

Application to amend charter agreement

Part I: General Information

- Name of Charter School: Libertas School of Memphis
Amendment Petition Category(ies) identified in Letter of Intent:
 The addition or removal of a grade level or levels
 Changes in enrollment outside min/max thresholds in charter agreement
 Other material changes not covered by any of the above categories:

SCHOOL BACKGROUND.

- a) Address: **3777 Edenburg Drive, Memphis TN 38127**
b) First school year in operation: **2015**
c) Grades/enrollment currently serving: **397 (K-5) / 495 (PK-5)**
d) Grade levels / max enrollment served at maturation of charter:
387 (K-5) / 484 (PK-5) - approved TPCSCS application 2021
390 (K-5) / 476 (P-5) - original ASD charter 2015
e) End of current charter term: **2025**

BACKGROUND STATEMENTS: This is an application to amend a school's charter agreement by changing the item selected above. Please submit a narrative and related attachments addressing each of the questions below:

1. Provide details on the selected amendment above and describe the requested change, including the school's rationale for the proposed change. Describe any planning that is already underway to prepare for the proposed amendment.

Libertas School of Memphis is Tennessee's first public Montessori charter, one of the state's most successful school turnarounds, and a national exemplar of holistic education for at-risk students. Based on our school's consistently high academic growth and improved proficiency, coupled with parent demand and a severe need for more quality seats in the neighborhood, Libertas is applying to (subpart C) modestly increase enrollment in our current grade levels, (P)K-5, and (subpart b) for an expansion of grade levels to continue serving our students through 8th grade with a corresponding increase in enrollment for added grade levels. (Subpart H is included at direction of TPCSC staff to provide data supporting overall plan.)

Summary of proposed amendment:

- Add grades 6-8 with 148 seats to current grade levels (P)K-5 (Subpart B)
- Increase enrollment in current grade levels by 41 seats (Subparts C)
- Total combined growth and expansion would be 189 seats, from 387 K-5 (484 P-5) to 577 K-8 (675 P-8)

The limited scale of the expansion reflects our plan to primarily serve the approximately 50 students rising from Libertas 5th grade each year. We would offer any other seats that open (as some students relocate or choose middle schools with other specialties) to students in and around our Frayser community. The expansion would be phased in over the next three years.

Context: The Frayser neighborhood is “ground zero” for education reform: almost all of its 14 zoned schools were on the “priority list” in 2015, the year we transformed Brookmeade Elementary school—then the second lowest achieving elementary school in the state, with reading proficiency of 4%, suspensions at 24%, operating at barely 50% of enrollment capacity.

Performance trajectory: Over the last eight years, we have helped redefine what is possible for neighborhood schools.

- From 2019-2022, we were the only K-8 school in Memphis to earn the highest academic growth rating - TVAAS Level 5 - for three consecutive years. In 2023 we exceeded expectations on TVAAS for the fourth straight year.
- In 2021 we were the highest achieving charter school in Memphis and ranked in the top 10% of charter schools statewide.
- In 2023, our reading proficiency reached 27% - just a 13% gap from the statewide average. This was achieved despite serving a population that is nearly twice as low-income, disabled, and economically disadvantaged as the state average. In fact, we exceeded state averages for reading among economically disadvantaged students.
- Indeed our school’s performance is driven by the growth of our most at-risk students: in 2021 and 2022 respectively, our large population of students with disabilities and our economically disadvantaged students performed overall in the top 15% of the state for their subgroups.
- In 2021 we also launched the nation’s first dual-certification Montessori teacher training program focused on urban public schools (offering participants both a state license and a nationally accredited diploma) . We partner with six schools across the Mid-South, and, in 2023, were named one of the state’s first registered Apprenticeship programs.
- Our enrollment is consistently 100% full with over 100 more students on the waiting list. We have <1% suspensions, and zero expulsions in eight years.

Need: Our neighborhood of Frayser needs more quality seats, especially at the middle grades, according to the most recent “seat analysis” from Memphis Shelby County Schools (2019). Though the neighborhood on the surface has excess capacity (existing 6-8 schools are enrolled at 77% of capacity - 3,011 of 3,914 seats), a huge portion of those empty seats are because families are opting-out of poor performing neighborhood schools. The LEA considered zero of the middle school seats in Frayser to be “good” or “excellent,” and only 141 of the middle seats in the broader North Memphis region to meet that standard (the lowest rate of any region in MSCS). Thus 2,600 quality seats are needed. As a result of these limited options, our families must stretch to find options. Libertas sent matriculating students to 17 different middle schools in 2022, and 20 in 2023. Even the one-third of our students who qualify for district “optional” schools (none of which are located in Frayser), struggle to find transportation to attend. Strikingly, 81% of graduates are attending middle schools outside of Frayser - unfortunately scattering our thriving community.

Demand: An overwhelming percentage of Libertas families have asked us to offer rich, personalized, Montessori learning adapted to the unique needs of adolescents to become members of a larger society (see below). The only Montessori middle schools in Memphis are far from our neighborhood. And both are private schools.

Planning process: The board conversation about possible middle grades started in 2019. In 2020-21 Libertas' board completed a strategic planning process incorporating a wide variety of school and community stakeholder perspectives. The plan identified that the possibility of adding middle grades should be prioritized, though after we offered a safe return from the pandemic; met certain consistent academic performance milestones; secured our current model through the transition of our charter to a new authorizer; acquired our building from the county district; and strengthened our teacher pipeline.

By fall 2022 we determined that significant progress had been demonstrated on these greenlighting criteria to commence a formal feasibility assessment process. Over the last year, we have staffed a dedicated leader with years of experience at the secondary level to work with stakeholders (board, faculty, parents, community members) and conduct national research to explore this opportunity. Our research and development effort focused on culture, academics, and operations at other Montessori and "adjacent" school models nationwide, as well as finance and facilities considerations. We visited or communicated with schools in New York City, Denver, Washington D.C., Cincinnati, and Oakland. Additional trips are anticipated to San Francisco, St. Paul, Houston, and Idaho. Multiple team members participated in training with the Association Montessori Internationale. And the board discussed the research and potential plans throughout the planning year, including on 8/29/22, 12/5/22, 3/6/23, 5/15/23, 6/19/23. A formal greenlighting criteria document was developed midway through this process.

Our Board reviewed the final feasibility report and greenlighting criteria at its 6/19/23 meeting and voted to approve submission of our application at its September 18th meeting.

We are proceeding through a robust project plan for the remainder of the 2023-24 school year to ensure we are ready to begin implementation in summer 2024 should the amendment be approved. Our plan has been developed with support from the New Schools Venture Fund Innovative Public Schools initiative, as well as the Charter School Growth Fund Seed program. Furthermore, the instructional leader we have selected for the additional grade levels has been admitted to and recently begun leadership training with Build.Excel.Sustain (formerly Building Excellent Schools) through the growth track fellowship, which has in recent years diversified the school models in their portfolio. This partnership will provide a "readiness to grow" audit later this fall to help confirm and refine our plan. Some highlights from our expansion project plan:

Stakeholder engagement and enrollment: As mentioned above, we have prepared a thorough plan for engaging parents and community partners through the coming year, including milestones for "marketing" information to families to help inform their decision about enrollment. We have already identified another TPCSC school in close proximity to ours, Promise Academy Spring Hill (on the border of Frayser and Raleigh), that will let us share the middle grades opportunity with Promise 5th grade families.

Academics and culture plan: We are prepared with an academic plan to serve middle grades. We are promoting a high-performing, veteran team member to lead the initiative. She

has years of experience as a curriculum designer and instructional coach at another high performing Memphis secondary school. Under her guidance, we have already created a team of five part-time instructional designers (a combination of Libertas staff and external partners) and written an academic design strategy that mirrors the work we have done in recent years at Libertas to ensure our program is fully Montessori based *and* fully aligned with state standards and expectations. Using an Understanding By Design backward planning framework, for each grade and course, we are outlining expected outcomes, learning experiences and curricular resources, and teacher training / professional development needs. We are drawing from the rich bank of nationally accredited Montessori and Core Knowledge curriculum and training resources we have long used as sources for Libertas.

Staffing: We are preparing well ahead for this critical need. Our Arete teacher residency is already consistently preparing multiple new qualified teachers each year to fill any openings in our current school. We have begun to lay the groundwork for recruiting additional teachers through local partnerships with Teach 901 and Memphis Teacher Residency. Our financial health has allowed us to incubate two other teacher positions in our school in the current year with the intention of preparing them to matriculate with students to middle grades starting next year (contingent upon performance).

Facilities: We have a solid plan for at least the first two years and multiple promising scenarios for years three and beyond.

- In spring 2023 we began a \$9+ million renovation and addition to our facility, purchased from the district in fall of 2022. This addition includes more than five additional classrooms, which we plan to use for the additional seats in the elementary grade levels, along with more specialized space for current programming. However we plan to use these spaces for at least 6th and possibly 7th grade in the first one or two years of this plan (if approved) while the long-term middle grade space plan is developed.
- Our current top choice for a location to support the proposed expansion is based on extensive analysis of a suitable property in extremely close proximity to our current site. We have begun an engagement with the owner about possible terms, with the help of a commercial real estate broker. This site would provide more space for lower cost than a further addition, and is so close as to make it almost feel like one extended campus.
- Our second choice would be a second phase addition to our building that would accommodate our middle school growth. Our architect has already done a conceptual design, and our contractor has already estimated the cost. We are assessing the viability of this scenario in relation to other options.
- A final option is at a close community partner organization in Frayser with a currently unused educational building. Our architect has inspected this site and identified what work would be needed to make it suitable.
- We have a timeline for assessing each option and know when we need to finalize and move forward in order to be ready for operations based on our choice.

Finance: With the support of financial advisors at the partner organizations mentioned above, we have developed a financial plan for the expanded school that will be fiscally sustainable (additional details below). We have also secured over \$650,000 in startup fundraising from four national and local partners (CSGF, NSVF, SPP, and Memphis Education

Fund) to cover our R&D / planning and phase-in needs. We have commenced fundraising for our facility needs, which we have conservatively estimated at \$4 million, and have written or verbal commitments for 50-75% of the funds and strong leads in process for the remainder.

Operations: We have begun building capacity among our operations / support staff in preparation for the proposed expansion.

- We hired a full time operations manager following the promotion of our Director of Operations to People Officer. This ensures we have a clear owner for finding, keeping and developing our team.
- We engaged United InfoLytics, a data / SIS consulting firm.
- We hired a full time Finance Manager to replace our retiring part-time Controller.
- We hired a full time compliance/external relations manager.
- We hired a full time student records specialist to expand our family engagement team and free up our Dean to expand family engagement / wraparound services and ensure we maintain strong student recruitment and enrollment.
- We are finalizing an MOU with the University of Memphis Social Work program to provide one or more interns to supplement our student and family services.
- We are maintaining strong relationships with other key external partners, including Le Bonheur Children's Hospital (clinical therapy), Youth Villages(social-emotional support), Rapid Route (school transportation), Memphis Shelby County Schools (nutrition).

2. How will the proposed amendment support/enhance the school's mission/goals?

The mission of Libertas is to be *a school for human flourishing, cultivating the minds, hands and hearts of children in Memphis for lives of wonder, work and love*. Since inception our focus has been to offer the same caliber of rich and personalized Montessori education that is typically only available in a private school as a free, public education to children in the Frayser neighborhood. We envision ourselves helping more families see Frayser as the destination community it once was before economic divestment two generations ago led to spiraling economic conditions.

When we began the transformation, over a third of the children zoned to the school were opting out at least in part because of the school's performance; now our school is nearly double the size. Indeed, the school is full and we have a wait list representing more than 20% of our current total seats. This includes many families who left Frayser for better options but now wish to return. The small expansion of seats within the elementary level will allow us to offer the core of Montessori learning to more young children.

The expansion into middle grades will allow us to deepen our impact for the neighborhood. As discussed above, not only are there few quality middle school options in our area, but there are no other public schools whatsoever offering Montessori learning in our city, and hardly any offering anything resembling it. Our current families end up scattering across almost two dozen other schools. Entering puberty and adolescence is an exceptionally vulnerable time for an emerging young man or woman. By providing them an age-differentiated experience within the same "attachment village" of family supports, we will ensure that children are surrounded by parents, teachers and partners who know them well, love them, and

expect the best from them. Conventional schools often neglect to give adolescents meaningful work of the hand, just when they need it most. Such work is an avenue for healthy channeling of their emotional maturation as members of a wider community; it also helps them see relevance of their academic learning to their new life. This is the gap between minds, hands, and hearts that we aim to fix by incorporating middle grades into Libertas.

Not only will the addition of middle grades benefit older students, but our younger children will have an enhanced experience through the leadership and service that older role models will provide. And the Frayser community will contribute to *and* benefit from our school's addition of middle grades, as these adolescents can begin to have apprenticeship and internship experiences with community partner organizations.

Finally, our school has already become a national beacon for urban public Montessori education, inspiring new schools to be proposed in Nashville and already open in Atlanta and Chattanooga. But while Montessori is starting to grow in prevalence in elementary schools nationwide, it is even less established in middle schools, giving us the opportunity to innovate and, though small, be an exemplar with a reach shining beyond our zip code.

3. Describe how proposed amendment will impact school finances (expenses and how the school will finance them. **Attach** the (i) most recent audit, (ii) balance sheet for the fiscal quarter ending 30+ days prior to submission of application, and (iii) budgets for the current fiscal year and 2 succeeding years assuming the amendment is approved.

Libertas goes into this amendment proposal in a healthy financial position. We have had clean audits every year, for our entire eight year history. We finished fiscal year 2023 well within budget. We currently have approximately 180 days' worth of cash in the bank. Last year we acquired ownership of our facility, and secured excellent financing terms (prior to interest rates rising) - a \$5.3 million tax exempt bond at just 3.25% - combined with about \$4 million in grants and fundraising to complete a \$9+ million comprehensive deferred maintenance renovation and addition of our facility; these projects are proceeding on-time and on-budget. Our long-term forecast now includes a manageable amount of \$325,000 annually in debt service - equivalent to just 5% of our recurring public revenues from state, federal and local sources for PreK-5th grade. While there are always variables and risks (such as the large cash flow needed given the timelines to receive state grant funds), we are in a strong financial position.

Looking ahead, with the assistance of school finance experts at our partner organizations, we have developed a sustainable financial model reflecting the impact of the proposed amendment. Startup and ongoing costs have been enumerated and continue to be refined and offset with anticipated ongoing or startup funding.

The main focus for financial planning is personnel costs, since they occupy upward of 75% of our budget.

The small addition of seats at our current grade levels (the equivalent of one classroom) will not have a material net effect on the budget. We will need an additional teacher and assistant to serve up to 24 students, as well as one-time expenditures for curriculum/furniture/materials for the class. These costs will be covered by the additional per pupil revenue for the students. The teacher training needed will be provided for de minimis

additional cost through our in-house training center. We have analyzed current rates of teacher coaching, special education and intervention services and capacity on our team, and expect to be able to serve the added students as currently constituted.

The additional grade levels would entail both additional classroom level costs as well as expansion of support services, however our plan also shows how these will be afforded. Middle grade classes are expected to be staffed slightly differently than our current classrooms, the latter of which have a full time teacher and assistant for 20-24 students. Instead, middle grades will have a smaller class size (tentative target 16) with one teacher, and a small number of assistant teachers / paraprofessionals shared part-time across the team. The phasing-in of these positions is reflected in the FTE counts shown on the budget.

Additional support staff positions anticipated (with year of expansion to be added):

- Instructional support / teacher coaching (Year 1)
- Social-emotional / behavior support / "Attachment village" team (Year 2)
- Family engagement (Year 3)
- Academic intervention (Year 3 - to be done by incubation teachers in years 1-2)
- 2 special educators - one resource, one self-contained (Years 2 and 3)
- 2 enrichment teacher (shared PreK-8th) (Years 2 and 3)
- Custodian (phase in from part time in Years 1-3)
- Substitute (Year 3)

Employee benefits are budgeted every year at roughly 25% of salaries, to cover taxes, medical insurance, health reimbursement account and related benefits, and retirement.

For the combined amendment, miscellaneous other operating costs - such as books, uniforms, printing, furniture, technology, field trips, family engagement, marketing, telecom, student transportation - have been forecast in the budget using historical rates, validated through our years of effective financial management. Our estimated rates for these items are enumerated in the attached budget. Instructional materials/furniture for new middle grades classrooms are shown at an average of \$100,000 per year for the three years of phase-in; these are offset partly by remaining fundraising (discussed below) and the remainder through recurring funds.

All of the above ongoing operating costs are affordable on recurring revenues.

The Tennessee Investment in Student Achievement (TISA) is providing a substantial increase (10-15% over BEP) recurring public revenue stream that is enabling us to provide the high level of special education and family services we have always provided (subsidized by fundraising) and to make them sustainable through recurring public revenues. TISA is estimated in the budget at an average of \$11,500 per student. Of course, exact TISA funding varies based on the student. Our detailed calculations are shown for reference (some of these, such as direct / outcomes funds, are still shown conservatively as we wait to update).

While TPCSC pools Title I, IDEA and related federal funds into a schoolwide pool, amounts are estimated in our budget for each, based on a weighted average of current and historical rates (given fluctuations in federal, state and district factors in the allocation of these funds and changes in district composition). IDEA in particular is estimated based on analysis of our large special ed population trends and the district's new weighted allocation formula in line with TISA. As shown in the budget, Title I is estimated at \$1,275 and IDEA at \$422 per pupil,

while Title II is at \$850 per teacher (all of these are more than FY24 preliminary estimates but less than FY23 final amounts). Should these amounts vary, the budget would be adjusted accordingly, utilizing our healthy reserve as a short-term cushion while long-term expenses are recalibrated as needed.

Note that fee revenues in our budget are related to and offset the cost of specific initiatives, including our teacher training program, child care center, and specific costs such as uniforms and extended care (outside of our state-funded LEAPs program).

We are also now generating some interest income annually from our savings; these are estimated based on rates that will be adjusted annually in relation to market conditions.

There are two other areas of special note regarding expense and related fundraising.

First, a unique feature of our growth plan is that we envision staffing 1-2 teacher positions one year in advance of adding each grade level, starting this year and extending through the first two years. In the “incubation” year each of those teachers will spend part of their time supporting students in their current grade level work to build the kind of multi-year relationships we have always valued at Libertas, but also planning and refining the curriculum they will teach the following year. Outside of facility costs, this is our largest startup expense: \$67,000 per position (salary and benefits) times 1-2 per year times 3 years - which, combined with the incubation of the full-time instructional leader this year, totals to as much as \$470,000.

This startup personnel expense is already fully covered by \$650,000 in startup fundraising we have secured from a combination of four local and national funders. (Note however that these incubation positions are an area of potential economy in Years 1 and/or 2 if needed based on other expense or revenue factors.) The surplus startup funds would be available for the instructional materials / furniture startup expenses mentioned above and/or for facility costs.

The final major startup expense is the facility. As detailed above, we are exploring at least three viable scenarios for Years 3 and beyond, while we already have a secure plan for Years 1-2. Given the uncertainty of the final plan, we have conservatively budgeted 8% of TISA per pupil revenue for each middle level student for occupancy costs. This would either serve as an inclusive rent payment to the building owner (which would be responsible for insurance and utilities), or as a placeholder for debt service and/or operating costs we may generate for owned space. We prefer and anticipate an ownership scenario, either at our site or our leading nearby option, and are developing a \$4 million budget for that project. At this point, only the first \$750,000 commitment toward the facility is included in our philanthropy budget, as the remainder may come in for beyond Year 2 of the expansion. However we have already identified 75% in combined gift pledges and subsidized loan funds from funders. The final 25% will be funded through a combination of cash equity and remaining fundraising.

In the out-years of our growth plan, once we have reached the scale of the proposed expansion, there is a modest goal of \$75,000 per year in fundraising. This represents an extremely reasonable assumption: it is less than 20% of the annual fundraising we have averaged over the last eight years.

4. How has the school informed external stakeholders (e.g. local school board

representatives, neighbors, community partners) and internal stakeholders (e.g. staff, parents) of proposed amendment? Please **attach** any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment. If concerns have been brought to the school or governing board's attention, what is the plan to address them?

We began engaging stakeholders on this idea more than two years ago as part of our strategic plan development (detailed evidence of that is in the next section). It is important to note that a majority of our board members are residents of or originate from the Frayser community and/or are parents. Attachments supporting the answer to this question are included.

At the kickoff of our strategic planning process in February 2021, we conducted a survey of 30 stakeholders, including board members, longtime employees, and numerous community partners. While the strategic plan covered many aspects of Libertas, a specific question targeted possible middle school growth. 90% of respondents answered that this was very or somewhat important. See below for a screenshot of the results. One narrative comment stated, *"I feel . . . Middle [grades] are essential for our growth/sustainability."*

Once we demonstrated progress in strategic plan objectives, the board approved a middle school growth feasibility assessment process for the 2022-23 school year. Evidence of plan approval and updates at three other meetings that year are in the section below.

During the course of the feasibility process, staff were visiting schools, participating in training, and other actions, and regularly connecting with various stakeholders – gathering input during the early meetings about what questions and ideas we should look into, and then reporting back and getting reactions and refined perspectives during the later sessions. Multiple faculty input and discussion meetings were held, as evidenced from the calendar invitation and cover sheet (from a detailed ~20-slide report / discussion agenda), as well as an agenda from a leadership retreat near the midpoint of the planning year, 2/28/23 ([agenda](#), [minutes](#)).

By far the most valuable stakeholder input over the past year was an extensive survey of all Libertas families in January 2023, with responses from 173 parents out of our 343 families (a response rate of 50%), representing children from PreK- 5th grade. Fully 98% of families want us to offer middle grades. Here are some illustrative comments:

- *"Middle School would be great in our area. We need that. It would be great for Frayser"*
- *"Middle could be a beautiful time in a child's life but nowhere in Memphis offers that as a middle school option."*
- *"Support for students with disabilities (your amazing IEP staff & therapists)"*
- *"Connecting curriculum to post-secondary options (college, trade school, workforce)"*
- *"We love that Montessori has limited use of technology in the curriculum, which is very important to us, and we would want this to continue."*
- *"A middle school where there is a great sense of community and belonging."*
- *"Multi age and multi grade community. Smaller middle school population overall compared to public schools in Shelby County. Loving and caring environment. A safe, accepting, and welcoming environment for neurodiverse students."*
- *"Continued focus on social-emotional learning, becoming good humans"*

With all of this feedback incorporated into our planning process, our extensive feasibility report was presented to the Board 6/18/23. The board had a robust discussion before unanimously approving the plan to apply for charter amendment, with the submission of the amendment further ratified on 9/18/23.

The question in the strategic plan was only to greenlight expansion once we reached certain key milestones we believed were necessary to be able to sustain our current program before extending further. As discussed above, from 2020-21 through 2023, we:

- Ensured a safe and effective return from the pandemic, as the first public school to reopen in Memphis,
- Strengthened our roadmap of Montessori-based, standards-aligned curriculum, as evidenced by four straight years exceeding TVAAS expectations and consisted increased in proficiency and at-risk subgroup performance,
- Pursued a pathway to organizational sustainability by earning priority exit status, transited from ASD to TPCSC (earning strong marks for compliance throughout Year 1)
- Purchased and renovated our building, and
- Solidified our teacher pipeline by launching Arete Memphis Montessori Residency.

During the middle school feasibility process conducted in 2022-23, a set of “greenlighting criteria” were defined and evaluated to inform the decision (see attachments).

Throughout the process, there has been no opposition among internal stakeholders. Among external community partners, the only substantive question raised is the issue of the number of underutilized seats that already exist in Frayser. However, our view - and the view that we find is now shared by most community leaders - is that we need to focus on the issue of quality seats. The fact that we have earned credibility in seven years of serving as a zoned enrollment neighborhood school is a major advantage here, as families know we are neighborhood-focused and prioritize the children who need us most in our outreach. Support from community partners has been essential to Libertas’ success thus far, and evidence of recent communication with and support from other key community stakeholders is attached.

5. When did the school’s governing board approve the proposed amendment?
Please **attach** minutes from the meeting and vote results.

(All links in this section go to our publicly available board minutes from public board meetings.) As detailed extensively in the prior response, the governing board began formally contemplating this direction during strategic planning at the [3/1/21](#) meeting and formally adopted the plan on [6/21/21](#). A middle school specific feasibility planning process was approved at on [8/29/22](#) and reviewed on [12/5/22](#), [3/6/23](#) and [5/15/23](#). The feasibility report was reviewed, and the plan to apply for the amendment was approved, on [6/19/23](#). As reflected in minutes, the motion to proceed with the charter amendment in June was presented by Board Chair Vinessa Brown; seconded by trustee Markise Rogers; and received a unanimous vote of support from all other trustees, including Allison Leslie, Andrew Boord, Francis Ginski, Jamesha Hayes. Approval was reaffirmed to submit the amendment on 9/18/23

Subpart B – Grade Levels

1. What is the school’s current grade structure?

In 2022-23, Libertas is currently at maximum capacity, serving 495 students in grades PreK through 5th grade (397 in K-5). In addition to our K-5 elementary program, we have one the the largest PreK programs in the county, serving nearly 100 students. Also in 2020, we launched our Nido (Italian for “nest”) Day Care - an in-house, state licensed child care facility serving children 6 weeks through 36 months, among Libertas staff, families, and extended community members. Nido accepts TN Department of Human Services child care vouchers, ensuring affordability.

2. What is the proposed grade structure?

As outlined above, we propose to expand to add grades 6-8, thus having P-8. Our proposal is to serve ~150 students in grades 6-8 (plus 30 more in K-5). This expansion would phase-in over the next three years.

We do not plan to change the multi-age elementary programmatic divisions we follow as a Montessori school: Infant/toddler: 6 weeks - 36 months; Primary: PreK - Kindergarten; Lower Elementary: 1st - 3rd grades; Upper Elementary: 4th-5th.

Grades 6-8 would be considered phasing from upper elementary into the middle / adolescent division.¹ Because of the development of many 6th graders into puberty, as well as the grade level standards, we will follow the plan mentioned. However we will offer some programmatic opportunities for 5th and 6th graders together to support transition into middle grades, as well as eventually for 7th and 8th as the upper division leaders.

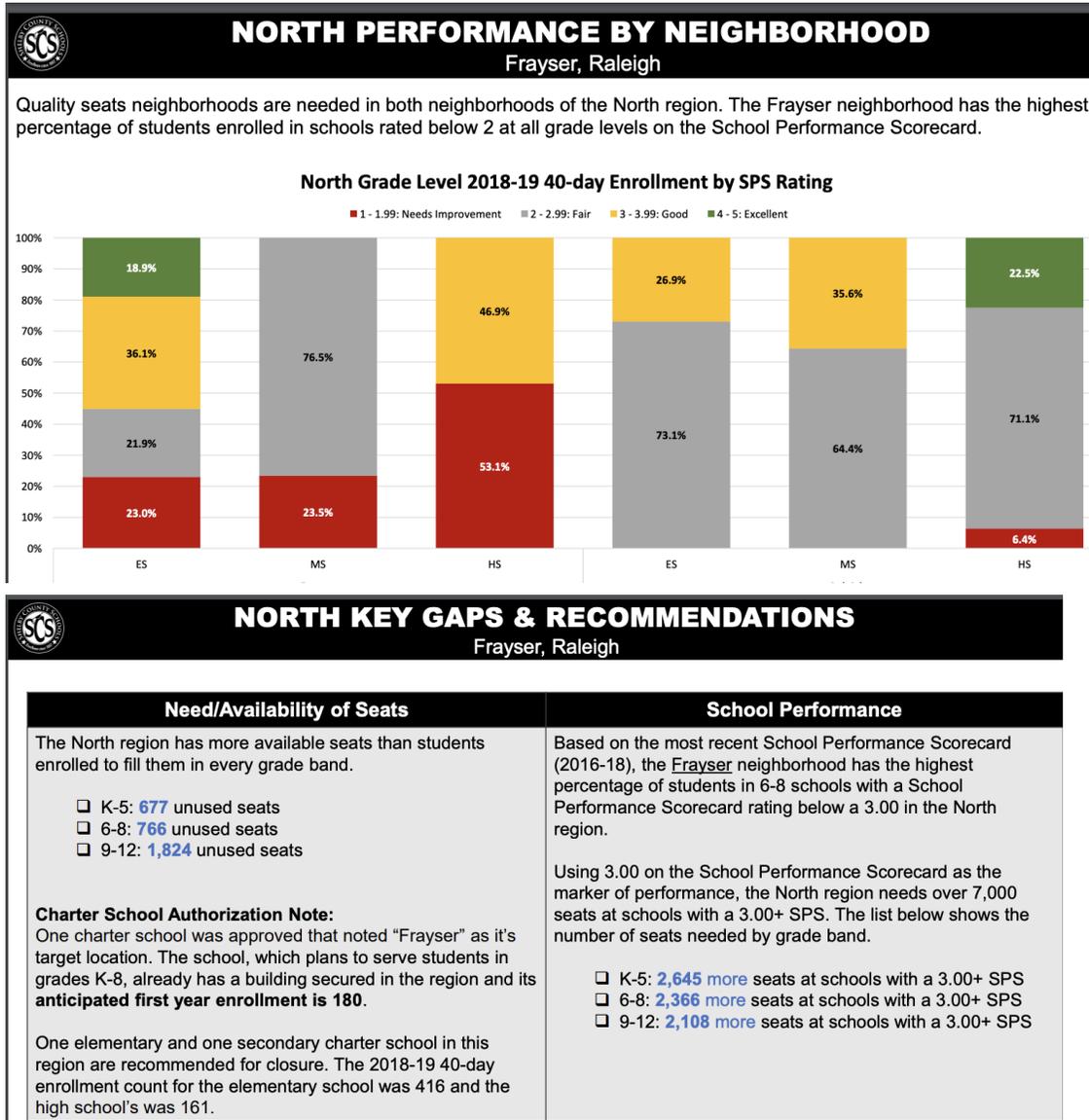
The limited scale of our total expansion reflects the fact that the plan is to primarily serve the ~50 students rising from Libertas 5th grade each year, with any seats that open (as some students relocate or choose middle schools with other specialties) being targeted for other students in and around our Frayser community - most especially for another TPCSC charter school located very close to us on the border of Frayser and Raleigh.

3. Describe and attach documentary evidence of the community need for the proposed change in grade structure.

Need for quality seats: First and foremost, according to its last publicly available [Seat Analysis \(2019\)](#), MSCS (the geographic LEA) reported that there were **zero** good or excellent middle school seats in Frayser, and only 141 (21%) of seats in the broader “north” region of the city meeting that definition (the lowest percentage of quality seats in any area of the city) -

¹ Some Montessori schools include 6th grade in upper elementary, and in fact when Libertas was first chartered in 2014 our plan did include a 6th grade that would be in upper elementary. However that was changed two years later when the TN Attorney General advised that ASD schools could not change grade configurations of turnaround schools; Brookmeade school had 6th grade just two years before our arrival, but not immediately upon arrival, hence our charter was amended.

meaning that 2,366 more quality seats were needed in our area of Memphis.² Even just 150 middle grade seats at Libertas could have a tremendous impact on access to quality seats in the North Memphis region.



²This report is available at: scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf

See below for a comparison of school success rate (TCAP composite of math + ELA) to zoned middle schools in our region (showing last year of publicly available school data, 2022)³:

Frayser/N Memphis comparison schools	TVAAS	Achievement
Libertas (K-5)	5	19.9%
Westside Middle	1	<5%
Woodstock Middle	2	12%
Georgian Hills Middle	5	7.4%
Raleigh Egypt Middle	4	<5%

These performance issues likely correlate with Frayser’s underlying socioeconomic need, as measured by our very high child poverty rate of 64% [as of 2021](#) (well above even the Memphis average of 40%, and shocking compared to the [national average](#) of ~16%). Moreover, more than 60% of area families live in rental homes and are thus highly mobile according to the [Community Lift Frayser Data Book](#) and [US Census](#) (nearly the inverse of Tennessee’s homeownership rate according to the [federal reserve](#)), after decades of economic divestment.

Parent demand: As discussed above, we have significant parent demand for our expansion. We already have demand far exceeding capacity for current grades - as can be seen from our wait list below, one month into the school year and we still have over 111 people on the waitlist, exceeding 20% of enrollment. Furthermore, on a parent survey this past winter specifically about a possible middle school, an overwhelming **98%** of Libertas families expressed interest (see survey and wait list data tables in attachments).

In addition to our strong record of family engagement and performance (see below), another reason for parent demand for our school is our highly unique model. The only Montessori middle schools in Memphis are private schools far from Frayser. No other public middle schools in an eight mile radius offer anything like a humanist learning model based on inquiry methods and with rich content knowledge immersion and civil, cooperative classroom community. No public transportation is available to bring students to schools outside our area if they were admitted.

4. How will the addition or removal of the grade level(s) improve the school’s existing program and benefit students?

The mission of Libertas is to be *a school for human flourishing, cultivating the minds, hands and hearts of children in Memphis for lives of wonder, work and love.*

As explained above, we set out nine years ago to offer a private school quality education as a free public school. Ours is the only public Montessori school in Memphis, and the only school within reasonable distance from the neighborhood to offer any kind of human-centered, personalized learning program. Families who have spent up to seven years with us from early

³ <https://tdepublicschools.ondemand.sas.com/schools>

childhood have no ability to continue this learning at this point and thus scatter among up to two dozen other middle schools - losing our community at a crucial transition point of puberty and adolescence. By integrating middle grades into our school, families will be able to continue humane Montessori learning - within our strong attachment village of multi-year relationships - through their exciting emergence as young adults who see themselves as part of a broader community.

Not only will the addition of middle grades benefit older students, but our younger children will have an enhanced experience through the leadership and service that older role models will be inspired to provide. This already occurs at the younger grades as students loop from being younger to older friends multiple times in our primary and elementary environments. Older friends help guide the younger ones, helping both toward mastery. Adding this same cycle in adolescence will be especially beneficial; these older students will realize their important role in the community more when they see younger friends relying on them. This will take concrete form especially in the garden and workshop where they make materials of benefit to younger friends, as well as in our virtue study / grace and courtesy curriculum where they will help teach younger friends about character.

The [American Educational Research Association published an article in 2016](#) about the benefits for all students of joint elementary and middle grades. Studies show that this stability results in decreased bullying and fosters increased safety, belonging, and academic achievement.

And the Frayser community itself will both contribute to and benefit from our school's addition of middle grades, as these adolescents can begin to have apprenticeship and internship experiences with community partner organizations.

Our program will steer between two alternative extremes: on the one hand, conventional middle schools that often alienate students from the connection of their learning work with the wider community; on the other hand, a vague project based learning that lacks depth or rigor. Against both of these extremes, our program will provide rich content knowledge through personalized methods and meaningful work of the hand that also fosters student's emotional development and character, finally in service of his or her "cosmic task."

Dr. Maria Montessori argued that the "essential reform" needed for adolescent learning was to give young people a variety of work that contributes to the "fundamental mechanism of modern society" - production and exchange - making them "feel capable of success by their own merits." Elsewhere Montessori summarized her adolescent vision as the "exercise of utilized virtues." Like her contemporary across the Atlantic, the great African American educator Anna Julia Cooper, she argued that head, hands, and heart all must be educated, for the same person, as these "complete each other and are equally essential to a civilized existence." In a time when we seem forced to choose between college for all and a return to merely vocational education, this American democratic vision of educating whole persons and citizens is ripe.

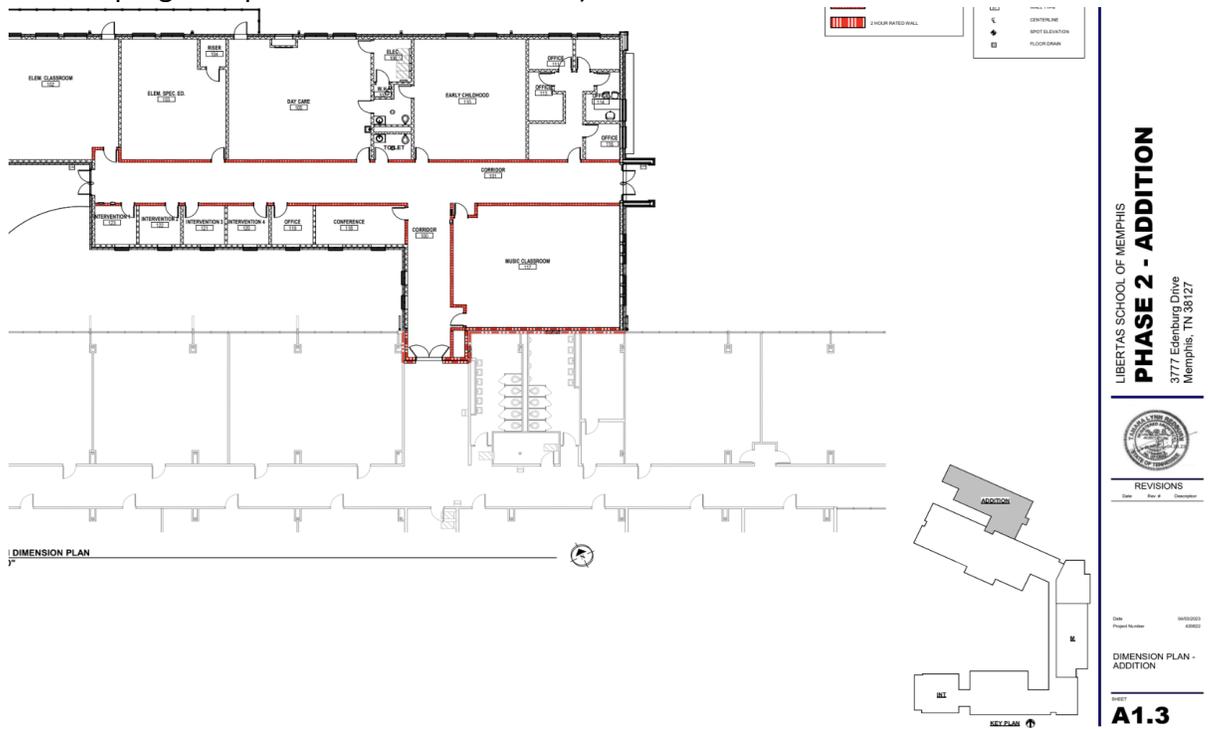
What this means for Libertas' vision is that children who have spent years learning academic concepts and skills with concrete materials will now begin to apply that at another level, through co-curricular experiences of growing, making, and exchanging goods in our garden, kitchen, workshop and forum - to leverage their academic learning and help them to see it in service. Student academic experience will necessarily have more grade level focused

content, they will also increasingly use research and collaborative methods, paired with Socratic discussion. This amendment will help us advance the humanist vision of Montessori learning: integrating historical and scientific knowledge of how we adapt to meet fundamental human needs (across civilizations, but also here in our local community); encountering and expressing meaning through beautiful language and arts; and by enabling adolescents to becoming responsible producers and citizens, contributing to the common good. In doing so, we play our part in the restoration of historic Frayser as a thriving destination neighborhood for families.

5. How will the school adapt its physical space to accommodate the addition or removal of grade level(s)?

Our facility plan was presented in some detail in the “Background” section, question 1.

To briefly recapitulate: In Year 1 and, if needed, Year 2 of the additional grade levels, students can be accommodated in the ~7,000 square foot addition that is already under way, to be completed by April 2024. (This space will ultimately be used for the additional elementary seats and more program space for current students.)



Ideally in Year 2 but if necessary Year 3 we will operate middle grades in another space:

Option A: An existing educational facility in extremely close proximity to our site for which we have already submitted an LOI and are in discussion with ownership with our broker. The site already has more than enough spaces, and would just require a package of code related upgrades already identified by architect and engineers and price quoted by our contractor.

Option B: A second phase addition to our building, already sketched by the architect and price quoted by our contractor.

Option C: A final option would be another community partner organization in our neighborhood with an unused educational facility that could be adapted to our needs.

As detailed above in the background section under question 3, financial impact, we have a budget developed that would cover any of these options, with nearly 75% of funding lined up.

We are proceeding through a project plan to assess these options and will take steps by appropriate dates to ensure that we commit to the appropriate option or alternative.

6. How will the school adapt its staffing (e.g., teachers, educational aides, special population staff, other support staff, etc.) to accommodate the addition or removal of grade level(s)?

Correlated with the phase-in of additional grades and enrollment, see the following proposed supplemental staffing plan, described above in the financial impact section:

	24/25	25/26	26/27
Instructional leader	1	1	1
English	1	2	3
Math	1.5	2	3
Social studies	1	2	2
Science	1	2	2
Special ed.	1	2	2
Intervention			1
Fine arts		0.5	1
Foreign language		0.5	1
Manual arts	1	1	1
SEL support		1	1
Family engagement			1
Teacher assistant	1	1	2
Custodian	0.3	0.6	1

During the first one to two years before certain positions are added (e.g. family engagement), we expect to provide those services with existing staff. For instance, we expanded both our AV team (SEL support) and family engagement team in the past year, anticipating the possibility of further growth. Those teams can support the small number of students added in the first year or two until the size becomes such that we need additional dedication positions. Other current positions not shown here will provide service to middle grades students as well

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(e.g. school nurse, operations manager, music teacher (see below)). On the other hand, positions like the fine arts, foreign language, and manual arts teachers will be added for middle grades students but will also be able to serve some elementary students. In turn, this expansion of other enrichment classes will allow our music teacher, library specialist, and PE teacher also to offer some time to middle grade students. This is another benefit of the expansion: whereas before we could only afford more limited special/enrichment programs (PE, music, library), the expanded enrollment will permit us to have more shared co-curricular programs to which more students K-8 will have access.

As noted in the background statements, our dual-certified Arete Residency will continue to help fill staffing needs at our growing school.

Overall our educators are engaged and exceeding expectations across several indicators: 94% staff satisfaction on end of year 2023 staff survey; Average 89% average teacher retention over the last 4 years; Average TEAM observation score 4.1 in 2021/22 and 4.3 in 22/23; Every PreK/K teacher earned the highest level of effectiveness on the TN PreK/K Portfolio Assessment

7. How does the school’s record of achievement support the amendment?

Based on the guidance of TPCSC staff, please see this achievement info for both parts of the proposed amendment consolidated into subpart H.

8. Complete the proposed enrollment summary for each grade level and each year remaining in the charter agreement in the table below:

year	Original ASD charter	Approved TPCSC application 2021		Proposed amendment						Change
		2023/24	2024/25	23/24	24/25	25/26	26/27	27/28	28/29	
charter year				9	10	11	12	13	14	
PK3-4	86	97	97	98	98	98	98	98	98	
K	65	98	96	94	97	97	97	97	97	
1st	65	81	88	89	95	91	91	91	91	
2nd	65	61	66	60	74	78	75	75	75	
3rd	65	57	50	62	51	62	64	62	62	
4th	65	49	47	46	55	46	54	56	55	
5th	65	42	40	46	41	48	40	47	49	
6th					47	48	58	52	58	
7th						42	42	51	46	
8th							37	38	45	
total k-5	390	388	387	397	412	420	422	429	428	32
total 6-8				0	47	89	138	141	148	148
total k-8				397	459	510	559	569	577	180
total pk-8	476	485	484	495	557	608	657	667	675	

Anticipated demographics: BHN: 80-85% | ED 50% | SWD 18% | ELL 1%

Subpart C – Student Enrollment

1. What is the school’s current enrollment by grade level and by year of the charter agreement?

Please see the table listed in section 8 above for the grade level and annual enrollments for two years remaining on our approved TPCSC charter application from 2021 when we transferred from ASD. The total is 387-8 K-5 / 484-5 PK-5.

2. How will a change in enrollment improve the school’s existing program and benefit students?

Please see Subpart B, question 4, for an extensive discussion of the benefits of our proposed amendment to our school program. While many of those benefits relate to our proposed change in grade structure, there are also benefits to the small addition proposed for current grade levels. Please see the next question below for the benefit in relation to unmet demand.

Additionally, although this expansion will incur costs for teacher, assistant, training, materials, and some marginal support costs, we expect that other shared services (SEL support, family engagement, instructional coaching) can be provided at current scale, meaning that we will realize some economies of scale / improve efficiencies.

3. Describe and attach documentary evidence of the demand for this enrollment change. How does the scope, pace, and need for this enrollment change align with current demographic and growth projections in the city?

Please see subpart B, question 3, for an extensive discussion of the evidence for demand of this change. As noted there, our wait list is over 100 (a figure we have had after the start of three straight school years), over 20% of current enrollment, and which could fill the new class three or four times over.

This demand correlates to a community need we can help meet. In subpart B question 3 we demonstrated the severe shortage of quality middle school seats; however, according to the same MSCS report, there is also a need for 2,645 more quality seats in elementary grades.

The scope of this enrollment change is very modest, only ~30 seats out of almost 500, just 6% of total enrollment, most of which will be served in a single additional new classroom and a couple of other seats added in existing classroom space.

The pace is simple, following on the completion of our new building addition to provide the new classroom space.

Regarding neighborhood demographics, Frayser has a very large population of children in the age range served by our planned expansion. According to the Frayser Data Book published by Community Lift in 2016, out of nearly 45,000 total residents, 11.42% of the population of Frayser is age 5 or less, totaling approximately 4,668 children, equivalent to 778 children per year / grade level. Given 9 public elementary schools in the neighborhood

(Libertas, Hawkins Mill, Denver, Lucie Campbell, Georgian Hills, Frayser/Corning, Westside, Whitney, Delano (optional)), that is about 87 children per grade per school - quite a bit higher than the average number of seats per grade shown in our plan, and that's assuming zero children from outside Frayser (even though as noted above we draw at least 15% of students from beyond neighborhood boundaries).

4. Describe the school's post-lottery enrollment/waiting list process.

Our [enrollment policy](#) is reviewed annually by TDE and TPCSC. It provides for an initial minimum 30 day application period, during which time current families are encouraged and supported to re-enroll. Then, depending on space, a lottery would be conducted by a neutral party, in which enrollment preferences are as follows (see policy for details): children of employees, students who attended our PreK, siblings, economically disadvantaged students (pending / proposed change based on 2023 legislation), other students residing in MSCS. When planned capacity is filled, remaining applicants are assigned a wait list number using the same preference ranked methodology; any applicants who apply after the initial enrollment period has ended are added to the waiting list in order of eligible application. For 24/25, the tentative plan is for applications to open 1/29/24, close 2/28/24, and lottery 3/5/25 at 9:30am. If there is no waiting list for a grade, then seats are awarded in order of application. Applicants have two weeks to accept offers, after which, if we cannot reach them, they are removed. Registration requirements mostly reflect TPCSC requirements; to reduce hidden barriers to access, we do not have onerous pre-admission activities; however we do require family orientation to our school and family compact/agreement, but accommodate schedules with virtual orientation options. Note that PreK is subject to additional eligibility and related requirements related to funding sources.

5. Discuss the school's enrollment trends over the past three (3) years, including any waitlist information.

The following table shows our overall enrollment (average for 2020 to 2022, preliminary for fall 2023) and wait list (as of mid-fall of each year).

As is evident, we have hit enrollment goals and maintained a significant wait list for three straight years. Each of these years the wait list has exceeded 20% of total enrollment. Student persistence year to year ranges from 70-75% for PreK and 77-83% for K+ (the difference explained by public PreK being somewhat more scarce and thus families traveling more for it and thus more likely to transfer for Kindergarten) - overall strong for a neighborhood with a 60%+ rental / mobility rate.

When we opened in 2015, virtually all students came from our zone and immediately adjacent priority zones in Frayser. Over the course of eight years, interest in our school

Libertas wait list and enrollment 3-year history				
Wait list as of mid-fall				
Grade	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PK3	9	34	38	28
PK4	8	0	4	4
K	8	17	6	9
1	10	20	12	9
2	14	22	27	10
3	11	12	17	25
4	15	16	12	20
5	5	15	8	6
Total	80	136	124	111
Total enrollment				Prelim.
K-5	381	396	393	414
P-5	449	488	488	515

our school has grown such that now approximately 15-20% of registered students come from neighborhoods beyond Frayser—primarily the low-income, predominantly African American neighborhoods of Raleigh and North Memphis, but also more economically and racially diverse areas such as downtown and midtown Memphis. Some of these families are former Frayser residents returning for education now that a school appeals to them. While we obviously welcome all admitted families and integrate them into our community, our recruitment and community engagement efforts are focused almost exclusively on the Frayser neighborhood; we are also proposing to add the newly legislated economic disadvantage enrollment preference to our policy - something for which we have advocated in the year since, leaving the ASD, we lost the priority zone preference.

6. How will the school adapt its physical space to accommodate a change in enrollment?

Please see Background statement 1 above for more details about our space plan. In short, we are already halfway to the completion of a building addition that will provide the additional classroom space to accommodate most of the enrollment increase. The remaining additional seats will be added to existing classrooms, which are physically large and have space, and which can fit within our approved class size waiver. (The remainder of the square footage we are adding will go to provide extra space for existing programming: a dedicated music class, additional intervention spaces so that those groups can be relocated from the library, more space for our infant/toddler program, etc.)

7. How will the school adapt its staffing (e.g., teachers, educational aides, special population staff, other support staff, etc.) to accommodate the change in enrollment?

Please see Background statement 3, finance, for explanation of our change in staffing to serve additional students in current grades. In short, we will hire one more teacher and assistant that we will train through our Arete Residency; their costs will be covered by marginal per pupil revenue. Other support staff (admin, special populations, SEL support, family engagement) have capacity for this small (total ~6%) change, in part because we have expanded some of those teams in the last 1-2 years with relief funds and/or fundraising and/or added or are sustaining this year / beyond through TISA. All positions reflected in our attached budget.

8. Describe ways that the school ensures recruitment, enrollment, and retention of students with disabilities and English language learners, along with the school's target population.

Libertas explicitly recruits students with disabilities in our marketing materials, emphasizing program features that accommodate special needs, as well as our strong growth and comparative outcomes (see evidence below from the front page of our website and our recruitment flier):



Special education student achievement:
top 15% of the state (2021)



Inclusion: 80% Black, 85% low-income,
20%+ special education

Our team includes seven special education certified teachers (with an average of 10+ years of experience), five paraprofessionals, a nurse / health services advocate, Applied Behavior Analyst, licensed Counselor, Social Worker, and contracted clinical service providers: two full time speech language pathologists; full-time occupational therapist; part-time physical therapists; part-time psychologist.

We boast longtime partners such as LeBonheur Children’s Hospital, UT Health Science Center, Anaya / Youth Villages, and University of Memphis Social Work Department.

We offer a continuum of services and supports, including three different self-contained classrooms, resources, several inclusive classrooms with special education teachers and/or paraprofessionals as co-teachers or assistants. Students in more restrictive settings have significant opportunities with general education peers, and plans outlining the criteria and indications for transition into inclusion. We offer an array of screenings (such as health, vision, dental, and hearing) and services (glasses, immunizations, mental / behavioral health, individual / group therapy.)

Consistent with our principles, our approach to persistent or significant behavior challenges is restorative: if something is broken—be it a classroom material or a friendship—we need to fix it. Our recovery room is staffed with some of the aforementioned social-emotional support staff, who can help children to recover, re-engage, restore, and families to reconnect. We see past behavioral symptoms and work on the attachments and developmental skills really needed. We train our teachers annually on these mindsets and practices.

We also have a 4-person family engagement team that not only manages registration and attendance but also offers a wide array of wraparound service referrals - over 500 per year - and proactive relationship building. We seek to earn families’ trust, and reduce the communication barriers that often make it difficult for families who are experiencing trauma or adverse childhood experiences to seek help or work with the school on barriers their children may face in accessing school. Consequently our rate of discipline remains among the lowest in the district.

We have a Child Study team (interdisciplinary intervention steering group) to make sure all supports are coordinated.

We proactively work with our schools in our neighborhood and offer placements for students whose IEP teams determine our school is a better fit. Just this year we offered spaces to three early childhood students with disabilities from another TPCSC school, and are currently effectively serving them.

Because of the demographics of our neighborhood, historically we have had few English language learners; in the last two years we have served 1 ELL each year. Yet we are fully prepared to meet the needs of ELLs choosing Libertas. Our staff includes a certified ESL instructor. When our enrollment process identifies an ELL via the home language survey, it triggers our process, including all of the strategies, policies, supports, and assessments, e.g. WIDA screener. We are compliant with all state policies and procedures regarding ELLs.

9. How does the school's record of achievement support the amendment?

Based on TPCSC guidance, see achievement info for both amendments in subpart H.

10. Enrollment table

Please see subpart B, question 8 above.

Subpart H – Other Material Change

1. What provision of the charter agreement is the school seeking to modify?

Based on TPCSC guidance, this subpart summarizes data justifying both amendments.

2 & 3. Explain the nature of the proposed change. What is the proposed change?

The proposed changes are included in the two subparts above

4. Describe how the school arrived at the decision to make this modification.

Please see background statement 1

5. How will this change improve the school's existing program and benefit students?

Please see subpart b question 4 and subpart c question 2

6. Provide qualitative & quantitative data to support the requested modification

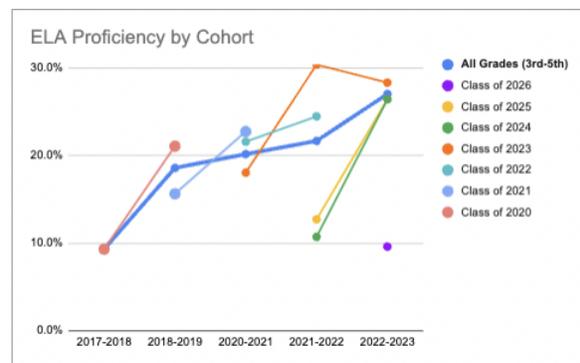
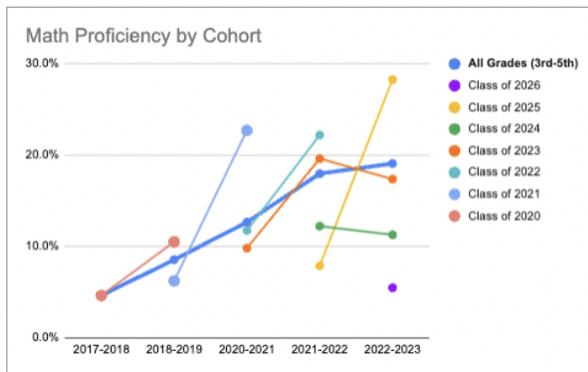
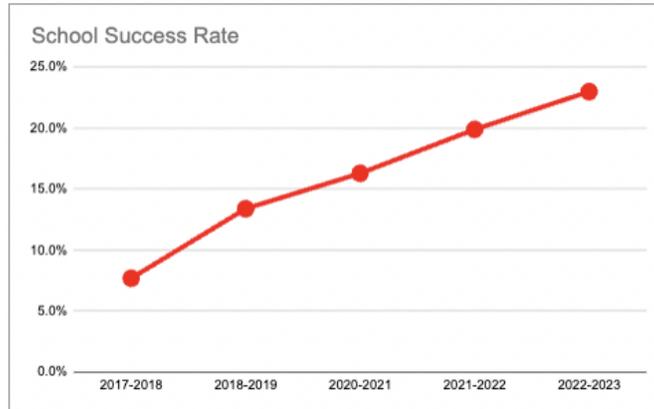
Academic growth: From 2019-2022, we were the **only** K-8 school in Memphis to earn the academic growth rating - TVAAS Level 5 - for three consecutive years. And in 2023, for the **fourth straight** year, we exceeded expectations on TVAAS.

TVAAS	2018-2019	2020-2021	2021-2022	2022-2023
School-Wide: Composite	5	5	5	4
School-Wide: Literacy	4	4	5	5
School-Wide: Numeracy	5	5	5	3
School-Wide: Literacy and Numeracy	5	5	5	4

A similar story of strong growth is found on NWEA MAP, where we exceeded goals

NWEA MAP 2022-2023		Fall-to-Spring Goals								Winter-to-Spring Goals				
Class	Grade	Mean %ile			% of Goal Attained	% of Students met x% of Goals				% of Goal Attained	% of Students met x% of Goals			
		Fall	Winter	Spring	Mean	<0% of goal	>0% and <50%	>50% and <100%	met or exceed goal	Mean	<0% of goal	>0% and <50%	>50% and <100%	met or exceed goal
Math														
School	All	35	31	37	104%	2%	13%	32%	52%	138%	13%	10%	11%	66%
Reading														
School	All	39	37	42	103%	5%	15%	26%	55%	128%	18%	10%	10%	62%

We have **steadily improved proficiency on TCAP**. In 2021 In 2021 we were the highest achieving charter school in Memphis and top 10% of charter schools statewide. Beyond our overall success rate (proficiency composite, which does not distinguish that student populations are different from year to year), we are showing improvement in student cohorts.



Closing opportunity gaps for at-risk students: On 2023 state tests, our students not only exceeded reading proficiency as compared to MSCS, but drew within ~13 points of the statewide figure - despite having nearly *double* the rate of at-risk students as the state - and in fact exceeded state averages for reading among economically disadvantaged students.

Libertas achievement by subgroup compared to MSCS & TN			2023				
subject	grade	Group	% met/exceed				
Demographics			Libertas	MSCS	%	+/-	
Black/Hispanic/Native American			84.5	92.0	36.0		
Economically Disadvantaged			49.2	56.0	31.0		
Free / reduced price lunch			85.0		47.0		
Students with Disabilities			21.5	11.0	13.5		
			MSCS 2023 (3-5)		TN 2023 (3-5)		
Achievement / Proficiency - TCAP (Includes MSAA)			%	+/-	%	+/-	
ELA	All	ELA Total	27.0	24.2	+2.8	40.3	-13.3
	All	ED	24.4	18.1	+6.3	23.3	+1.1

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Furthermore, looking across all accountability indicators, our at-risk student groups are all performing above state averages, and in the previous two years (2023 accountability data not available yet) our students with disabilities and economically disadvantaged students respectively performed in the top 15% of the state.

Percentile rank - all accountability indicators		
	2021	2022
Black / Hisp / NativeAm	33.3	54
SwD/SpEd	86.8	52
Econ Disadv	18.5	86

Similarly, for the last available year (2022), TVAAS reports show that most of our at-risk subgroups achieved the highest growth level

system	system_name	school	school_name	pool	indicator	student_group	n_count	metric
985	Achievement School District	8095	Libertas School	K8	Growth	All Students	272	5
985	Achievement School District	8095	Libertas School	K8	Growth	Black or African American	216	5
985	Achievement School District	8095	Libertas School	K8	Growth	Black/Hispanic/Native American	228	5
985	Achievement School District	8095	Libertas School	K8	Growth	Economically Disadvantaged	183	5
985	Achievement School District	8095	Libertas School	K8	Growth	White	18	3
985	Achievement School District	8095	Libertas School	K8	Growth	Students with Disabilities	45	3
985	Achievement School District	8095	Libertas School	K8	Growth	Super Subgroup	258	5

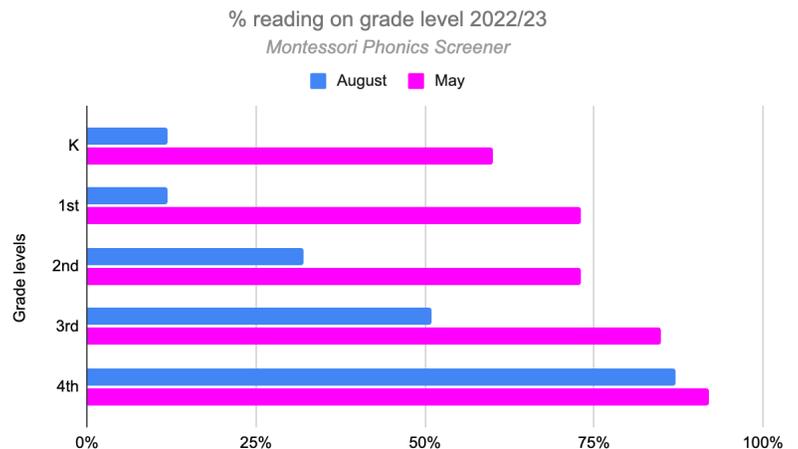
And students with disabilities grew faster than typical peers on MAP for 7 consecutive years.

We are also achieving in school culture:

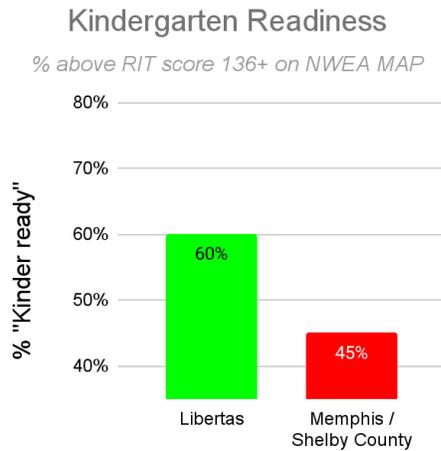
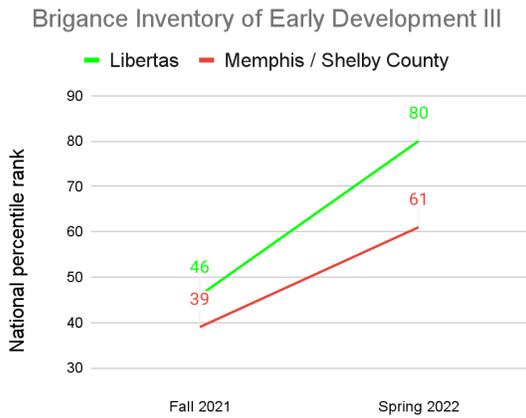
- Family engagement: 93.8% family partnership agreements completed; 661 personalized wraparound service referrals.
- Student behavior: <1% suspensions for the last 2 years (down from 24% before turnaround); 0 expulsions in 8 years

% of Families Who Are Engaged	99.7%
# of More-Engaged Families (excluding conferences)	322
% of Families Who are More Engaged (excl. Conferences)	92.8%
Family Engagement Hours	3308

Early reading: through our combination of Montessori and Core Knowledge, we build strong phonetic skills and background knowledge to enable children to fluently decode and comprehend. Over the course of the last year, we massively accelerated the percent of children reading on grade level, as measured by our curriculum-based Montessori Phonics Screener.



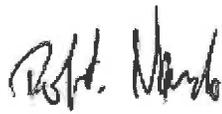
PreK / early childhood education: Our students grew <1.5x as fast as peers citywide on the nationally normed Brigance measure of “while child” development domains (language, cognitive, adaptive, social-emotional), from the 46th to the 80th national percentile (2022). Every teacher earned the “highest level of effectiveness” on the TN PreK / Kindergarten Portfolio assessment for 2 straight years. And our PreK completers were about 30% more “Kindergarten ready” than their peers on the nationally-normed NWEA MAP test in the fall of their Kinder year (2022)



END OF PART II

Application to Amend a Charter Agreement - Signature Page

By our signature below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this application to amend a charter agreement.



Contact Signature

Bob Nardo, Executive Director

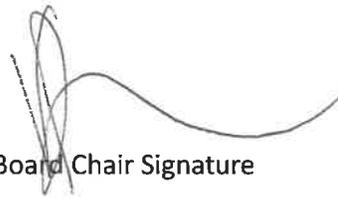
Contact, Printed Name & Title

9/26/23

Date

bob.nardo@libertasmemphis.org

Contact Email Address



Board Chair Signature

Vinessa Brown

Board Chairman, Printed Name

Date 9/27/23

vinessa.brown@libertasmemphis.org

Board Chair Email Address

This completed and signed form and all attachments shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov.

Charter Agreement Amendment Application Checklist

The following components makeup a complete amendment application and shall be submitted to the school's authorizer and to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov:

- Letter of Intent
- Executed SignaturePage
- Part I of the application (fill in the blanks, check the applicable box(es) and provide the Background Statements)
- Responses to questions in the applicable Subpart(s) of Part II
- [Most recent audit](#)
- [Balance sheet for the fiscal quarter ending thirty \(30\) or more days prior to submission of the application](#)
- [Budgets for the current fiscal year and two \(2\) succeeding fiscal years assuming the proposed amendment is approved](#)
- Written communications with stakeholders regarding proposed amendment
- Minutes of Board meeting approving the amendment and vote results

ATTACHMENTS

Evidence of stakeholder engagement and support - surveys, public meetings, specific stakeholder group meetings, etc

Planning for after 5th grade / 2020

What options can we offer or facilitate for Libertas students after completing 5th grade in 2020?

Updated June 26, 2019



Libertas School of Memphis Charter Amendment Application 10/1/23

📌 **The Libertas School Board of Trustees met on March 1, 2021.**

- A. Quorum attendance:
 - a. Andrew Boord, Teddy King, Francis Ginski, Vinessa Brown, Jamesha Hayes, Josh Shipley, Alison Leslie, Markise Rogers, Bob Nardo (ex officio)
 - b. Absences: Loretta Rudd, Bobby White
- B. Approval of agenda and minutes.
 - a. Agenda. Revision proposed by Nardo. Motion to approve revised agenda by Hayes, second by Shipley, approved without objection.
 - b. Approve minutes from Nov 2, 2020 meeting: Motion by Shipley, second by Hayes, approved without objection.
 - c. Recognize 2/3/21 e-approval of Cigna renewal, NCMPS training content, Financial Procedures. Motion by Hayes, second by Shipley, approved without objection.
- C. Acknowledgements
 - a. Vivian Hall, Frayser Library, Black History month presentation
 - b. Several people who donated water during the advisory
- D. Visitors
 - a. Rich Haglund and Sarah Newstok - strategic planning
- E. Executive Committee report
 - a. Board chair report
 - b. Shared highlights from Dec, Jan, and Feb meetings
 - c. Executive Director report
- F. Advocacy committee report
 - a. Discussed developments on ASD transition planning
- G. Program committee
 - a. Share highlights from Dec and Jan meetings
 - b. Shared highlights from midyear review of pandemic impact on learning loss
 - c. Updates on Montessori Teacher Residency
- H. Finance committee
 - a. Reviewed updates from Nov, Dec, Jan, Feb meetings
- I. Discussion items
 - a. Strategic planning - draft of plan
 - i. Various board members shared perspectives for incorporation into final plan
 - b. Acquisition of modular classroom buildings → tabled until special called meeting 3/15/21
- J. Action items
 - a. Approval of school enrollment lottery 3/1/21
- K. Reviewed future meeting schedule
- L. Adjournment: There being no further business before the Board, the meeting was adjourned at 5:30 by unanimous consent.

Minutes approved by Board on 6/21/21

Libertas School of Memphis Charter Amendment Application 10/1/23

The **Libertas School Board of Trustees** met on **June 21, 2021**.

- A. Quorum attendance:
 - a. Andrew Boord, Teddy King, Francis Ginski, Vinessa Brown, Jamesha Hayes, Josh Shipley, Alison Leslie, Markise Rogers, Bob Nardo (ex officio)
 - b. Absences: Loretta Rudd, Teddy King, Bobby White
- B. Approval of agenda and minutes.
 - a. Agenda. Motion to approve by Boord, second by Ginski, approved without objection.
 - b. Approve minutes from March 21, 2021 meeting: and recognize e-approvals: 4/23/21 for 21/22 budget, Landing Zone (data warehouse), and 21/22 calendar; 5/5/21 for Alison's Montessori materials. Motion by Leslie, second by Hayes, approved without objection.
- C. Acknowledgements
 - a. Salant Family Foundation, for distance learning support
- D. Visitors
- E. Program committee
 - a. Discussed highlights of school year academic results memo and April meeting
- F. Executive Committee report
 - a. Board chair report, end of year highlights
 - b. Shared highlights from April and June meetings
 - c. Executive Director report
 - d. Approval of action items - Motion by Hayes, second by Boord, approved without objection.
 - i. Executive director evaluation and compensation report
 - ii. All Memphis supplementary curriculum and training for summer school
 - iii. Midsouth renovations for security cameras and lighting
 - iv. Amplify - replacement of Core Knowledge books
 - v. LeBonheur Children's Hospital - annual therapy contract
 - vi. Dr. Karen Streeter - school psychologist, annual IEP evaluations
- G. Finance committee
 - a. Reviewed updates from April, May, June meetings; discussed banking transition
 - b. Approval of consent items - Motion by Hayes, second by Boord, approved without objection.
 - c. Approval of action items - Motion by Boord, second by Brown, approved without objection.
 - i. Engagement letter with Marston Group (Auditor)
 - ii. Revision of financial policies to change bid / board approval threshold to 25k in line with new state law
 - d. Revised parental leave plan discussed. Motion to defer to next meeting with further input from counsel - Moved by Ginski, second by Boord, approved without objection
- H. Advocacy committee report
 - a. Discussed developments on ASD transition planning
- I. Ratify Strategic plan 2021-24. Motion by Hayes, second by Boord, approved without objection.
- J. Other items
 - a. Approve contract with Rapid Route Transportation. Motion by Boord, second by Leslie, approved without objection.
 - b. Approve change order with Metro Construction for additional city requirements for modulars. Motion by Leslie, second by Hayes, approved without objection.
 - i. NB. This change order was not ultimately executed in entirety; we substituted an alternative vendor for lower cost. -BN, 8/30
 - c. Board training - discussed state requirements; online access forthcoming
 - d. Board member term renewals; forthcoming conversations
 - e. Health precautions 21/22; upcoming teacher discussion, to share at July program committee
- K. Reviewed future meeting schedule
 - a. Next Board meeting Mon Aug 30; Committees rescheduled from 7/5 to 7/12 without objection
- L. Adjournment: There being no further business before the Board, the meeting was adjourned at 5:30 by motion from Boord, second from Ginski, without objection.

These minutes were approved by the Board 8/30/21

Libertas School of Memphis Charter Amendment Application 10/1/23

- The **Libertas School Board of Trustees** met on August 29, 2022, at 4pm
- A. Quorum attendance:
 - a. Vinessa Brown, Allison Leslie, Andrew Boord, Francis Ginski, Jamesha Hayes, Markise Rogers (via conference); Bob Nardo (ex officio)
 - b. Absences: Loretta Rudd, Teddy King
 - B. Approval of agenda
 - a. Moved by Ginski, seconded by Hayes, approved by unanimous consent
 - C. Approval of minutes
 - a. 6/13/22 meeting
 - b. 7/29 e-approval of contract with LeBonheur Children's Hospital
 - c. 6/17 e-approval of PSA with MSCS
 - d. 6/22 e-approval of contracts with Haltom Engineering, Fleming Architects, United Health Insurance, CPN HRA, and bond finance reimbursement resolution
 - e. Moved by Boord, seconded by Leslie, approved by unanimous consent
 - D. Board membership elections
 - a. Election of Glen Hancox to Board of Trustees to 2-year term:
 - i. Moved by Hayes, seconded by Ginski, approved by unanimous consent
 - b. Re-election of Allison Leslie and Andrew Boord to 2-year terms on the Board of Trustees and Brittny Diserod to 2-year term on Finance Committee
 - i. Moved by Hayes, seconded by Ginski, approved by unanimous consent
 - E. Acknowledgements
 - a. Teddy King, Francis Ginski, Vinessa Brown, Loretta Rudd, Fenimore Asset Management
 - F. Visitors: N/A
 - G. Program committee
 - a. Discussion of 21/22 results and 22/23 goals
 - H. Executive Committee
 - a. Report on board goals for training, giving, networking and attendance in 21/22
 - b. Report on ED evaluation
 - I. Finance committee
 - a. Report on June, July, August meetings and FY22 financial statements
 - b. Recommendation to approve Truist tax-exempt bond for 5.3 million:
 - i. Moved by Ginski, seconded by Hancox, approved by unanimous consent
 - c. Recommendation to approve offer to purchase 3785 Rangeline for 40,000
 - i. Moved by Leslie, seconded by Hancox, approved by unanimous consent
 - J. Executive director report
 - K. Other discussion / action items
 - a. Discussion of middle school feasibility planning
 - i. Unanimous consent to proceed with research and report in spring/summer 2023
 - b. Approve contracts with Nashville Roofing Consultants - renovation design \$23,300 & construction phase supervision \$24,500
 - i. Moved by Boord, seconded by Hancox, approved by unanimous consent
 - L. Review future meeting schedule and annual board training requirement
 - M. Adjournment: There being no further business before the Board, the meeting was adjourned at 5:30

These minutes approved by the board on 9/27/22

Libertas School of Memphis Charter Amendment Application 10/1/23

Upper school project team meeting

Monday, October 24, 2022 · 3:30 – 4:30pm

[Take meeting notes](#)

Start a new document to capture notes

Library

10 guests

6 yes (2 in a meeting room)

1 maybe, 3 awaiting



Bob Nardo

Organizer

[Set your working location](#)



Josh Shelley

Office



Sara Nelson

Office



Katelyn Woodard



Nansa



Samantha Durant



James Aycock

Office



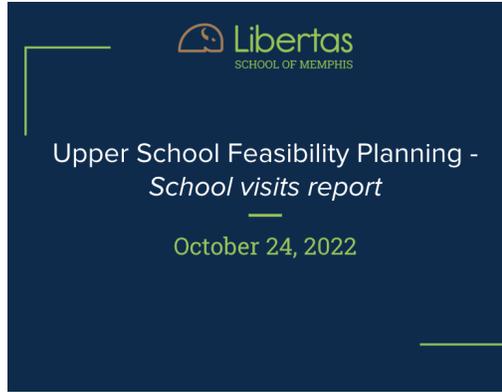
Kyle Grady



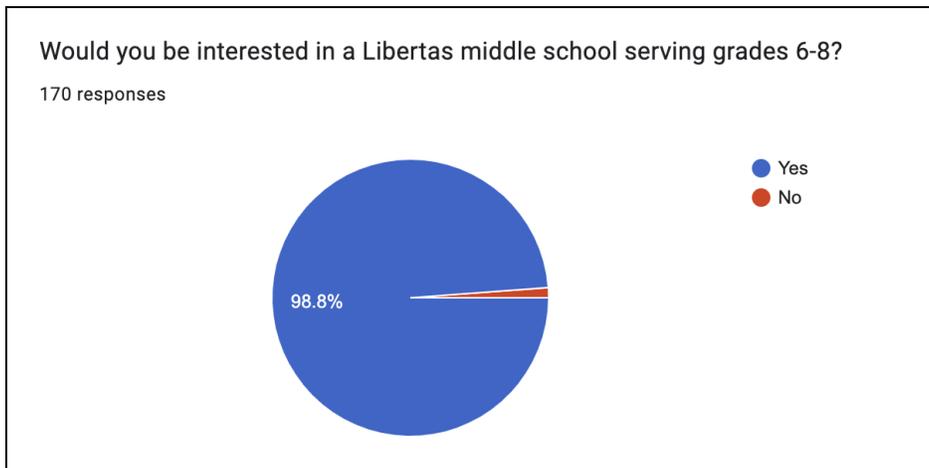
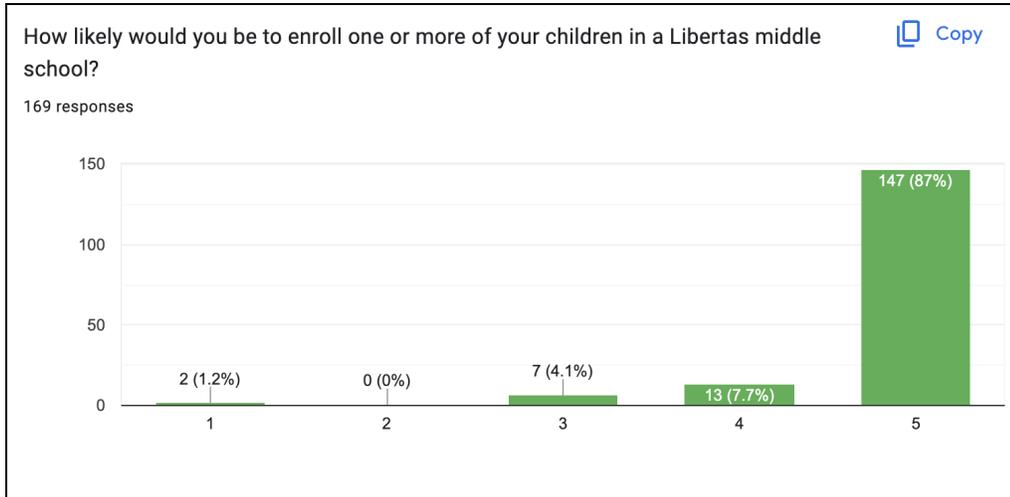
Sally Helms



Thurgood Marshall Community Lauren



Family survey winter 22/23



Libertas School of Memphis Charter Amendment Application 10/1/23

■ **Libertas School Board of Trustees** met on Dec 5, 2022, at 4:30pm, at 3777 Edenburg Dr

- A. Quorum attendance:
 - a. Vinessa Brown, Allison Leslie, Andrew Boord, Francis Ginski, Markise Rogers, Glen Hancox, Jamesha Hayes, Bob Nardo (ex officio)
- B. Governance items: Approval of agenda, minutes from 8/29/22 and 9/27/22 meetings
 - a. Moved by Ginski, second by Hancox, approved by unanimous consent
- C. Executive committee
 - a. Reviewed reports from 9/12 and 11/14 meetings
- D. Program committee
 - a. Reviews reports from 9/26 and 11/3 meetings
- E. Finance committee
 - a. Reviewed reports from Sept, Oct, Nov meetings
 - b. Approve award of bid proposal to Medford Roofing (MWB) for \$1,650,000
 - i. Moved by Ginski, second by Leslie, approved by unanimous consent
- F. Special report by Libertas leadership team members, including middle school feasibility planning midway report
- G. Adjournment: There being no further business before the Board, the meeting was adjourned at 5:30

These minutes approved by the Board 3/6/23

■ **Libertas School Board of Trustees** met on Mar 6, 2023, at 4:30pm, at 3777 Edenburg Dr

- A. Attendance:
 - a. Allison Leslie, Andrew Boord, Jamesha Hayes, Vinessa Brown (via remote)
 - b. Bob Nardo (ex officio)
 - c. Unable to attend: Francis Ginski, Markise Rogers, Glen Hancox
- B. Reviewed reports from Finance, Program, and Executive Committees
- C. Discussed status of plans to implement 3rd grade retention law
- D. Reviewed a report on middle school feasibility research and discussed greenlighting criteria and risk analysis
- E. Approve contract with Southwest TN Community College to rent second floor of Gill campus for \$20,000 for summer programs
 - a. Motion by Boord, second by Leslie, approved by unanimous consent
- F. Adjournment: There being no further business before the Board, the meeting was adjourned at 5:30

These minutes approved 5/15/23 board meeting

Libertas School of Memphis Charter Amendment Application 10/1/23

Libertas proposed middle school expansion project greenlighting criteria and pathways

1. Expansion greenlighting criteria

The mission of Libertas is to be a school for human flourishing, cultivating the minds, hands and hearts of children in Memphis for lives of wonder, work and love. After opening in 2015 to turn around the second-lowest achieving elementary school in the state by transforming it into Tennessee's first public Montessori charter school, we became the state's most effective school turnaround by 2021. Based on those trends, consistent demand from parents to deepen our impact and persistent need for more quality seats in the neighborhood, Libertas leadership and board decided to explore expansion. We are developing a set of "greenlighting" criteria to evaluate readiness for potential expansion. The draft is below.

	Criteria	Status / supporting data
Enrollment trends & family demand	<ul style="list-style-type: none"> 100%+ of enrollment goals Wait list goal TBD 85%+ current family satisfaction 85% of families want a middle school Need for additional quality seats in our neighborhood 	<ul style="list-style-type: none"> 6 straight years met / exceeded enrollment goal - currently 490 Wait list 125+ (25%+ of enrollment) for 2 years 95%+ family satisfaction and involvement for 7 straight years ~100% of respondents support expansion Per district seat analysis, zero middle school seats in Frayser are rated "good" or above, meaning 2,600 quality middle school seats are needed (along with 1,667 more quality elementary seats)
Community support	<ul style="list-style-type: none"> Multiple respected community partners demonstrate support 	<p>As of 2021 charter Commission application, we received formal support letters from:</p> <ul style="list-style-type: none"> County Mayor Lee Harris University of Memphis Frayser Exchange Club Frayser Community Development Corp. County Commissioner Caswell Pursuit of God Center
Staff retention, quality, and pipeline	<ul style="list-style-type: none"> Exceed district average teacher retention rate of 69% Partnership / systems in place to ensure teacher qualifications Teachers average 3.0 (out of 5.0) on state's TEAM observation model Dedicated middle school director so as not to distract from current program 	<ul style="list-style-type: none"> 93% average teacher retention over the last 4 years We host a state-licensed, nat'l-accredited training center Average TEAM Evaluation LOE (level of effectiveness) scores in 2021/22: 4.56 (out of 5). Zero teachers level 1-2; 1 teacher level 3; 10 level 4; 16 level 5 Excellent middle school director candidate identified for promotion from within, as well as multiple promising teacher-leaders

Fidelity of mission / model implementation	<ul style="list-style-type: none"> 100% of lead teachers hold or are earning Montessori teacher diplomas Students receive Montessori-based (individual, hands-on, rich content) and state standards-aligned lessons as measured by average of 3.0 (out of 4) on quality of weekly lessons plans and classroom observations 	<ul style="list-style-type: none"> 100% of lead teachers hold or are earning Montessori teacher Average lesson / plan observation quality 3.1 for 2022/23 school year
Academic performance	<ul style="list-style-type: none"> TVAAS 3+ Achieve above average among Memphis charter schools, neighborhood schools, and city TBD Goal on improving proficiency over "time in model" by student cohorts 	<ul style="list-style-type: none"> TVAAS Level 5 three years Highest achieving Memphis charter school and Frayser neighborhood school (2021) Special education (2021) and low income (2022) students achieved top 15% in subgroup statewide on academic accountability PreK / K Portfolio: all teachers earned level 5 growth (2022) Brigance IEDIII: PreK grew from 46th to 80th national percentile (2022), 50% faster than citywide average (39 to 61) Cohort proficiency improvement / by "time in model"
Finance	<ul style="list-style-type: none"> Financial compliance Cash flow: 90+ days' cash on hand Debt service ratio: 1.15+ Fundraising goal - 1,750 startup funds plus 2,500 facility funds per new seat Middle school expansion funds secured so as not to detract from current program 	<ul style="list-style-type: none"> Clean audits, 7 straight years Currently 161 days of cash DSR projected low point 1.7 in 2024 upon full debt payments Fundraising averaged over 250k per year for last 5 years, plus 2,500 per current seat Dedicated startup resources secured from CSGF, NSVF, MEF
Facility	<ul style="list-style-type: none"> Adequate facility space identified for incubation / ramp-up years, secured in writing at least 6 months in advance of occupancy Long-term facility plan secured 2 years in advance of need to ensure time for financing, construction Maximum spend on occupancy costs <8% of recurring public revenue (\$888/pupil) 	<ul style="list-style-type: none"> See budget narrative for details Incubation space for year 1 available in elementary school Intermediate or long-term space identified in nearby community college; already secured rental of space for summer 2023 elementary program. Alternative option is addition to elementary building. Architect drafted plans. Rental and addition scenarios all estimated within budget

Left Margin



Middle school design retreat

Feb 28, 2023, 9am-2pm, Pursuit of God Transformation Center, 3759 N. Watkins

<u>Goal</u>	Develop an initial vision on key design questions to guide our proposal and planning
<u>Time</u>	<u>Key design questions</u>
9	Convene
9:05	Community: Will we primarily continue serving current students (with modest backfilling) or expand and take on significant new students (and if so, from where)? See projected enrollment by grade?
9:30	Program vision: <ul style="list-style-type: none"> ● What will we prioritize in our middle school student experience? What is new/different, and what are the "parameters" of consistency <u>with current</u> Libertas school? ● What should students learn? And how will we know they are learning? ● What curriculum sources will we build on (e.g. Montessori secondary "curricula," student independent work tools; classical liberal arts exemplars)? ● Who will build out the program? How? When?
10:30	Student grouping: how can we provide the benefits of multi-age grouping both for leadership and "following the child" for academic support, while ensuring tested rigor?
11	Use of time: <ul style="list-style-type: none"> ● Based on the kinds of things we want kids to learn (requirements and aspirations), <u>about how</u> much time could be spent on each per week? ● How might that be allotted across different formats of learning (e.g. didactic, seminar, coaching / independent)? ● What might a sample weekly student or staff schedule look like? ● What is in the core day versus "extended day"? ● Would a "block schedule" help?
12	Working lunch - Staffing: How should we staff to maintain attachment relationships while leveraging specialization (and thus make teaching sustainable)? <ul style="list-style-type: none"> ● What training will we provide? ● Could we leverage some part-time teachers? ● Do we need a "second shift"?
1:15	Parking lot, loose ends, follow up items
1:30	Adjourn



Middle Grades Feasibility Research Update March, 2023

▀ **Libertas School Board of Trustees** met on May 15, 2023, at 4:30pm, at 3777 Edenburg Dr

- A. Attendance:
 - a. Allison Leslie, Andrew Boord, Jamesha Hayes, Vinessa Brown, Glen Hancox, Francis Ginski Lee Adams (new), Bob Nardo (ex officio)
 - b. Unable to attend: Markise Rogers
- B. Review and approve agenda
 - a. Motion by Hancox, second by Hayes, approved by unanimous consent
- C. Review and approve minutes from March meeting
 - a. Motion by Hancox, second by Hayes, approved by unanimous consent
- D. Nomination of Lee Adams as member of Board and Libertas Fund / Family committee
 - a. Motion by Hayes, second by Hancox, approved by unanimous consent
- E. Review bid results and award of contract amendment with MMC for \$4,451,092 for construction / renovation
 - a. Motion by Hayes, second by Ginski, approved by unanimous consent
- F. Review and approval of FY24 budget
 - a. Motion by Ginski, second by Hancox, approved by unanimous consent
- G. Approval of FY24 calendar
 - a. Motion by Brown, second by Hancox, approved by unanimous consent
- H. Approve revision to student grading and behavior policies
 - a. Motion by Hancox, second by Hayes, approved by unanimous consent
 - b. Plan to discuss further at summer/fall program committee meeting
- I. Update and discussion about 3rd grade retention plan and middle school feasibility planning
- J. Adjournment: There being no further business before the Board, the meeting was adjourned at 5:15
Minutes approved by Board on 6/19/23

▀ **Libertas School Board of Trustees** met on June 19, 2023, at 3:45pm, at Southwest TN Community College - Gill Center, 3833 Mountain Terrace, 38127

- A. Attendance:
 - a. Vinessa Brown, Markise Rogers, Jamesha Hayes, Allison Leslie, Lee Adams, Andrew Boord, Glen Hancox, Francis Ginski
 - b. Bob Nardo (ex officio)
- B. Review and approve agenda
 - a. Motion by Brown, second by Adams, approved by unanimous consent
- C. Review and approve minutes from March meeting
 - a. Motion by Leslie, second by Hayes, approved by unanimous consent
- D. The Middle grades expansion feasibility report was presented and discussed. Suggestions about stakeholder participation were made
 - a. Motion to approve the plan to apply for a charter amendment to expand for middle grades was made by Brown, second by Rogers, approved by unanimous consent
- E. Review bid memo for special summer facility projects
 - a. Motion were made, seconded, and approved by unanimous consent for paving by Jorge Oliveras for \$39,709, and sinks by Ozark River Co. for \$26,555
- F. Executive Committee report was postponed
- G. Executive Director report was postponed
- H. Review and approval of 23/24 board and committee meeting calendar
 - a. Motion was made, seconded, and approved by unanimous consent
- I. Adjournment: There being no further business before the Board, the meeting was adjourned at 5:00pm

These minutes were approved by the board on 9/18/23

**Proposed Middle Grades Expansion
Libertas Board Memo - June 19, 2023**

The purpose of this memo is to summarize feasibility research and recommendation regarding the possibility of a Libertas middle school, addressing the following questions: why? (demand and need), why now? (organizational readiness), what? (plan), how? (implementation), and who? (key people and partners). In light of the community demand, parent need, and our assessment of our readiness, it is the recommendation of Libertas leadership staff that we move forward with applying for the necessary charter authority to launch a middle school.

Libertas School of Memphis Charter Amendment Application 10/1/23

▀ **Libertas School Board of Trustees** met on September 18, 2023, at 4:30pm, at Libertas School of Memphis 3777 Edenburg, Dr, Memphis, TN 38127

- A. Attendance:
 - a. Vinessa Brown, Jamesha Hayes, Allison Leslie, Lee Adams, Andrew Boord, Glen Hancox, Francis Ginski, Bob Nardo (ex officio)
 - b. Unable to attend: Markise Rogers
- B. Review and approve agenda
 - a. Agenda amended to include vote on bond for new finance manager Stantaisha Murry, and special presentation about proposed parental leave policy
 - b. Revised agenda - Motion to approve by Brown, second by Adams, approved by unanimous consent
- C. Review and approve minutes from June meeting
 - a. Motion by Boord, second by Leslie, approved by unanimous consent
- D. Board members in attendance signed potential conflict of interest disclosures
- E. Reviewed mandatory board trainings, and due date to complete was set for 11/1
- F. Trustee/ officer elections
 - a. Re-elect Vinessa Brown (chair), Francis Ginski (secretary), Trustees Jamesha Hayes and Markise Rogers for additional 2-year term
 - b. Motion to approve by Boord, second by Leslie, approved by unanimous consent
- G. Board acknowledged donors and volunteers
- H. Report about playground campaign report with call for board support by Adams
- I. Finance Committee
 - a. Boord presented the following:
 - i. Highlights from June and August meetings
 - ii. FY23 financial statement of activity
 - iii. FY24 YTD statement of activity
 - iv. The following contracts were moved for approval by Ginski, second by Hayes, approved by unanimous consent
 - 1. United Infolytics - \$60,000 for student information management
 - 2. Rapid Route Transportation - \$144,366 for school bus service
 - 3. LeBonheur Children's Hospital - \$152,516 for clinical therapy
 - 4. Youth Villages - \$35,000 for behavioral health
 - 5. Center for Black Educator Development - \$100,000 after school program
- J. Program committee: Hayes shared highlights from Aug 29 meeting, 22/23 academic data
- K. Executive committee: Brown shared highlights on board members metrics (giving, networking, training, attendance) and 9/14 meeting; Leslie updated on Executive Director evaluation process
- L. ED report: Nardo presented report
- M. Revision of 23/24 family, employee, and financial policies:
 - a. Motion by Ginski, second by Hayes, approved by unanimous consent
- N. Submission of Charter Amendment Application regarding expansion and middle grades
 - a. Motion to approve by Boord, second by Adams, approved by unanimous consent
- O. Adjournment: There being no further business before the Board, the meeting was adjourned at 6:00pm

These minutes were approved by the board on _____



Shelby County Board of Commissioners

Dr. Charlie Caswell Jr

District 6

Wednesday, September 20, 2023

Tennessee Public Charter School Commission

500 James Robertson Parkway

5th Floor, Davy Crockett Tower

Nashville, Tennessee 3724

Subject: letter of support for Libertas

To the staff and Commissioners;

Please accept this letter in support of the charter amendment application of Libertas School of Memphis to expand

I am a local elected official serving on the Shelby County Commission, a former pastor at a church in the Frayser neighborhood, and founder of Legacy of Legends Community Development Corporation, a community organization that serves and advocates for the social-emotional needs of our families. Last but not least, I am the parent of a Libertas student.

I was a member of the Frayser Neighborhood Council back in 2013-14 when this school was first proposed by Bob Nardo and its board chair Vinessa Brown, who is another longtime Frayser community leader. I have seen it grow from an idea to one of our most prominent schools.

I strongly support this school's growth in our community. The academic model meets the child where he or she is. The school works hard to engage families and build relationships. And it serves the whole child. Libertas brings a special approach to Frayser, and we hope to see it expand here in the years to come.

Sincerely,

Charlie Caswell Jr.,

Shelby County Commissioner



PURSUIT OF GOD
TRANSFORMATION CENTER

Dear Tennessee, Public Charter School Commission,

Pastors Ricky & Sheila Floyd and The Pursuit of God Transformation Center fully support the application of The Libertas School of Memphis to amend their charter to expand and serve middle grades within our community starting the 2024 school year. We find that Libertas attracts people from diverse backgrounds across Memphis to want to be part of this community. Libertas is bringing people together at a time when unity is needed.

The Montessori model of personalized learning is successful in helping children in the community accelerate at their own pace. Libertas' rich curriculum helps expand children's horizons to everything that is attainable to them. We have also witnessed their traditional annual poetry showcase which highlights the contributions of our communities' African American heritage.

Liberta's students are making major academic growth. It is a Level 5 school for three straight years and shows what children in our community are capable of when provided with a quality learning environment. Again, we fully support Libertas School of Memphis. Our granddaughter attend Libertas and is continually excelling in their academics and well as in their social skills.

Sincerely,

Pastors Ricky & Sheila Floyd
Pursuit of God Transformation Center

Pastors Ricky & Sheila Floyd 3759 N Watkins St. Memphis, TN
www.thepursuitofGod.org



Frayser Community Development Corporation
Steve Lockwood, Interim Executive Director
3684 N. Watkins Street
Memphis, TN 38127
901-229-1162
slockwood@fraysercdc.org

September 25, 2023

To whom it may concern:

I write this letter in full support of the application of the Libertas School of Memphis' charter amendment application to expand to serve middle grades.

I have worked for many years as the Executive Director of the Frayser Community Development Corporation (CDC). While our work has focused on housing revitalization, we have always known that it takes many partners and kinds of work to repair a damaged and disinvested neighborhood. Libertas School has been an important contributor to the revitalization of this proud community.

Libertas has grown into an incredible asset and a welcomed member of the Frayser neighborhood in Memphis. As the first public Montessori charter school in the state, Libertas provides a private school quality of education as a free public school. It sends an important message about the value of the children in Frayser. Libertas has attracted people from diverse backgrounds across Memphis who want to be part of this community. Libertas excels at serving our community's most vulnerable children - students with disabilities, special education, and social-emotional needs. The school's rich curriculum helps expand children's horizons to everything that is attainable to them.

Libertas is a model for family engagement. We have seen that Libertas families are deeply committed to the success of the school. Frayser CDC has collaborated with Libertas to help provide access to a wide array of education for the whole family -- financial literacy, homebuyer education, child development, and more.

Frayser CDC has seen turnaround efforts in virtually all of the schools in this community. However, Libertas stands out as a strikingly successful effort -- it is a Level 5 school three times in a row -- and is showing what children in our community are capable of when provided with a quality learning environment. This is a remarkable achievement.

Frayser CDC is grateful for the presence of Libertas in the community and looks forward to their continued contribution. Please accept this letter of full support for Libertas to expand its mission into additional grades.

Feel free to contact me.

Sincerely,

Steve Lockwood

Steve Lockwood, Executive Director

Frayser Exchange Club

E.Shelly Rice, President

PO Box 271433

Memphis Tn. 38167

September 20, 2023

Re: Letter of support for Charter Amendment Application to serve middle grades

Please accept this letter on behalf of Frayser Exchange Club in support of the application of Libertas School of Memphis ("Libertas") to expand its support and service the middle school students of Shelby County through the Tennessee Public Charter School Commission.

Libertas has been an incredible asset to the Frayser neighborhood in Memphis and Shelby County. From its beginning Libertas has excelled at serving the children of Frayser, some of the most vulnerable in the State. Their commitment to excellence in education sends an important message about the value of the children in this community.

The Montessori model of personalized learning is successful in helping children progress at their own pace. Because of this personalized approach, Libertas has achieved Level 5 school status 3 consecutive years and is showing what children in our community are capable of when provided with a quality learning environment.

Libertas is also a model for family engagement and its families are deeply committed to the success of the school and their children. Families participate in all levels of school from planning, to volunteering in educational events. Additionally, Libertas provides access to a wide array of education for the whole family such as financial literacy, homebuyer education, child development and much more.

Libertas has been a blessing for the Frayser community, its families and especially its children. We strongly support its charter amendment application to expand to be able to serve middle grades and the young people of our community. If you have any questions or need any further information please do not hesitate to contact me at (901)-362-1924 or by email at srice@saundersgroupinc.com.

Sincerely,



E.Shelly Rice

Re: EXTERNAL - Update about growth at Libertas School

ALTHEA E GREENE <GREENEAE@scsk12.org>
To: Bob Nardo <bob.nardo@libertasmemphis.org>

Tue, Sep 26, 2023 at 1:59 PM

Good morning. I'm excited and will stop by. Thanks

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From: Bob Nardo <bob.nardo@libertasmemphis.org>
Sent: Tuesday, September 26, 2023 6:53:18 AM
To: ALTHEA E GREENE <GREENEAE@scsk12.org>; altheagreene@yahoo.com
<altheagreene@yahoo.com>
Subject: EXTERNAL - Update about growth at Libertas School

*****This is an EXTERNAL email. Please exercise caution. DO NOT open attachments or click links from unknown senders or unexpected emails.*****

Dear Reverend Al / School Board Commissioner Greene;

I hope you are well since we last saw each other!

Thank you again for helping to champion our purchase of the Brookmeade school building. Since last fall, we have launched a \$9 million renovation to address the deferred maintenance and provide an addition to add more space for special education, early childhood, music, and other programs. We are grateful to have exceeded growth expectations on TVAAS as well as overall proficiency on TCAP for the fourth straight year. Third grade in particular made huge gains this year, doubling their proficiency from a year ago.

I am reaching out about an exciting idea for the future. Now in our 9th year offering Montessori education for PreK-5th in Frayser, our families are increasingly asking us to extend to serve middle grades (6th-8th). Fully 98% of Libertas families responding in a survey this spring asked us for this, as there is no personalized learning option in a public school in our area of Memphis. According to the last "seat analysis" we have seen from MSCS, it seems there is agreement on the need for more "quality seats" to be offered at the middle school level in Frayser.

We hope to help meet this need, and are moving forward with a proposal to amend our charter. We will continue to rely on the ongoing support of our many community / partner organizations, including Lifeline to Success, Frayser CDC, LeBonheur Children's Hospital, Urban Child Institute, University of Memphis, Memphis Symphony Orchestra, Anaya / Youth Villages, and more.

If you have any questions to ask or guidance to offer, we are happy to connect with you over the phone or in person anytime that's convenient in your busy schedule. Just let me know.

Your friend,

--

Bob Nardo
Executive Director | Founding Head of **Libertas School of Memphis**
& ἀρετή Arete Memphis Public Montessori Residency
Mobile: (901) 654-7788

[Website](#) | [Facebook](#) | [Instagram](#)

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--

Update about growth at Libertas School

Morrison, Brandon <Brandon.Morrison@shelbycountytn.gov>
To: Bob Nardo <bob.nardo@libertasmemphis.org>

Tue, Sep 26, 2023 at 3:46 PM

Dear Bob,

What good news to hear about your growth and desire to meet the needs for MSCS seats. I would like to support you as appropriate and as is helpful!

Best of luck,

Commissioner Morrison

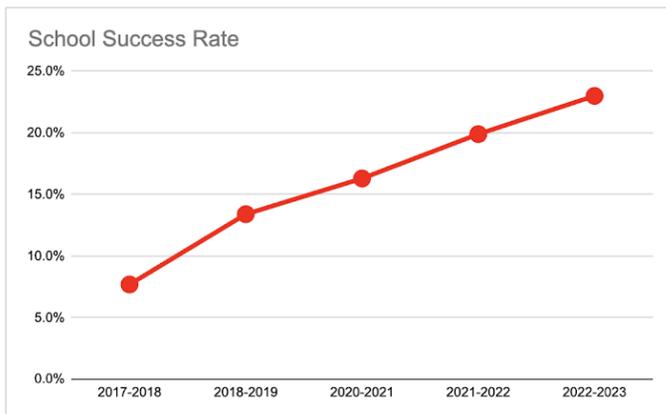
From: Bob Nardo <bob.nardo@libertasmemphis.org>
Sent: Tuesday, September 26, 2023 7:00 AM
To: Morrison, Brandon <Brandon.Morrison@shelbycountytn.gov>
Subject: Update about growth at Libertas School

[This EMAIL was not sent from a Shelby County Government email address. Please use caution.]
Dear Commissioner Morrison,

I hope you are well since we last saw each other.

Thank you again for your continued support of early childhood learning and quality public school choices for Memphis. As you know, a year and a half ago, after significant improvement, our ASD charter was approved to transfer into the TN Charter School Commission. Last fall, MSCS sold us the Brookmeade school building. Since then, we have launched a \$9 million renovation to address the deferred maintenance and provide an addition to add more space for special education, early childhood, music, and other programs.

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Your friend,

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Update about growth at Libertas School

Bob Nardo <bob.nardo@libertasmemphis.org>

Tue, Sep 26, 2023 at 6:54 AM

To: rep.larry.miller@capitol.tn.gov

Dear Representative Miller;

I hope you are well since we last saw each other.

Thank you again for your past support of public school turnaround in Frayser. A year and a half ago, our ASD charter was approved to transfer into the TN Charter School Commission. Last fall, MSCS sold us the Brookmeade school building. Since then, we have launched a \$9 million renovation to address the deferred maintenance and provide an addition to add more space for special education, early childhood, music, and other programs. We are grateful to have exceeded growth expectations on TVAAS as well as overall proficiency on TCAP for the fourth straight year. Third grade in particular made huge gains this year, doubling their proficiency from a year ago.

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--

Re: EXTERNAL - Update about growth at Libertas School

STEPHANIE LOVE <LOVES1@scsk12.org>
To: Bob Nardo <bob.nardo@libertasmemphis.org>

Tue, Sep 26, 2023 at 11:01 AM

Next Tuesday 10:30

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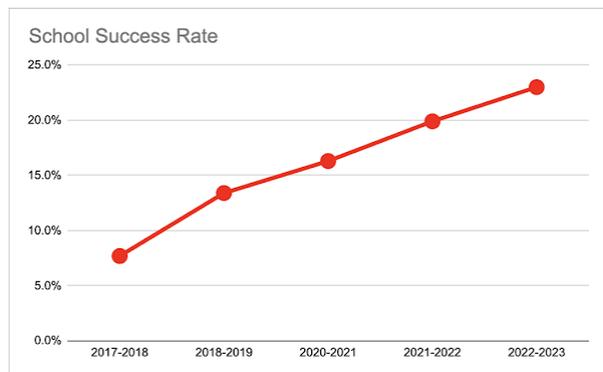
From: Bob Nardo <bob.nardo@libertasmemphis.org>
Sent: Tuesday, September 26, 2023 7:05:35 AM
To: STEPHANIE LOVE <LOVES1@scsk12.org>
Subject: EXTERNAL - Update about growth at Libertas School

*****This is an EXTERNAL email. Please exercise caution. DO NOT open attachments or click links from unknown senders or unexpected emails.*****

Dear Commissioner Love,

It was good chatting with you at the Frayser Exchange Club the other day. I left you a message about scheduling your next visit back to the school - let me know what works for you.

Thank you for your relentless advocacy for quality public school options in Frayser. Since your support for our purchase of the Brookmeade school building last fall, we have launched a \$9 million renovation to address the deferred maintenance and provide an addition to add more space for special education, early childhood, music, and other programs. We are grateful to have exceeded growth expectations on TVAAS as well as overall proficiency on TCAP for the fourth straight year. Third grade in particular made huge gains this year, doubling their proficiency from a year ago.



I am reaching out about an exciting idea for the future. Now in our 9th year offering Montessori education for PreK-5th in Frayser, our families are increasingly asking us to extend to serve middle grades (6th-8th). Fully 98% of Libertas families responding in a survey this spring asked us for this, as there is no personalized learning option in a public school in our area of Memphis. For the last several years, our families upon completion of fifth grade have had to scatter to almost 20 different middle schools, with roughly 80% of them leaving Frayser to find an option. We want families to be able to continue to grow and thrive right here in 38127. And according to the last "seat analysis" we have seen from MSCS, it seems there is agreement on the need for more "quality seats" to be offered at the middle school level in Frayser.

We hope to help meet this need, and are moving forward with a proposal to the TN Public Charter School Commission to amend our charter. We will continue to rely on the ongoing support of our many community / partner organizations, including Lifeline to Success, Frayser CDC, LeBonheur Children's Hospital, Urban Child Institute, University of Memphis, Memphis Symphony Orchestra, Anaya / Youth Villages, and more.

I would love to connect with you to discuss any questions or guidance you could offer, so we can work together for the betterment of our neighborhood. Again, please just let me know anytime that's convenient in your busy schedule.

Sincerely,
Bob Nardo
Executive Director | Founding Head of **Libertas School of Memphis**

Update about growth at Libertas School

Whaley, Michael <Michael.Whaley@shelbycountytn.gov>
To: Bob Nardo <bob.nardo@libertasmemphis.org>

Tue, Sep 26, 2023 at 9:51 AM

Bob, thanks for the update and this is great to hear! Thank you for keeping at it, and ensuring a high bar. Keep me posted on how I can help.

Michael Whaley
Commissioner, District 13
Shelby County Board of Commissioners
160 N Main, 6th Floor
Memphis, TN 38103
901 222 1000

On Sep 26, 2023, at 7:00 AM, Bob Nardo <bob.nardo@libertasmemphis.org> wrote:

[This EMAIL was not sent from a Shelby County Government email address. Please use caution.]
Dear Commissioner Whaley,

I hope you are well since we last saw each other.

Thank you again for your continued support of early childhood learning and quality public school choices for neighborhoods like Frayser. As you know, a year and a half ago, after significant improvement, our ASD charter was approved to transfer into the TN Charter School Commission. Last fall, MSCS sold us the Brookmeade school building. Since then, we have launched a \$9 million renovation to address the deferred maintenance and provide an addition to add more space for special education, early childhood, music, and other programs.

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<image.png>

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--

Update about growth at Libertas School

Mark White <rep.mark.white@capitol.tn.gov>
To: Bob Nardo <bob.nardo@libertasmemphis.org>

Tue, Sep 26, 2023 at 7:48 PM

Bob
Congratulations and thank you for sharing.
I will support you with this endeavor.
Let me know how I may support

Mark White
Tennessee State Representative
District 83

On Sep 26, 2023, at 6:56 AM, Bob Nardo <bob.nardo@libertasmemphis.org> wrote:

Dear Chairman White;

I hope you are well since we last saw each other.

Thank you again for your past support of public school turnaround in Tennessee and your childhood neighborhood in Frayser. As you know, a year and a half ago, our ASD charter was approved to transfer into the TN Charter School Commission. Last fall, MSCS sold us the Brookmeade school building. Since then, we have launched a \$9 million renovation to address the deferred maintenance and provide an addition to add more space for special education, early childhood, music, and other programs.

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<image.png>

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Website<<http://www.libertasmemphis.org/>> | Facebook<<http://www.facebook.com/libertasmemphis>> |

Instagram<<https://www.instagram.com/libertas901/>>

[Quoted text hidden]

Libertas budget and forecast							
		Weight	\$ per	23/24	24/25	25/26	26/27
ENROLLMENT							
	Total PreK-8th			494.7	556.9	607.6	657.2
	Total K-8th			396.7	458.9	509.6	559.2
	K-5th			396.7	411.7	420.4	421.6
	6-8th			0.0	47.1	89.2	137.6
<u>Enr by grade</u>							
PK3				4	4	4	4
PK4				94	94	94	94
K				93.5	96.5	96.5	96.5
1st				89.2	94.8	91.2	91.2
2nd				59.6	74.4	77.8	75.0
3rd				62.2	50.7	61.5	64.3
4th				45.8	54.8	45.5	54.2
5th				46.4	40.6	47.8	40.4
6th					47.1	47.5	58.2
7th						41.7	42.0
8th							37.4
REVENUE				\$7,633,599	\$7,761,264	\$8,444,813	\$8,872,019
TN Investment in Student Achieve. (K+)				\$4,575,777	\$5,399,820	\$5,971,721	\$6,537,668
Base			\$6,860	\$2,689,120	\$2,721,362	\$3,147,780	\$3,495,774
Weight-ED	25%	\$1,715	\$309,249	\$312,957	\$361,995	\$402,014	
Weight-Concentrated Poverty	5%	\$343	\$134,456	\$136,068	\$157,389	\$174,789	
Weight-ULN		\$769	\$301,332	\$304,944	\$352,727	\$391,722	
Direct-K3 literacy		\$500	\$145,500	\$152,250	\$158,170	\$163,514	
Direct-4th Tutoring		\$500	\$23,850	\$20,610	\$24,642	\$20,495	
Direct-charter	4%	\$500	\$196,000	\$198,350	\$229,430	\$254,794	
Outcomes-3rd ELA on track ED	40%	\$2,744	\$13,994	\$17,068	\$13,907	\$16,872	
Outcomes-3rd ELA on track non ED	20%	\$1,372	\$13,994	\$17,068	\$13,907	\$16,872	
Additional Local		\$2,353	\$922,376	\$933,435	\$1,079,698	\$1,199,061	
Current year adjustment		\$11,971	\$56,264	\$744,117	\$607,265	\$593,551	
Less TPCSC fee	2.85%	-\$136,975	-\$136,975	-\$158,410	-\$175,187	-\$191,790	
Other public funds				\$721,587	\$551,425	\$607,837	\$660,937
IDEA -SWPool		\$422	\$208,583	\$234,792	\$256,180	\$277,086	
IDEA PreK			\$4,062				
Title 1 - SWPool		\$1,275	\$232,665	\$269,121	\$298,873	\$327,953	
Title 2 - SWPool		\$850	\$30,600	\$34,425	\$38,250	\$39,950	
Title 4 - SWPool		\$62	\$11,314	\$13,087	\$14,533	\$15,948	
ESSER 3 - Learning Loss			\$16,800				
All Corps tutoring			\$70,000				
LEAPs (after school program)			\$70,000				
TDE Charter School Facility Grant			\$77,564				
First 8 Memphis (PreK)				\$870,000	\$870,000	\$870,000	\$870,000
Philanthropy				\$1,102,333	\$455,000	\$455,000	\$325,000

Libertas budget and forecast							
		Weight	\$ per	23/24	24/25	25/26	26/27
Fee revenue				\$73,695	\$76,803	\$79,339	\$81,819
Arete (Residency) revenue				\$105,380	\$256,575	\$224,895	\$160,575
Nido (Child care) revenue				\$84,379	\$84,379	\$168,758	\$168,758
Interest income	3.90%	2.50%		\$100,448	\$67,263	\$67,263	\$67,263
EXPENSES				\$6,918,696	\$7,344,674	\$7,822,915	\$8,339,547
<i>Total FTE</i>				97.35	102.9	112.7	121.1
Salaries & wages				\$4,460,826	\$4,670,020	\$5,009,866	\$5,346,138
<u>Salaries - state retirement</u>				40	44.5	49	51
	23/24	23/24		<u>\$2,254,750</u>	<u>\$2,580,750</u>	<u>\$2,835,000</u>	<u>\$2,948,000</u>
Teachers P-5	52000	\$54,250		22	23	23	23
				\$1,193,500	\$1,299,500	\$1,299,500	\$1,299,500
Teachers 6-8		\$54,250		1	4.5	8	10
				\$54,250	\$254,250	\$452,000	\$565,000
Teachers SpEd		\$54,250		6	7	8	8
				\$325,500	\$395,500	\$452,000	\$452,000
Instructional support		\$55,000		7	6	6	6
				\$386,500	\$336,500	\$336,500	\$336,500
Administration senior				3	3	3	3
				\$295,000	\$295,000	\$295,000	\$295,000
<u>Salaries - other</u>				58.35	59.4	64.7	71.1
				<u>\$2,206,076</u>	<u>\$2,089,270</u>	<u>\$2,174,866</u>	<u>\$2,398,138</u>
Teachers Enrichment		\$43,000		5	4	5	6
				\$215,000	\$172,000	\$215,000	\$258,000
Assistants P-5		\$25,000		20	23	23	23
				\$582,500	\$657,500	\$584,000	\$584,000
Assistants 6-8		\$25,000		0	1	1	2
				\$0	\$25,000	\$25,000	\$50,000
Assistants SpEd		\$25,500		5	5	6	6
				\$127,500	\$127,500	\$153,000	\$153,000
Monitors		\$23,500		1.1	1.1	1.1	1.1
				\$25,850	\$25,850	\$25,850	\$25,850
Substitutes		\$22,000		3	3	3	4
				\$87,000	\$66,000	\$66,000	\$88,000
Family engagement team		\$43,000		5	5	5	6
				\$215,500	\$215,500	\$215,500	\$258,500
AV team		\$43,000		4	4	5	5
				\$172,000	\$172,000	\$215,000	\$215,000
Nido (Child Care)		\$25,976		2	2	4	4
				\$66,381	\$66,381	\$118,333	\$118,333
Intervention		\$35,000		3.25	2	2	3
				\$113,750	\$70,000	\$70,000	\$105,000
Custodians		\$25,680		4	4.3	4.6	5
				\$102,720	\$110,424	\$118,128	\$128,400

Libertas budget and forecast							
		Weight	\$ per	23/24	24/25	25/26	26/27
Administration other			\$53,500	5	4	4	5
				\$215,500	\$211,500	\$211,500	\$256,500
Misc compensation				\$47,500	\$45,500	\$45,500	\$45,500
After school program (LEAPs)				\$46,800			
Summer camp							
Arete (EPP)			70000	1	1	1	1
		50%		\$188,075	\$124,115	\$112,055	\$112,055
Benefits & taxes				\$1,098,176	\$1,172,136	\$1,275,247	\$1,358,032
Facility				\$480,422	\$496,304	\$536,976	\$583,182
Custodial supplies			\$65	\$32,156	\$36,196	\$39,493	\$42,716
Repair services				\$60,000	\$30,000	\$30,000	\$30,000
Routine / preventative maintenance services				\$44,000	\$44,000	\$44,000	\$44,000
Utilities				\$125,000	\$125,000	\$125,000	\$125,000
Building Insurance				\$40,325	\$40,325	\$40,325	\$40,325
Interest payment on debt service				\$178,941	\$178,941	\$178,941	\$178,941
Rent			\$888	\$0	\$41,843	\$79,217	\$122,200
Other operating costs				\$879,272	\$1,006,214	\$1,000,825	\$1,052,195
Instr. Materials				\$66,412	\$212,259	\$194,107	\$138,301
Books			\$25	\$12,368	\$13,922	\$15,190	\$16,429
Uniforms			\$50	\$24,735	\$27,843	\$30,379	\$32,859
Office supplies			\$35	\$17,315	\$19,490	\$21,266	\$23,001
Copiers lease & usage			\$30	\$14,841	\$16,706	\$18,228	\$19,715
Furniture			\$10	\$4,947	\$30,569	\$6,076	\$6,572
Technology equipment			\$10	\$4,947	\$5,569	\$6,076	\$6,572
Field trips			\$27	\$10,711	\$12,389	\$13,759	\$15,098
Staff development			\$125	\$12,169	\$12,863	\$14,088	\$15,138
Faculty engagement			\$125	\$12,169	\$12,863	\$14,088	\$15,138
Faculty recruitment			\$75	\$7,301	\$7,718	\$8,453	\$9,083
Family engagement			\$40	\$19,788	\$22,274	\$24,304	\$26,287
Student recruitment/retention			\$10	\$4,947	\$5,569	\$6,076	\$6,572
Telecomm (voice/data)				\$7,400	\$7,400	\$7,400	\$7,400
Postage			\$4	\$1,979	\$2,227	\$2,430	\$2,629
Substitutes contracted			\$40	\$19,788	\$22,274	\$24,304	\$26,287
Student support services				\$217,198	\$213,195	\$229,428	\$245,295
Student transportation				\$147,866	\$147,866	\$147,866	\$218,750
Admin. services/contracts				\$14,947	\$16,069	\$16,576	\$17,072
Financial services				\$40,800	\$45,380	\$47,340	\$49,020
Data services				\$97,086	\$39,154	\$40,777	\$42,363
Insurance (liability, bonds)				\$85,023	\$85,023	\$85,023	\$85,023
Travel - admin				\$4,000	\$4,000	\$4,000	\$4,000
Arete Residency other operating costs				\$30,536	\$23,595	\$23,595	\$23,595

Libertas budget and forecast							
		Weight	\$ per	23/24	24/25	25/26	26/27
NET INCOME				\$714,904	\$416,589	\$621,898	\$532,471
CASH & DEBT SERVICE							
Beginning Cash+AR				\$3,575,597	\$3,690,501	\$3,958,945	\$4,432,699
Equity/cash out				\$600,000			
Debt service				\$178,941	\$327,086	\$327,086	\$327,086
Debt service ratio (1.15)				4.00	1.27	1.90	1.63
Ending Cash+AR				\$3,690,501	\$3,958,945	\$4,432,699	\$4,817,025
# days' expense cash in bank (60-90+)				195	197	207	211

Libertas School of Memphis
Statement of Activity by Month
 July 2022- June 2023 - Prelim Final

	YTD	FY 23 Budget	% of Budget YTD = 100%	Variance to YTD Budget
Revenue				
44570 Misc Donations & Fundraising	\$31,945	\$25,000	128%	\$6,945
44570.8 Private Found Rcvd	\$1,360,276	\$1,278,946	106%	\$81,330
40050 Interest Income	\$10,797	\$0	NA	\$10,797
Total 44570.99 Fee Revenue	\$156,864	\$131,500	119%	\$25,364
46511 Basic Education Program	\$4,112,340	\$3,959,592	104%	\$152,748
Total 47000 Other Public Revenue	\$2,897,875	\$2,975,681	97%	(\$77,806)
Total Revenue	\$8,570,096	\$8,370,719	102%	\$199,377
Expenditures				
Total 100.99 Compensation & Taxes	\$4,597,532	\$4,605,860	100%	\$8,328
Total 200.99 Benefits	\$737,286	\$715,700	103%	(\$21,586)
Total 300.99 Instruct Mat & Sup	\$237,927	\$230,008	103%	(\$7,919)
Total 400.99 Staff Development	\$68,683	\$82,004	84%	\$13,321
Total 500.99 Other Operating Costs	\$225,814	\$216,413	104%	(\$9,401)
Total 600.99 Student Support Srvcs Ctrcts	\$192,115	\$198,000	97%	\$5,885
Total 700.99 Transportation	\$168,778	\$177,460	95%	\$8,682
Total 800.99 Facility Costs	\$390,754	\$437,104	89%	\$46,350
Total Expenditures	\$6,618,889	\$6,662,549	99%	\$43,660
Depreciation	\$0			
Net Revenue	\$1,951,207	\$1,708,170	114%	\$243,037

Libertas School of Memphis

Statement of Financial Position

As of June 30, 2023 End of FY 2023

ASSETS

Current Assets

Checking - Cash in Bank	\$3,181,432	
Bond Proceeds held In Custodial Acct	\$5,300,000	
Accounts Receivable	<u>\$1,213,793</u>	
Total Current Assets		\$9,695,226

Fixed Assets (Net of Depreciation)

Construction in Progress	\$3,388,507	
Buildings & Land	\$1,795,594	
Furn, Fixtures, & Equipment	<u>\$55,743</u>	
Total Fixed Assets		\$5,239,845

Other Assets

Net Pension Assets	\$1,466,932	
Deffered Outflows GASB 68	<u>\$562,631</u>	
Total Other Assets		<u>\$2,029,563</u>

TOTAL ASSETS \$16,964,633

LIABILITIES

Accounts Payable	\$1,777,611	
Accrued Salaries & Benefits	\$412,576	
Loan / Bond Payable	\$5,300,000	
Deffered Inflows GASB 68	<u>\$1,354,345</u>	
Total Liabilities		<u><u>\$8,844,532</u></u>

Equity \$8,120,102

Total Liabilities & Equity \$16,964,633

Instructions for Completing and Submitting a Letter of Intent to Amend a Charter Application

Pursuant to Tennessee Code Annotated (T.C.A) § [49-13-110\(d\)](#) and Charter Commission Rule [1185-01-01-.04](#), if a charter school desires to materially modify any of the provisions of its charter agreement, it must seek an amendment. A “material modification” to a charter agreement is defined in Charter Commission Rule [1185- 01-01-.04](#) as a substantive change to the terms of the charter agreement regarding a charter school’s governance, financial, operational, or academic structure. In accordance with Charter Commission Rule [1185- 01-01-.04](#), material modifications include, but are not limited to:

- A change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization; • The addition or removal of a grade level or levels;
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school’s charter agreement;
- The addition or removal of a plan to provide transportation to students attending the charter school;
- Changes to the charter school’s location, if outside the geographic area set forth in the charter agreement;
- Changes to the charter school’s academic focus set forth in the charter agreement; and • Changes identified in the charter agreement as material modifications or amendments.

To seek an amendment, the governing body of a charter school must petition the charter school’s authorizer. The first step in this process is to complete and submit the attached Letter of Intent which includes the following requirements:¹

1. Provide the requested school information.
2. Check the box for the category that best describes the provision you are seeking to amend. If more than one category applies, check all that apply. For example, a charter school desiring to add grade levels may also seek an increase in enrollment to accommodate those grade levels. In that case, both the second and third boxes should be checked.
3. Have the Contact Person and Board Chair sign the completed Letter of Intent.
4. Save the completed and signed document as a PDF.
5. Submit the PDF to your authorizer, as well as to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov.

Submission Deadlines:

Charter Commission Rule [1185-01-01-.04](#) sets forth a fall deadline and a spring deadline for submitting an amendment petition. If you are seeking an amendment to add or remove grade levels or change enrollment, you must submit your petition in the fall preceding the school year in which the proposed amendment would take effect. Amendment petitions for any other category may be submitted in either the fall or the spring preceding the school year in which the proposed amendment would take effect.

Fall: Letter of Intent must be submitted by **September 1**, with the application due by **October 1**. Spring: Letter of Intent must be submitted by **January 15**, with the application due by **February 14**. If the due date falls on a Saturday, Sunday or state-observed holiday, the due date shall be the next business day.

¹ A charter school that submits an emergency amendment application pursuant to Charter Commission Rule [1185-01-01-.04](#) is not required to submit a Letter of Intent to the authorizer or the Tennessee Department of Education.

LETTER OF INTENT TO AMEND A CHARTER AGREEMENT

Name of Charter School: Libertas School of Memphis

Name of Authorizer: TN Public Charter School Commission

Name of Contact Person: Bob Nardo

This is the person who will serve as the primary contact for the application, including notices and other follow-up.

Contact Person Mailing Address: 3777 Edenburg Drive, Memphis TN 38127

Contact Person Primary Telephone: 901-654-7788

Contact Person Alternate Telephone: 901-338-2280

Contact Person Email Address: bob.nardo@libertasmemphis.org and sarah.newstok@libertasmemphis.org

Name of School Leader: Bob Nardo

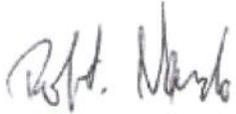
School Year Proposed Amendment Will Take Effect: SY 2024-2025

Amendment Petition Category:

Check the box for the category under which this Amendment Petition falls:

- Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization.
- The addition or removal of a grade level or levels. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- The addition or removal of a plan to provide transportation to students attending the charter school.
- Changes to the charter school's location, if outside the geographic area set forth in the charter agreement.
- Changes to the charter school's academic focus set forth in the charter agreement.
- Changes identified in the charter agreement as material modifications or amendments.
- Other material change not covered by any of the above categories. Please specify: subpart H "other material change" to be included at recommendation of TPCSC staff to explain how we arrived at this decision and will improve existing school program / benefit students

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this Letter of Intent.



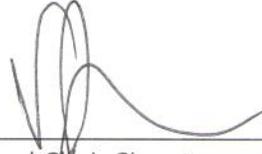
Contact Signature

Bob Nardo, Executive Director

Contact, Printed Name & Title

8-15-2023

Date



Board Chair Signature

VINESSA BLAWN

Board Chair, Printed Name

8-15-2023

Date

This completed and signed form shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov.

Ratings and Criteria Charter Commission rule [1185-01-01-.04](#) requires the Tennessee Department of Education to develop a scoring rubric for use in evaluating petition applications to amend charter agreements. Evaluators will use the following criteria to rate each amendment for which an application is received:

Rating	Criteria
Meets or Exceeds the Standard	The response thoroughly addresses key issues. The proposed amendment clearly aligns with the mission and goals of the school. The response includes specific, evidence-based information that shows thorough preparation and viability of the plan.
Does Not Meet Standard	The response is substantially incomplete; demonstrates lack of preparation; is unsuited to the mission and goals of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to implement it.

Recommendations for approval or denial of each amendment requested in an amendment application will be based on the materials submitted as well as the authorizer’s independent due diligence.

Amendment Petition
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ▪ Clear, evidenced-based rationale for the proposed amendment that is aligned with the school’s mission and goals, and supports the best interest of students. ▪ Academic results provide compelling support for the proposed amendment. <i>(For Subparts B,C, F,G, and H only)</i> ▪ Realistic and detailed budget that explains the financial impact of the proposed amendment and clear evidence that the financial outlook of the school supports the costs associated with the proposed amendment. ▪ Thoughtful and realistic facility plans that accommodate the proposed amendment. <i>(For Subparts B, C, and E only)</i> ▪ Detailed implementation plan with a realistic timeline that addresses the operational impact of the proposed amendment. ▪ Clear evidence of support for the proposed amendment from parents, staff and community partners. ▪ FOR EMERGENCY PETITIONS ONLY: Compelling evidence of unanticipated extraordinary circumstances supporting the filing of an emergency amendment application.

Libertas School of Memphis Charter Amendment Application 10/1/23

Application Review	
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths	P age
Concerns/Questions	P age