and I am able to cover these exposures. I am currently in the process of locating appropriate markets for her varied needs.

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

Best,

Jon Williams
Risk Management Advisor
(434) 327-1803
jdwilliams@bankersinsurance.net







Department of
Education

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-10 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 10 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

-  Input financial information into light yellow cells
-  Input assumption information or notes into light green cells
-  Provides additional information or instruction for specific tab or section of tab
-  Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



template version 02222017

**Academy of the Arts Charter High School
New Charter School Application Budget Template
Proposed School Information**

Proposed School Name	Academy of the Arts Charter High School
Lead Sponsor Name	Mecca Jackson
Lead Sponsor E-mail Address	ms.mecca7@gmail.com
Lead Sponsor Phone Number	(215) 900-2705
CMO/EMO Affiliation	N/A

Proposed Authorizer	Fayette County Public Schools
Proposed Opening Grade Level(s)	9th Grade
Proposed Final Grade Level(s)	12th Grade
Proposed First Year of Operations	2022-23

Year 1	Year 2	Year 3	Year 4	Year 5
90	190	300	420	450

Anticipated Enrollment

Note: These cells auto-populate after completing Tab 2.

# of Classes By Grade					
	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	8	5	5	5	5
10th Grade	0	5	5	5	5
11th Grade	0	0	5	5	5
12th Grade	0	0	0	5	5
Total # of Classes	8	10	15	20	20
Change in Net # of Classes	8	2	5	5	0

Other Key Assumptions Enter Estimated Percentages			
SPED %	11%	11%	11%

2) Student Assumptions

# of Classes By Grade					
	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	8	5	5	5	5
10th Grade	0	5	5	5	5
11th Grade	0	0	5	5	5
12th Grade	0	0	0	5	5
Total # of Classes	8	10	15	20	20
Change in Net # of Classes	8	2	5	5	0

Other Key Assumptions Enter Estimated Percentages			
SPED %	11%	11%	11%

2) Student Assumptions

SPED Count	10	21	33	46	49
ELL %	2%	2%	2%	2%	2%
ELL Count	2	4	6	8	9
Anticipated Paid %	22%	22%	22%	22%	22%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	67.78%	67.89%	68.00%	68.10%	68.00%
Anticipated Paid Count	20	42	66	92	99
Anticipated Reduced Count	9	19	30	42	45
Anticipated Free Count	61	129	204	286	306
Total Free and Reduced Count	70	148	234	328	351
School Days	180	180	180	180	180
Attendance Rate	92%	92%	92%	92%	92%

Academy of the Arts Charter High School
 New Charter School Application Budget Template
 Pre-Opening Budget

Revenue Assumptions			
	Year 0	2021-22	Assumption Notes
Annual Revenue Increase		1.00%	
Cumulative Increase		101.00%	
	Rate/Assumption	Amount	
Federal Revenues			
GSP Startup Grant	\$125,000	\$125,000	Assumes \$125K in YO out of \$400K total
Fundraising & Philanthropy			Detail any private funding sources
Board Contributions	\$0	\$0	
Corporate and Foundations	\$250,000	\$250,000	Assumes \$250K award from DSF
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		\$375,000	
Additional Splice to Provide Fundraising Details			
Compensation Assumptions			
	Year 0	2021-22	Assumption Notes
FTE Count			
Administrative Staff			
Principal/School Leader	0.00	\$0	
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	1.50	\$120,000	Assumes Executive Director and Director of Operations starts October 2021 with \$100K and \$60K base respectively
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	1.50	\$120,000	
Instructional Staff			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Behavior Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Instructional Compensation	0.00	\$0	
Non-Instructional Staff			
Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	0.00	\$0	
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Non-Instructional Compensation	0.00	\$0	

**Academy of the Arts Charter High School
New Charter School Application Budget Template
Proposed School Information**

Proposed School Name	Academy of the Arts Charter High School
Lead Sponsor Name	Mecca Jackson
Lead Sponsor E-mail Address	ms.mecca7@gmail.com
Lead Sponsor Phone Number	(215) 900-2705
CMO/EMO Affiliation	N/A

Proposed Authorizer	Fayette County Public Schools
Proposed Opening Grade Level(s)	9th Grade
Proposed Final Grade Level(s)	12th Grade
Proposed First Year of Operations	2022-23

Year 1	Year 2	Year 3	Year 4	Year 5
90	190	300	420	450

Anticipated Enrollment

Note: These cells auto-populate after completing Tab 2.

	2021-22	2021-22	Assumption Notes
Bonus	\$0		
Other Non FTE Compensation	\$0		
Other Non FTE Compensation	\$0		
Other Non FTE Compensation	\$0		
Total FTE Count:	1.50		
Total Compensation	120,000		
Employer Benefits & Tax Assumptions			
	2021-22	2021-22	
Base Assumption	6.20%	\$7,440	Assumes 6.2% of all wages
Social Security	1.45%	\$1,740	Assumes 1.45% of all wages
Medicare	3.50%	\$4,068	Assumes 3.5% of eligible employees
State Unemployment	\$0	\$0	
Disability/Life Insurance	1.80%	\$2,160	Assumes 1.8% of wages
Workers Compensation Insurance	\$5,000	\$7,500	Assumes \$5K annually per employee for medical, dental and vision
Other Fringe Benefits	\$0	\$0	
Medical Insurance	\$0	\$0	
Dental Insurance	\$0	\$0	
Vision Insurance	\$0	\$0	
Other Retirement	\$0	\$12,756	State Retirement: Assumes 10.83% of all wages
Total Employer Benefits & Taxes		32,604	
Operating Expenses			
	2021-22	2021-22	
Contracted Services	\$1,000	\$1,000	Assumes \$1K annually for marketing/advertising
Advertising	\$0	\$0	
Accounting	\$500	\$500	Assumes \$500 annually for account fees
Business Services	\$0	\$0	
Printing	\$0	\$0	
Professional Fees	\$2,000	\$12,000	Assumes \$2K/mo Jan - June for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Software	\$0	\$2,500	
Travel	\$2,500	\$2,500	Assumes \$2.5K annually
Other	\$0	\$0	
Payments to Schools - breakfast and lunch	\$0	\$0	
Other	\$0	\$0	
Other	\$2,250	\$2,250	Assumes \$750/mo Apr-Jun for phone/internet bundle services - wireless fees
Other	\$133	\$225	Assumes \$150/FTE
Other	\$3,000	\$3,000	Assumes \$3K annually for postings, fair, travel, stipends to recruit specific certified staff
Supplies & Materials	\$0	\$0	
Supplies & Materials	\$0	\$0	
Supplies & Materials	\$1,800	\$1,800	Assumes \$1.8K annually for staffers, pens, shelves, etc.
Supplies & Materials	\$50,000	\$50,000	Assumes \$50K of support from Arts Impact
Supplies & Materials	\$0	\$0	
Supplies & Materials	\$0	\$0	
Supplies & Materials	\$500	\$500	Assumes \$500/staff member
Supplies & Materials	\$0	\$0	
Supplies & Materials	\$0	\$0	

#ER001	\$0				
#ER001	\$500				
#ER001	\$0				Assumes \$500 annually
#ER001	\$0				
#ER001	\$0				
Facility Related Expenses					
#ER001	\$3,000			\$3,000	Assumes \$1K/mo Apr - Jun
#ER001	\$1,500			\$1,500	Assumes \$500/mo Apr-Jun
#ER001	\$150			\$150	Assumes \$50/mo Apr-Jun
#ER001	\$600			\$600	Assumes \$200/mo Apr-Jun
#ER001	\$600			\$600	Assumes \$200/mo Apr-Jun
#ER001	\$400			\$400	Assumes \$400/staff
#ER001	\$16,400			\$16,400	Assumes \$200/students purchased in '10 for '11
#ER001	\$10,000			\$10,000	Assumes \$10K for internet infrastructure installation
#ER001	\$0			\$0	
#ER001	\$50,000			\$50,000	Assumes \$50K for improvements to get building to code + Arts installations
#ER001	\$0			\$0	
#ER001	\$0			\$0	
#ER001	\$0			\$0	
#ER001	\$0			\$0	
Other Charges					
#ER001	\$3,000			\$3,000	Assumes \$3K annually for D and O and liability insurance
#ER001	\$40			\$40	Assumes \$20/new employee
#ER001	\$1,500			\$1,500	Assumes \$2.5K annually
#ER001	\$500			\$500	Assumes \$500 annually
#ER001	\$0			\$0	
Debt Service					
#ER001	\$0			\$0	
#ER001	\$0			\$0	
#ER001	\$0			\$0	
#ER001	\$0			\$0	
Total Operating Expenses				166,404	
Total Expenses				319,009	

Academy of the Arts Charter High School
 New Charter School Application Budget Template
 Pre-Opening Cash Flow

	Cash Flow Summary											
	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22	Year 0 2021-22
	July	August	September	October	November	December	January	February	March	April	May	June
Beginning Cash	-	-	-	-	228,875	211,249	189,624	364,585	335,826	106,647	71,209	100,050
Revenues												
Federal Revenues	175,000	-	-	-	-	-	-	-	-	-	61,500	61,500
Fundraising & Philanthropy	250,000	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	375,000	-	-	-	-	-	-	-	-	-	61,500	61,500
Expenses												
Staffing	120,000	-	-	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333
Director Benefits & Taxes	24,004	-	-	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623
Contract Services	23,975	-	-	2,965	469	2,869	2,869	2,869	2,869	2,869	2,869	2,869
Supplies & Materials	4,000	-	-	1,200	200	400	8,617	8,617	8,617	8,617	8,617	8,617
Facility Related Expenses	83,000	-	-	-	-	-	-	-	-	-	-	-
Other Charges	6,080	-	-	-	-	-	497	417	417	417	417	417
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	319,659	-	-	21,125	17,625	17,625	29,939	28,859	28,859	28,859	31,659	31,659
Operating Income (Loss)	55,341	-	-	228,875	17,625	17,625	(20,039)	(28,925)	(28,925)	(28,925)	30,841	(46,059)
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Loss of Credit Balances	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	-	-	-	228,875	211,249	189,624	164,585	335,826	306,647	71,209	100,050	55,991

Academy of the Arts Charter High School New Charter School Application Budget Template Year 1-5 Staff Assumptions						
FTE Assumptions						
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Fiscal Year	2022-23	2023-24	2024-25	2025-26	2026-27	
Enrollment	90	180	300	420	450	
# of Classes	8	10	15	20	20	
Administrative Staff						
Principal/School Leader	0.00	0.00	0.00	0.00	0.00	0.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00	0.00
Deans, Directors	2.00	2.00	3.00	3.00	3.00	3.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	2.00	2.00	3.00	3.00	3.00	3.00
Instructional Staff						
Teachers	7.25	10.00	18.00	19.50	19.50	19.50
Special Education Teachers	1.00	1.00	2.00	2.00	2.00	2.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00	0.00
Elective Teachers	0.00	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	8.25	11.00	20.00	21.50	21.50	21.50
Non-Instructional Staff						
Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00	0.00
Operations	0.00	0.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	1.00	1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	1.00	1.00	2.00	2.00	2.00	2.00
Total FTE	11.25	14.00	25.00	26.50	26.50	26.50

Employer Benefits & Tax Assumptions						
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Base Assumption						Assumption Notes
Social Security	\$35,876	\$44,097	\$75,709	\$82,245	\$89,276	Assumes 6.2% of all wages
Medicare	\$9,390	\$10,313	\$17,940	\$19,188	\$19,476	Assumes 1.45% of all wages
State Unemployment	\$6,048	\$6,064	\$7,600	\$13,608	\$13,608	Assumes 3.5% of eligible employees
Disability/Life Insurance	\$0	\$0	\$0	\$0	\$0	
Workers Compensation Insurance	\$10,416	\$12,802	\$22,270	\$23,820	\$24,177	Assumes 1.8% of wages
Other Fringe Benefits	\$0	\$0	\$0	\$0	\$0	
Health Insurance						
Annual Increase	5.00%	5.00%	5.00%	5.00%	5.00%	
Cumulative Increase	105.09%	110.25%	115.79%	121.55%	127.63%	
Medical Insurance	\$5,000	\$88,200	\$144,703	\$164,093	\$172,298	Assumes \$5K annually per employee for medical, dental and vision with \$5
Dental Insurance	\$0	\$0	\$0	\$0	\$0	
Vision Insurance	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Legacy	\$61,510.50	\$75,905.72	\$131,519.84	\$140,567.68	\$142,777.70	State Retirement: Assumes 10.63% of all wages
TCRS Certified Hybrid	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TCRS Classified Legacy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TCRS Classified Hybrid	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Other Classified Retirement						
Other Retirement						

**Academy of the Arts Charter Hig
New Charter School Application Budj
Year 1 Budget**



Year 1
2022-23
1.00%
101.00%

Annual Revenue Increase
Cumulative Increase

	Rate/Assumption
State Revenues	
Basic Education Program	\$7,700
BEP Transportation Component	\$0
BEP Capital Outlay	\$300
Other	\$0
Other	\$0
Federal Revenues	
Title I	\$0
Title II	\$300
Title III	\$0
NSLP	\$637
E-Rate	\$150
CSP Startup Grant	\$275,000
IDEA	\$0
Breakfast	\$337

\$637,560
\$0
\$24,840
\$0
\$0

\$0
\$21,000
\$0
\$0
\$57,348
\$13,500
\$275,000
\$0
\$30,294

School Activity Revenues			
Other	\$0		\$0
Other	\$0		\$0
Other	\$0		\$0
Other	\$0		\$0
Other	\$0		\$0
Fundraising & Philanthropy			
Board Contributions	\$0		\$0
Corporate and Foundations	\$250,000		\$250,000
Other	\$0		\$0
Other	\$0		\$0
Other	\$0		\$0
Total Revenues			1,309,542
<hr/>			
		Year 1	
		2022-23	
<hr/>			
Administrative Staff		FTE Count	
Principal/School Leader		0.00	-
Assistant Principal		0.00	-
Special Education Coordinator		0.00	-
Deans, Directors		2.00	162,400
Other (Specify in Assumptions)		0.00	-
Total Administrative Compensation		2.00	162,400
<hr/>			
Instructional Staff			

Teachers	7.25	326,250
Special Education Teachers	1.00	45,000
Educational Assistants/Aides	0.00	-
Elective Teachers	0.00	-
Other (Specify in Assumptions)	0.00	-
Total Instructional Compensation	8.25	371,250

Non-Instructional Staff		
Clerical Staff	0.00	-
Custodial Staff	0.00	-
Operations	0.00	-
Social Workers/Counseling	1.00	45,000
Other (Specify in Assumptions)	0.00	-
Total Non-Instructional Compensation	1.00	45,000

Bonus	-	-
Other Non FTE Compensation	-	-
Other Non FTE Compensation	-	-
Other Non FTE Compensation	-	-

Total Compensation		578,650
---------------------------	--	----------------



Year 1
2022-23

Social Security	35,876
Medicare	8,390
State Unemployment	6,048

Disability/Life Insurance	-
Workers Compensation Insurance	10,416
Other Fringe Benefits	-
Medical Insurance	63,000
Dental Insurance	-
Vision Insurance	-
TCRS Certified Legacy	-
TCRS Certified Hybrid	61,510
TCRS Classified Legacy	-
TCRS Classified Hybrid	-
Other Classified Retirement	-
Other Retirement	-
Total Employer Benefits & Taxes	185,241

	Year 1
	2022-23

Contracted Services		
#ERROR!	\$1,000	
#ERROR!	\$2,000	
#ERROR!	\$500	
#ERROR!	\$4,000	
#ERROR!	\$7,200	
#ERROR!	\$65,000	
#ERROR!	\$35,000	
#ERROR!	\$2,500	
#ERROR!	\$1,800	
Payments to Schools - Breakfast and Lunch	\$974	\$87,642

#ERROR!	\$2,500	\$2,500
#ERROR!	\$750	\$9,000
#ERROR!	\$150	\$1,688
#ERROR!	\$3,000	\$3,000
Other	\$0	\$0
Supplies & Materials		
#ERROR!	\$10,000	\$10,000
#ERROR!	\$25	\$2,250
#ERROR!	\$400	\$4,800
#ERROR!	\$47,150	\$47,150
#ERROR!	\$100	\$9,000
#ERROR!	\$50	\$4,500
#ERROR!	\$10	\$900
#ERROR!	\$5,000	\$5,000
#ERROR!	\$200	\$18,000
#ERROR!	\$100	\$1,125
#ERROR!	\$5,000	\$5,000
#ERROR!	\$500	\$500
#ERROR!	\$1,000	\$1,000
#ERROR!	\$0	\$0
#ERROR!	\$0	\$0
Facility Related Expenses		
#ERROR!	\$4	\$43,200
#ERROR!	\$1,500	\$18,000
#ERROR!	\$200	\$2,400
#ERROR!	\$1,500	\$18,000
#ERROR!	\$200	\$2,400
#ERROR!	\$4,000	\$4,000
#ERROR!	\$19,400	\$19,400
#ERROR!	\$0	\$0
#ERROR!	\$1,000	\$8,000

#ERROR!	\$1,500	\$1,500
#ERROR!	\$0	\$0
#ERROR!	\$320	\$5,400
#ERROR!	\$10,000	\$10,000
#ERROR!	\$0	\$0
#ERROR!	\$0	\$0
Other Charges		
#ERROR!	\$10,000	\$10,000
#ERROR!	\$400	\$400
#ERROR!	\$2,500	\$2,500
#ERROR!	\$150	\$1,500
#ERROR!	\$50,000	\$50,000
Debt Service		
#ERROR!	\$0	\$0
#ERROR!	\$0	\$0
#ERROR!	\$0	\$0
#ERROR!	\$0	\$0
#ERROR!	\$0	\$0
Total Operating Expenses		528,755
Total Expenses		1,292,645

High School Budget Template

Revenue Assumptions

Assumption Notes

Assumes \$7.7K/ADM (83) transportation funding rate	-
Assumes \$300/ADM (83) funding rate	-
Assumes \$300/FRL (70) funding rate	-
Assumes \$3.54/day reimbursement for lunch expense	
Assumes \$150/student	
Assumes \$275 out of \$400K total split between Y0 and Y1	
Assumes \$1.87/day reimbursement for breakfast expense	

Assumes 1.8% of wages
Assumes \$5K annually per employee for medical, dental and vision
State Retirement: Assumes 10.63% of all wages

Operating Expenses

Assumption Notes

Assumes \$1K annually for marketing/advertising with 1.5% inflation
Assumes \$15K for consolidated audit/990 with 1.5% inflation
Assumes \$500 annually for account fees with 1.5% inflation
Assumes \$400/SPED student for speech, OT, related services with 1.5% inflation
Assumes \$80/student annually for iReady and STAR with 1.5% inflation
Assumes \$65K annually for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Assumes \$35K max authorizer fee
Assumes \$2.5K/year + 1.5% inflation
Assumes \$20/student for Weichild with 1.5% inflation
Assumes \$1.87/day for breakfast and \$3.54 for lunch through Preferred Meals and Healthy School Food Collaborative

Assumes \$2.5K/grade
Assumes \$750/mo for phone/internet bundle services + website fees with 1.5% inflation
Assumes \$150/FTE with 1.5% inflation
Assumes \$3K annually for postings, fairs, travel, stipends to recruit specific certified staff with 1.5% inflation

Assumes purchase of \$10K/copier
\$25/student for classroom libraries
Assumes \$400/mo for staplers, pens, shelves, etc.
Assumes \$46,650 of support from Arts Impact + \$500 for Mutt-I-Gree Program
Assumes \$100/student
Assumes \$50/student
Assumes \$10/student for incentives and recognition awards
Assumes \$500/new staff member
Assumes \$200/student
Assumes \$100/FTE for staff appreciation, etc.
Assumes \$5K/grade level for supplies needed for the Arts programs
Assumes \$500 annually
Assumes \$1K
-
-

Assumes \$4/sqft
Assumes \$1.5K/mo
Assumes \$200/mo
Assumes \$1500/mo
Assumes \$200/mo
Assumes \$400/new staff
Assumes \$200/student purchased in Y1 for Y2
Assumes \$1K/classroom

Assumes \$1.5K annually for signage, posters, etc.
Assumes \$300/month for IT support + \$20/student for Powerschool
Assumes \$10K annually
-
-
Assumes \$10K annually for D and O and liability insurance
Assumes \$40/new employee
Assumes \$2.5K annually for recruitment and retention
Assumes \$150/mo for 10 months
Assumes \$50K/bus with 40% participation
-
-
-
-
-

Academy of the Arts Charter High School
 New Charter School Application Budget Template
 Year 1 Cash Flow

	Cash Flow Summary												
	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23
Total Budget:	July	August	September	October	November	December	January	February	March	April	May	June	Total
Beginning Cash	55,991	140,809	143,556	120,903	82,838	132,000	114,102	90,587	124,192	104,988	84,663	67,828	
Revenues													
State Revenues	662,400	66,240	66,240	66,240	66,240	66,240	66,240	66,240	66,240	66,240	66,240	66,240	662,400
Federal Revenues	397,142	68,730	68,730	12,071	80,811	31,071	11,071	50,811	12,071	12,071	80,811	25,571	397,142
Local Revenues	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Total Revenues	1,309,542	154,970	154,970	68,311	78,311	78,311	78,311	147,061	78,311	78,311	80,811	91,811	1,309,542
Expenses													
Salaries	578,650	48,221	48,221	48,221	48,221	48,221	48,221	48,221	48,221	48,221	48,221	48,221	578,650
Employer Benefits & Taxes	186,741	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	15,437	186,741
Contracted Services	222,880	6,641	23,412	33,712	16,212	16,212	16,712	34,212	16,712	16,712	16,712	7,388	222,880
Supplies & Materials	109,225	44,167	28,007	19,457	3,865	2,250	2,290	2,290	2,290	2,290	2,290	2,100	109,225
Facility-Related Expenses	132,370	41,483	8,583	8,583	8,321	8,321	8,321	8,321	8,321	8,321	8,321	8,421	132,370
Other Charges	64,400	1,221	983	983	6,539	6,539	6,539	6,539	6,539	6,539	6,539	6,858	64,400
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,190,646	137,141	127,243	108,883	116,387	97,016	97,016	99,386	115,436	97,916	97,916	86,752	1,190,646
Operating Income (Loss)	118,896	17,829	26,727	12,020	12,020	12,020	12,020	12,020	12,020	12,020	12,020	12,020	118,896
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	146,809	181,558	126,900	92,884	132,000	114,102	92,567	124,192	104,568	84,543	67,829	72,868	

Details of Cash Flow													
Revenues	Revenues												
	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23	Year 1 2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total
State Revenues													
Basic Education Program	\$0	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755	\$43,755
BEP Transportation Component	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
BEP Capital Outlay	\$0	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484	\$7,484
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Revenues													
Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title II	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title III	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NSLP	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E-Rate	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CSP Startup Grant	\$0	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750	\$68,750
IDCA	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Breakfast	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Activity Revenues													
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fundraising & Philanthropy													
Board Contributions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Corporate and Foundations	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenues	250,000	314,958	66,240	78,311	147,051	78,311	78,311	147,051	78,311	78,311	80,821	91,011	1,399,542

Academy of the Arts Charter High School
 New Charter School Application Budget Template
 Year 2 Through 5 Budget

						Revenue Assumptions				
	Year 1	Year 2	Year 3	Year 4	Year 5					
	2022-23	2023-24	2024-25	2025-26	2026-27					
Annual Revenue Increase	1.00%	1.00%	1.00%	1.00%	1.00%					
Cumulative Increase	101.00%	102.01%	103.03%	104.06%	105.10%					
State Revenues										
Basic Education Program	637,560	\$1,359,420	\$2,167,917	\$3,065,434	\$3,317,237					
BEP Transportation Component	\$0	\$0	\$0	\$0	\$0					
BEP Capital Outlay	24,840	\$52,964	\$89,464	\$119,432	\$129,243					
Other	\$0	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Federal Revenues										
Title I	21,000	\$44,400	\$70,200	\$88,400	\$105,300					
Title II	\$0	\$0	\$0	\$0	\$0					
Title III	\$0	\$0	\$0	\$0	\$0					
NSLP	57,348	\$121,068	\$191,160	\$267,624	\$286,740					
E-Rate	13,500	\$20,000	\$20,000	\$20,000	\$20,000					
CSP Startup Grant	\$0	\$0	\$0	\$0	\$0					
IDEA	275,000	\$0	\$0	\$0	\$0					
Breakfast	\$0	\$0	\$0	\$0	\$0					
Other	30,294	\$63,954	\$100,980	\$141,372	\$151,470					
School Activity Revenues										
Other	\$0	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Fundraising & Philanthropy										
Board Contributions	\$0	\$0	\$0	\$0	\$0					
Corporate and Foundations	250,000	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Other	\$0	\$0	\$0	\$0	\$0					
Total Revenues	1,309,542	1,661,806	2,634,721	3,712,262	4,009,590					

Compensation					
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Administrative Staff					
Principal/School Leader	-	-	-	-	-
Assistant Principal	-	-	-	-	-
Special Education Coordinator	-	-	-	-	-
Deans, Directors	162,400	164,836	244,309	245,943	249,632
Other (Specify in Assumptions)	-	-	-	-	-
Total Administrative Compensation	162,400	164,836	244,309	245,943	249,632
Instructional Staff					
Teachers	326,250	455,083	822,221	902,054	915,585
Special Education Teachers	45,000	45,675	91,360	92,731	94,121
Educational Assistants/Aides	-	-	-	-	-
Elective Teachers	-	-	-	-	-
Other (Specify in Assumptions)	-	-	-	-	-
Total Instructional Compensation	371,250	500,738	913,581	994,785	1,009,706
Non-Instructional Staff					
Clerical Staff	-	-	-	-	-
Custodial Staff	-	-	-	-	-
Operations	-	-	35,000	35,525	36,058
Social Workers/Counseling	45,000	45,675	46,360	47,056	47,761
Other (Specify in Assumptions)	-	-	-	-	-
Total Non-Instructional Compensation	45,000	45,675	81,360	82,581	83,819
Bonus	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-
Other Non FTE Compensation	-	-	-	-	-
Total Compensation	578,650	711,249	1,237,250	1,325,308	1,343,158

Employer Benefits & Taxes					
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Social Security	35,875	44,087	76,709	82,045	88,276
Medicare	8,390	10,313	17,940	19,188	19,476
State Unemployment Disability/Life Insurance	6,048	8,064	12,600	13,608	13,608
Workers Compensation Insurance	-	-	-	-	-
Other Fringe Benefits	10,416	17,802	22,270	23,820	24,177
Medical Insurance	63,000	88,200	144,703	164,093	172,298
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
TCRS Certified Legacy	61,510	75,606	131,520	140,668	142,778
TCRS Certified Hybrid	-	-	-	-	-
TCRS Classified Legacy	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-
Other Classified Retirement	-	-	-	-	-
Other Retirement	-	-	-	-	-
Total Employer Benefits & Taxes	185,241	239,083	405,743	443,422	455,612

Operating Expenses					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27
	1.50%	103.02%	104.57%	106.14%	107.73%
Contracted Services					
#ERROR!	1,000	\$1,015	\$1,030	\$1,046	\$1,061
#ERROR!	2,000	\$15,000	\$15,225	\$15,453	\$15,685
#ERROR!	500	\$508	\$515	\$523	\$531
#ERROR!	4,000	\$8,526	\$13,599	\$19,240	\$20,803
#ERROR!	7,200	\$15,428	\$24,775	\$35,135	\$39,209
#ERROR!	65,000	\$65,000	\$65,000	\$65,000	\$65,000
#ERROR!	35,000	\$35,000	\$35,000	\$35,000	\$35,000
#ERROR!	2,500	\$2,538	\$2,576	\$2,614	\$2,653
#ERROR!	1,800	\$3,857	\$6,181	\$8,784	\$9,552
#ERROR!	87,642	\$185,022	\$297,140	\$408,996	\$438,210
#ERROR!	2,500	\$5,000	\$7,500	\$10,000	\$10,150
#ERROR!	9,000	\$9,135	\$9,272	\$9,411	\$9,552
#ERROR!	1,688	\$2,132	\$3,863	\$4,157	\$4,219
#ERROR!	3,000	\$3,045	\$3,091	\$3,137	\$3,184
Other	-	\$0	\$0	\$0	\$0
Supplies & Materials					
#ERROR!	10,000	\$10,000	\$500	\$10,000	\$500
#ERROR!	2,250	\$2,500	\$2,791	\$3,091	\$784
#ERROR!	4,800	\$4,872	\$4,945	\$5,019	\$5,095
#ERROR!	47,150	\$56,400	\$29,400	\$5,000	\$5,075
#ERROR!	9,000	\$10,150	\$11,332	\$12,548	\$3,184
#ERROR!	4,500	\$9,643	\$15,453	\$21,959	\$23,881
#ERROR!	900	\$1,929	\$3,091	\$4,392	\$4,776
#ERROR!	5,000	\$2,000	\$4,500	\$1,000	\$1,000
#ERROR!	18,000	\$20,300	\$22,665	\$25,096	\$6,368
#ERROR!	1,125	\$1,421	\$2,576	\$2,771	\$2,813
#ERROR!	5,000	\$10,000	\$15,000	\$20,000	\$20,300
#ERROR!	500	\$508	\$515	\$523	\$531
#ERROR!	1,000	\$1,500	\$2,000	\$2,500	\$2,538
#ERROR!	-	\$0	\$0	\$0	\$0
#ERROR!	-	\$0	\$0	\$0	\$0

Facility Related Expenses									
#ERROR!	\$4	43,200	\$92,568	\$148,352	\$210,809	\$229,255			
#ERROR!	\$1,523	18,000	\$18,270	\$18,544	\$18,822	\$19,105			
#ERROR!	\$203	2,400	\$2,436	\$2,473	\$2,510	\$2,547			
#ERROR!	\$1,523	18,000	\$18,270	\$18,544	\$18,822	\$19,105			
#ERROR!	\$203	2,400	\$2,436	\$2,473	\$2,510	\$2,547			
#ERROR!	\$1,600	4,000	\$1,600	\$3,600	\$800	\$812			
#ERROR!	\$0	19,400	\$0	\$22,000	\$24,360	\$6,181			
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
#ERROR!	\$2,000	8,000	\$2,000	\$5,000	\$5,000	\$5,075			
#ERROR!	\$500	1,500	\$500	\$508	\$515	\$523			
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
#ERROR!	\$0	5,400	\$7,400	\$9,600	\$12,000	\$12,600			
#ERROR!	\$10,150	10,000	\$10,150	\$10,302	\$10,457	\$10,614			
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
Other Charges									
#ERROR!	\$15,000	10,000	\$15,000	\$20,000	\$25,000	\$25,375			
#ERROR!	\$160	400	\$160	\$360	\$80	\$120			
#ERROR!	\$2,538	2,500	\$2,538	\$2,576	\$2,614	\$2,653			
#ERROR!	\$152	1,500	\$1,523	\$1,545	\$1,569	\$1,592			
#ERROR!	\$50,000	50,000	\$50,000	\$100,000	\$100,000	\$101,500			
Debt Service									
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
#ERROR!	\$0	-	\$0	\$0	\$0	\$0			
Total Operating Expenses									
		528,755	707,276	960,362	1,168,262	1,370,257			
Total Expenses									
		1,292,645	1,657,607	2,603,355	2,934,992	2,969,027			

Assumption Notes	
Assumes \$1K annually for marketing/advertising with 1.5% inflation	
Assumes \$15K for consolidated audit/990 with 1.5% inflation	
Assumes \$500 annually for account fees with 1.5% inflation	
Assumes \$400/SPED student for speech, OT, related services with 1.5% inflation	
Assumes \$80/student annually for IReady and STAR with 1.5% inflation	
Assumes \$65K annually for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)	
Assumes \$35K max authorizer fee	
Assumes \$2.5K/year + 1.5% inflation	
Assumes \$20/student for Welchild with 1.5% inflation	
Assumes \$1.87/day for breakfast and \$9.54 for lunch through Preferred Meals and Healthy School Food Collaborative	
Assumes \$2.5K/grade	
Assumes \$750/mo for phone/internet bundle services + website fees with 1.5% inflation	
Assumes \$150/FTE with 1.5% inflation	
Assumes \$3K annually for postings, fairs, travel, stipends to recruit specific certified staff with 1.5% inflation	
Assumes purchase of \$1.0K/cooler in Y2 and Y4 + \$500 for repairs in Y3 and Y5	
\$25/student for classroom libraries for new and replacement books + 1.5% inflation	
Assumes \$400/mo for staplers, pens, shelves, etc. + 1.5% inflation	
Assumes support from Arts Impact inclusive of professional development	
Assumes \$100/student + 1.5% inflation	
Assumes \$50/student + 1.5% inflation	
Assumes \$10/student for incentives and recognition awards + 1.5% inflation	
Assumes \$500/new staff member + 1.5% inflation	
Assumes \$200/student + 1.5% inflation	
Assumes \$100/FTE for staff appreciation, etc + 1.5% inflation	
Assumes \$5K/grade level for supplies needed for the Arts programs	
Assumes \$500 annually with 1.5% inflation	
Assumes adding \$500K with each additional grade	

Academy of the Arts Charter High School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Starting Fund Balance	-	55,991	72,888	77,086	108,452	885,722
State Revenues	-	662,400	1,412,384	2,252,381	3,184,866	3,446,480
Federal Revenues	125,000	397,142	249,422	382,340	527,396	563,510
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	250,000	250,000	-	-	-	-
Total Revenues	375,000	1,309,542	1,661,806	2,634,721	3,712,262	4,009,990
Staffing	120,000	578,650	711,249	1,237,250	1,323,308	1,343,158
Employer Benefits & Taxes	32,604	185,241	239,083	405,743	443,422	455,612
Contracted Services	23,975	222,830	351,205	479,718	618,496	653,810
Supplies & Materials	53,300	109,225	131,222	114,768	113,899	76,844
Facility-Related Expenses	83,050	132,300	155,630	241,395	306,604	308,363
Other Charges	6,080	64,400	69,220	124,481	129,263	131,240
Debt Service	-	-	-	-	-	-
Total Expenses	319,009	1,292,645	1,657,607	2,603,355	2,934,992	2,969,027
Net Income	55,991	16,897	4,199	31,366	777,270	1,040,963
Ending Fund Balance	55,991	72,888	77,086	108,452	885,722	1,926,686

ATTACHMENT 0: BUDGET NARRATIVE

Attachment 0: Budget Narrative

Introduction

Academy of the Arts Charter High School has prepared the following budget narrative for proposed financial activity during its Planning Year through its 5th Year of operations. The following sections detail the enrollment and student population assumptions, a summary of revenue and expense assumptions, a discussion of sustainability, cash flow, contingency plans, and financial management.

The proposed budget is adequate to fully implement the proposed school model because there are layers of contingencies and conservatism. The budget fully aligns with the model of the school outlined in the narrative and accounts for costs needed to implement it.

The budget allows AACHS to hire facilitators and support staff to provide a dual focused school model in both the arts education model and the general education model, which is the premise of the mission. Academy of the Arts Charter High School will be able to secure the instructional materials needed (such as licenses for the needed online assessments and curricular programs) to implement a high-quality instructional program for students. The school's budgetary projections will allow AACHS to invest in ongoing professional development for staff through outsourced consultants and organizations. The projected budget takes into consideration the investment and purchase of character education curriculum and materials that will support our core values to work collaboratively together as a community.

Enrollment Assumptions

Academy of the Arts Charter High School has assumed the following enrollment plan below when creating a five-year outlook:

Figure 3.2 (a): Enrollment Assumptions

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
9 th Grade					
10 th Grade					
11 th Grade					
12 th Grade					
Total Enrollment					
Total ADM					

Academy of the Arts Charter High School plans to locate their school in Fayette Co., Tennessee and recruit students from all areas of the county. All BEP revenue is driven off ADM projections, which is 92% of the enrollment to account for any attrition or missed enrollment targets.

Other Demographic Factors

Academy of the Arts Charter High School anticipates its demographics to be consistent with Fayette Co. For budgeting purposes, it has assumed the following:

- 78% of the student population will qualify for free or reduced lunch
- 11% of the student population will have an active IEP
- 2% of the student population will be ELL students

Revenue Assumptions

During Academy of the Arts Charter High School’s planning year, the school anticipates two main sources of funding. The first funding source is CSGF grant through their “seed funding” grant. CSGF is anticipating making awards of \$250,000/year during the 2021-22 fiscal year. Academy of the Arts Charter High School has submitted its application and has met all requirements to be considered a high-quality applicant. The school is confident in receiving the full \$250,000. This revenue source will help cover the planning year staff’s salary and benefits expenses, along with other start-up expenses including preparing a facility for students, student and staff recruitment, and general school planning.

The second source of funding is from CSP (Charter Schools Program) Planning and Implementation grant. These funds are awarded to applicants once approved by their respective authorizers, and most applicants are typically awarded funding. The current funding cycle provides for up to a \$600,000 award per applicant. However, to remain conservative and to account for increased demand for funding, AACHS has only included a \$400,000 assumption in its budget projections, with the \$125,000 concentrated in Year 0 (2021-22) and the remaining \$275,000 in Year 1 (2022-23).

During the first operational year (2020-21), Academy of the Arts Charter High School anticipates the following public sources of funding:

Figure 3.2(b): Revenue Sources

Revenue	Rate	Driver	Source of Rate Assumption
BEP			
BEP Transportation Supplement			
Title I			
BEP Capital Outlay			
CSP Grant			
NSLP			

In Years 2 through 5, AACHS has assumed a conservative 1% year-over-year increase of the BEP (including the transportation component) and BEP Capital Outlay to account for observed growth in per pupil funding. Title and NSLP funds were budgeted with no inflation, as funding rates are subject to change.

AACHS has assumed \$150/student or \$13,500 in Year 1 in E-rate funds which will offset the cost of the internet infrastructure installation and internet fees each year.

Academy of the Arts High School anticipates total revenues for Year 1 to approach \$1.3 million. Annual revenues are anticipated to increase each subsequent year primarily due to an increase in student enrollment year over year. By Year 5, anticipated revenues are projected to approach \$4.0 million.

Expense Assumptions

Staffing

The staffing plan, outlined in the table below, establishes a foundation of administrative positions in Year 1, along with a first cohort of teachers to serve the 9th grade class. After Year 1, specific student-related positions scale with the size of the student body, as reflected below:

Figure 3.2 (c): Staffing Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director					
Principal					
Director of Operations/AP					
Secretary					
Guidance/College Counselor					
Director of Student Supports					
SPED Teacher					
English Teacher(s)					
Math Teacher(s)					
Science/Social Studies Teacher(s)					
Foreign Language Teacher(s)					
Art & Fashion Design Teacher(s)					
Dance & PE/Health Teacher(s)					
PE/Health Teacher(s)					
Drama/Film & Tech Teacher(s)					
Tech Teacher					
Music Teacher					
TOTAL STAFF:					

As noted by the table above, this pattern of growth will continue each year as the school continues to grow to reach scale in Year 5, 2026-27, as a fully operating high school. Several critical areas of operation that would otherwise have a school staffing requirement have been budgeted via contracted services from established local vendors and contractors. These areas include financial services, custodial services, legal counsel, and IT support.

Compensation

Salaries for both certificated and support staff members are based on a higher rate than Fayette Co. and aligned with Memphis charter salary trends.

Leadership roles, such as the Executive Director, Principal, as well as the Director roles take the same approach. A Director of Student Supports will be hired in Year 1 to serve the special education population with an additional SPED teacher hired in Year 3.

For the largest staffing category, Teachers, Academy of the Arts Charter High School has budgeted a starting salary of \$45,000 in Year 1. Subject to their previous experience and credentials, AACHS may be able to offer a salary less than \$45,000, while other more experienced teachers may be offered a salary above \$45,000. This is inclusive of core subjects, foreign language, arts and elective teachers.

Additionally, a guidance/college counselor will start in Year 1 at \$45,000 and a secretary will start in Year 3 at \$35,000

A 1.5% increase has been applied to all future year salaries as a cost-of-living adjustment. This increase is not a guaranteed compensation increase, but rather to cover rising costs and inflation

in the industry. Resources permitting, Academy of the Arts Charter High School will evaluate opportunities to increase compensation and/or add bonuses to remain competitive.

Employer Benefits and Liabilities

Academy of the Arts Charter High School has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions, respectively. State unemployment has been budgeted at 3.5%. Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1.8% of total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System (TCRS), Academy of the Arts Charter High School has assumed a 10.63% employer contribution for all staff, though depending on certified or classified status, as well as prior participation in TCRS before July 1, 2014, the employer contribution may vary by individual. This amount represents the maximum contribution Academy of the Arts Charter High School would make toward employees' retirement plans.

Medical, dental, and vision insurance employer contributions have been approximated at \$5,000 per full time equivalent (FTE) based on costs paid by existing Memphis charter schools. Academy of the Arts Charter High School will research health insurance options to ensure employees receive the most ideal benefit packages at the lowest cost possible for the school. There may be different costs associated for certified and classified insurance programs and different costs depending on the type of plan participation (single, single+1, and family). The \$5,000 per FTE represented the proposed financial capacity of the school to contribute towards insurance costs. Given the number of drivers that will go into the final cost, Academy of the Arts Charter High School has conservatively prepared to incur these costs for all FTEs. Each subsequent year, a 5% year-over-year increase has been assumed to reflect potential health insurance cost increases that may be realized in future years.

Salaries and benefits, in total, represent anywhere from 48% to 61% of the school's operating budget.

Contracted Services

Contracted services are expected to grow as the Academy of the Arts Charter High School grows. Starting at approximately \$223K in Year one, this will increase to around \$654K in Year five. The major expenses in this category in the first year are:

- \$87,642 – for meals through Preferred Meals and Healthy School Food Collaborative at \$1.87/student for breakfast, \$3.54/student for lunch
- \$7,200 – \$80/student for evaluation and testing services (MAP and STAR)
- \$65,000 – a flat estimate for financial services to be provided by a back-office provider in lieu of hiring a CFO (AP, payroll, accounting, financial reporting, budgeting, etc.)
- \$35,000 – for maximum authorizer's fee
- \$9,000 – \$750/month for phone/internet bundle + website monitoring fees

In addition, the school plans on incurring additional expenses that, while minimal in their materiality to the budget, remain critical to the successful operation of the school. These contracted expenses include but are not limited to advertising, audit services, bank charges, contracts with SPED providers, legal fees, health services, postal charges, field trips, payroll services and staff recruitment.

Supplies & Materials

Year 1 has approximately \$109K budgeted in various supplies and materials, both instructional and non-instructional in nature. This also includes staff and student computers. By Year 5, this category totals about \$77K. As a percent of the overall budget, this category represents 8% of total spending in year 1, which aligns with the trends observed at other charter schools. These expenses, depending on the line item, are driven either by the number of students (new or total), number of staff members (new or total) or a flat rate. These expenses include purchasing a copier, library books, office supplies, curriculum (inclusive of professional development), instructional supplies, printing paper, gifts/awards for students and staff, supplies for the Arts program, postal charges and student activities.

Other Charges

Academy of the Arts Charter High School has budgeted \$64K for in other charges in Year 1. These include D and O and liability insurance, totaling \$10K. Background checks at \$40/new staff member. Student recruitment, community engagement, and parent/staff meetings have been budgeted at \$2.5K and \$1.5K, respectively. Finally, it has student transportation, calculated as \$50K/bus with 40% participation.

Facilities

Academy of the Arts Charter High School has earmarked about 10% of its overall spending for facility-related expenses, including student and staff furniture and equipment. Most of this part of the budget is driven by the working assumption of 120 square feet per student, with 10,800 square feet in Year 1 and then 54,000 square feet in Year 5. This includes a base rent assumption of \$4/sqft with a 1.5% increase year over year. The school plans to lease a space owned by a church (likely Divine Purpose Church), so this rate is aligned with other charters that do the same. Tenant improvements of \$50K were budgeted for tenant improvements in order to bring the building to code and for installation of resources needed for the arts program (beginning in Planning Year). Utilities have been budgeted at \$1,500 per month, along with janitorial services at \$1,500 per month based on historical averages in the area. Waste pickup has been budgeted at \$200 per month. Additionally, custodial supplies, IT support, building decorum and maintenance/repair services are included here.

Financial Sustainability

Reviewing the school's projected operating income over the first five years, Academy of the Arts Charter High School is projecting positive operating incomes in all five years with a growing fund balance year over year. Between Planning Year and Year 1, we see operating incomes of \$56K and \$17K, respectively. In Year 2, we see a decrease in the operating income totaling \$4K for that fiscal year. In years 3, 4, and 5, the school is positioned to post operating income gains of \$31K, \$777K, and \$1.04M, respectively. Overall, the preliminary financial plan is strong, with the fund balance approaching the \$2M mark by Year 5, or roughly 65% of forecasted expenses that year.

Cash Flow

A cash flow has been provided for the periods between July 2021 through June 2022, and then July 2022 through June 2023. Revenue and expenses have been aligned to their typical schedules of distribution, and where possible, schedules have been differentiated to reflect the nature of how Tennessee charter schools receive and spend money based on the time of the year.

The cash flow assumes the major following assumptions:

- The school will receive its CSGF by October 2021 and an additional \$250K by July 2022
- CSP funds will be reimbursed in six installments between May 2022 and May 2023 between \$62,500 and \$68,750 each

- BEP funds will be distributed in ten payments from August through June, except for a payment in May. This is the state-mandated distribution schedule
- Title I funding has been projected October through June account for the processing of funding requests, any compliance documents, etc. at the beginning of each year
- All staffing and benefit expenses are projected over 12 months, with the exception of the start of the Executive Director and Director of Operations in October 2021
- Most expense categories are aligned to a 10 or 12-month schedule with some targeted spending to occur in the front part of year to align with expenses incurred when the school is opening and some customized otherwise based on historical data
- Expenses related to school activities, such as student meals, have been budgeted to align with the 10 months of instruction, from August through May

There will be some periods of time, particularly in the beginning of Year 1, when cash flow may call for the school to manage the outflow of its payables and/or delay the timing of those payments, but otherwise not outside of what other charter schools must deal with.

Even though there isn't a Year 2 cash flow available, the school could potentially face a cash flow issue in the beginning of the second operating fiscal year. Given the known issue with BEP payments not disbursed in July, the school will be faced with meeting all its July operating expenses with its ending cash balance from the planning year. These numbers would indicate the school could face an operating cash shortfall at the beginning of Year 2. The school would plan on utilizing the following techniques to bridge this potential cash shortfall:

- Establish a line of credit with a financial institution (likely Hope Credit Union). Similar schools have been able to secure lines of credit in excess of \$150,000 before entering their first year of operation.
- Negotiate extended payment terms with vendors. There are considerable sums in Technology, Equipment, and Furniture line item for Year 2.
- Secure short-term private loans from philanthropic individuals.
- Negotiate a delayed or deferred payment structure for the lease during the summer months.

Any potential cash shortfall would be manageable based upon the above techniques. These techniques have been utilized at other charter schools with success.

Contingency planning

While creating a budget, there must be an evaluation of hypothetical, yet realistic situations regarding what the school would do should certain revenues not materialize, expenses run higher than the current budget projections, or the cash flow runs into issues. From a planning perspective, wherever possible, the school has tried to take the approach of under-estimating revenue and over-estimating expense by inflating salaries 1.5% and medical, dental, vision insurance 5% year over year, while only inflating revenues 0-1%. This hedge, already built into the current budget outlook, is the first line-of-defense should there be some additional developments take place that worsen the financial picture. The school has taken the strategy of not assuming any additional resources beyond CSGF grant monies and CSP Planning and Implementation grant in its Planning Year, and assuming 67% of the full CSP award amount. Additionally, Academy of the Arts Charter High School has not budgeted any other money outside of public resources (BEP, NSLP, and Title I allocations). AACHS is applying for the Walton Family Foundation grant and New Schools

Venture Fund grant and other grants that are not included in the budget. This is strategic in order to have contingency plans for the grants that are included. Post authorization, the school plans on continuing to establish rapport with local and national philanthropic funders who have historically aided other charters and specifically those with an Arts focus to strengthen its budget outlook.

Academy of the Arts Charter High School has conservatively assumed that it can grow into a facility and pay rent on an “as utilized” basis. This notion has been successfully implemented in several existing charter schools and is the ideal method through which the school would execute its facility plan. If Academy of the Arts Charter High School cannot come to terms on a lease that operates on an “as utilized” basis, the model has conservatism built in that would allow the school to rent a facility that would fit its needs, using the tenant improvement budget accordingly in the first couple of years and then seek a larger facility as the school grows in later years. AACHS will also plan to apply for a loan which is available through the state credit enhancement fund under the Tennessee Charter School Center for the tenant improvements. The budget shows the ability to pay for tenant improvements without the loan in case that should that be necessary.

This budget is a feasibility analysis based on the program and school design being proposed, but not necessarily the final operating budget; the budget will continue to undergo many revisions post authorization and into the next year. The planning year budget might have to be tailored to align with the available startup resources or be reduced to generate a larger carryover into Year 1. Given its percent of the budget, the staffing plan would likely need to be reevaluated. Positions might have to be reduced to part-time or delayed to a later start date, or even delayed to the following school year. Certain equipment and furniture purchases might have to be delayed, or service contracts might have to be renegotiated for a reduced scope.

In summary, Academy of the Arts Charter High School will face the largest financial challenge in its second year of operation. However, the school is committed to having a positive fund balance all five years, and that commitment is what will drive budget decisions and revisions to address any potential shortfalls. Similarly, with the ending cash balance in Year 1, the school is going to evaluate all financing options available. In addition to pursuing a line of credit, both management and governance will pursue all avenues of cash flow financing, including but not limited to, vendor credit, credit cards, and any options available that can improve cash.

From an enrollment standpoint, BEP is based off 92% of the projected enrollment in to create a cushion for missed enrollment targets, attrition or anything else unforeseen. This is especially important as enrollment is the largest source of revenue. Additionally, should a need arise for a student(s) with disabilities that cannot be met by the already budgeted Director of Students Supports and additional contracted SPED services, we will revise the budget in order to meet that need. AACHS will reduce costs and shift staffing resources to fulfil that need. Additionally, AACHS will seek additional external funding/grants to support the SPED program.

From a facility standpoint, AACHS already has a few options they are exploring to ensure that if option 1 (leasing space from a church) or option 2 (leasing space from another church) do not pan out, that they have explored the options of leasing commercial space and/or leasing modulars. All options have been successfully executed by other charters.

Financial Management

Academy of the Arts Charter High School will outsource the financial responsibilities to a back-office provider. Once determined, the back-office provider will provide accounting, AP, payroll, budgeting, forecasting and long-term planning. The Director of Operations will manage the back-office provider relationship; the Executive Director and Board Treasurer will review all financials, reports, etc. The back-office provider will work directly with the school’s auditor to provide all

necessary financial information and work as the liaison to ensure the auditor completes and submits the audit accurately and timely. Academy of the Arts Charter High School has budgeted for an auditor and plans to bid this service out. Additionally, the Audit/CPA firm will file the 990 on behalf of the school. The back-office provider will work with the school to ensure completion and submission of all district/state required financial reporting. AACHS will vet the internal controls of the back office provider. See attachment X for AACHS's preliminary financial policies that the school will present to the board for approval.

The following positions hold varied levels of responsibilities as it relates to school finances:

- Director of Operations: In addition to overseeing Academy of the Arts Charter High School's daily business activities by managing resources and developing and implementing organizational plans for the school, this person will oversee and manage vendor relationships, manage grants (reporting, reimbursements, tracking offsetting expenses), manage procurement and resource allocation, work with the back-office provider to review monthly financials and present at board meetings as needed and submit coding, back-up, payroll information and financial documentation to back-office provider.
- Founding Board Treasurer: In collaboration with the Executive Director and Director of Operations, our proposed Founding Board Treasurer will review fiscal and budget analysis and reconciliations for accuracy, support with preparation of financial reports as needed, review restricted budget and documentation for compliance and review the school's financial documentation monthly to ensure compliance with State and Federal regulations.
- Founding Executive Director: The Executive Director will support with oversight, management and control of school budget, complete monthly reviews of school financials with Director of Operations and back-office provider and review and approve financial report to be submitted to the board monthly.
- See financial policies for the details of purchasing approval and criteria.

The proposed leadership team members and founding board members have the following financial expertise to support oversight of Academy of the Arts school budget:

- Executive Director, Mecca Jackson: Mecca Jackson has served as a school principal for 7 years in both the charter and public sectors. She has managed and balanced school budgets as large as 6 million dollars and has been responsible for ensuring a balanced budget each quarter the school has been in operation. Ms. Jackson has extensive experience in her role of principal making school-wide purchases through the general operating funds as well as Title I funds for the school. She also has experience writing and securing grant funds to make purchases on behalf of schools.
- Founding Board Treasurer, Venissa Saddler: Venissa Saddler is a highly qualified accountant with a bachelor's degree in Accountancy, but also a master's degree in Business Administration and in Accountancy. With 19 years of professional experience in accounting, she is currently employed as the Senior Plant Accountant at BPI Packaging and BPI Coatings Solutions (two locations) in Memphis, TN and Olive Branch, MS. She previously worked as Supervisor of Accounting at Hilton at the Memphis Headquarters and has 2.5 years of audit experience at "Big 4" International Accounting Firm, Deloitte.

She is experienced in financial accounting, audit, governmental accounting and managerial (cost) accounting. Ms. Saddler also served as an accountant for school boards and is proficient in budget analysis, financial reporting, payroll, inventory accounting, employee benefit plans and procurement. Additionally, she is proficient in Sage, PeopleSoft, SAP, Main Frame, Web Focus, Microsoft Word, Excel, Access and PowerPoint; MAS90 and AS/2.

- Director of Operations, to be hired: To ensure that Academy of the Arts remains in fiscal compliance annually, the candidate selected for the role of Director of Operations will work directly with the back-office provider to review financials, track budget to actuals and submit financial reporting. A degree or experience in finance, accounting or business is preferred.

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as the School develops, and regulations change. The Board of Directors (“Board”) should approve these financial policies and revisit them periodically.

I. PURCHASES

- A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than \$10,000. All other proposed expenditures must be approved by the Executive Director, who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable).
- B. Contracts
 - 1. All professional consulting services shall be provided for under a contract.
 - 2. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. Contracts exceeding \$10,000 require a bidding process of sufficient duration to ensure competition. However, the Executive Director may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may also approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).
 - 3. Additional board approval is recommended in cases when scope or cost of an approved contract has materially changed. (more than 20%). Bid tabulations shall be presented to the Board along with a recommendation for action by the Finance Committee. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.
- C. Invoices
 - 1. Invoices under \$10,000 must be approved by one of the following authorized positions: Executive Director, approved school leader or Director of Operations.
 - 2. Invoices for \$10,000 or more must be approved by the Executive Director and one of the following authorized positions: Director of Operations or Board Treasurer.
- D. Accounts Payable: The school shall abide by EdTec accounts payable policies and procedures set forth separately.
- E. Credit and Debit Card Usage: Unless otherwise specified by the Board of Directors and/or school management, the use of School debit cards shall not be allowed for any School purchase. The School has an approved combined credit card limit of \$50,000. Authorized card

holders include the Executive Director, current Operations Manager, and the Central Office's Special Projects Coordinator. Credit card statements will be reconciled on a monthly basis.

- F. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements in excess of \$5,000 without the express written consent of the Executive Director and Board Treasurer.
- G. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The Executive Director must obtain either the Director of Operations or a Board member's authorization on reimbursement requests payable to the Executive Director's name.
- H. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

II. BANKING

- A. General Checking Account
 - 1. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.
 - 2. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Executive Director approved school leaders, Director of Operations, and Board Treasurer. Checks above \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$10,000 from this account shall be the Executive Director, Director of Operations, and Board Treasurer.
 - 3. The General Checking Account shall be reconciled monthly by an outsourced back-office provider that does not have the ability to approve expenses or disperse funds from the account.
- B. Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The Operations Manager of each school will open all mail daily, immediately sort all checks and forward them to the Director of Operations or Executive Director. The Executive Director or Director of Operations will immediately endorse the checks to the appropriate school bank account and prepare appropriate deposits as soon as practical.

III. TRAVEL POLICIES

- A. Employee Mileage Reimbursement
 - 1. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if supported by receipts.

2. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.
3. Notwithstanding the above, the School may adopt a separate policy to supplement the above policies and procedures

IV. OTHER PRACTICES

- A. **Budget Adoption:** A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.
- B. **Audit**
 1. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the statutory audit deadline for Tennessee charter schools. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.
 2. If the School receives over \$750,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
 3. The audit firm shall be on the State approved list of auditors.
 4. At the conclusion of the audit, EdTec will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.
 5. **Form 990 Federal Tax Return:** The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.
- C. **Board Meetings:** The Board shall review financial statements at periodic Board meetings. The Board shall also review and approve the monthly check registers from the General Checking Account.
- D. **Conflict of Interest:** Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Tennessee Code Annotated and IRS requirements.
- E. **Payroll**
 1. **New Employees:** Requests for new employees shall be initiated by the Executive Director and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted, and TB tested consistent with State law.

Fingerprint and background clearance must be received by the School before any employee may start work.

2. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.

3. Timekeeping (for hourly staff)

a) The Executive Director or Director/Principal shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.

b) Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

F. Independent Contractors: The School shall only engage independent contractors if the following practices are followed:

1. The expense is within the approved budget or separately approved by the Board;
2. The contractor provides IRS form W-9;
3. IRS rules are followed regarding classification of staff as contractors versus employees; and
4. The work is done under contract.

G. Capitalization and Depreciation:

The School will capitalize and depreciate all assets costing \$5,000 or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

H. Disposal of Surplus Property and Donations:

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential receiving organizations shall include: (1) the receiving organization is fully independent of the School, with none of the School's Board members or key personnel involved in the receiving organization; and (2) the receiving organization shall be a non-profit or governmental entity related to education. In

addition, the School shall secure a receipt from the receiving organization for the donated property and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds

If the property in question costs \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.