



Bluff City Collegiate Charter School

Application for a Public Charter School
Opening in the 2021-22 School Year

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Director of Teacher Residency, Alder Graduate School of Education

Philip James, Founding Board Member

Recruiter, Memphis Teacher Residency

Anne Thomas, Founding Board Member

Senior Executive Director, New Leaders

Renelle Valentine, Founding Board Member

Real Estate Broker, Berkshire Hathaway HomeServices – Taliesyn Realty

Kenneth Williams, Founding Board Member

Realtor, Keller Williams Realty

TABLE OF CONTENTS

GENERAL INFORMATION FORM	1
ASSURANCES	3
EXECUTIVE SUMMARY	4
SECTION 1: ACADEMICS	
1.1 School Mission and Vision	7
1.2 Enrollment Summary	18
1.3 Academic Focus and Plan	29
1.4 Academic Performance Standards	50
1.5 Phase-In/Turnaround Plan	69
1.6 High School Graduation and Post-Secondary Readiness	69
1.7 Assessments	69
1.8 School Calendar and Schedule	80
1.9 Special Populations and At-Risk Students	96
1.10 School Culture and Discipline	111
1.11 Marketing, Recruitment, and Enrollment	121
1.12 Community Involvement and Parent Engagement	130
1.13 Existing Academic Plan	134
1.14 Performance Management	134
SECTION 2: OPERATIONS	
2.1 Governance	135
2.2 Start-Up Plan	146
2.3 Facilities	169
2.4 Personnel/Human Capital	174
2.5 Professional Development	182
2.6 Insurance	191
2.7 Transportation	192
2.8 Food Service	194
2.9 Additional Operations	195
2.10 Waivers	198
SECTION 3: FINANCES	
3.1 Planning and Budget Worksheet	200
3.2 Budget Narrative	200
ATTACHMENTS	
Attachment A: Annual School Academic Calendar	201
Attachment B: Student Handbook /School Forms	202
Attachment C: Student Discipline Policy	202
Attachment D: Student Enrollment Policy	221
Attachment E: Pledged Support from Prospective Partners & Letters of Support	223
Attachment F1: Articles of Incorporation	257
Attachment F2: Proof of Non-Profit and Tax Exempt Status	260
Attachment F3: By-laws	276
Attachment F4: Code of Ethics	283
Attachment F5: Conflict of Interest Policy	284
Attachment F6: Board Member Resumes	290
Attachment F7: Board Policies	311
Attachment G: School Organizational Chart	322

Attachment H: School Leader Resumes	324
Attachment I: Employee Manual/Personnel Policies	326
Attachment J: Insurance Coverage	339
Attachment O: Planning and Budget Worksheet	342
Attachment P: Budget Narrative	364

GENERAL INFORMATION

Name of proposed school: Bluff City Collegiate Charter School

Projected year of school opening: 2021-2022

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Bluff City Collegiate, Inc.

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

Model or focus of proposed school: A college preparatory charter school for grades 6-8

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

Mailing address: 1763 Nelson Avenue, Memphis, TN 38114

Primary Telephone: (901) 800-8583 Alternate Telephone: ()

Email Address: lsavidge@bes.org

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

Full name	Current job title and employer	Position with proposed school
Samuel Luke Savidge	Fellow, BES	Proposed Head of School
Ashley Adams	Independent Consultant	Proposed Vice Chair, Finance Committee, Governance Committee
Donald Ray Batiste	Financial Analyst, Autozone	Proposed Treasurer, Finance Committee
Tiffany Webber Carpenter	Attorney, Corey Watson Attorneys	Board Member, Governance Committee
Christina Colon	Senior Salesforce Marketing Cloud Platform Lead, FedEx	Board Member, Finance Committee
L. Sha Fanion	Director of Teacher Residency, Alder Graduate School of Education	Board Member, Academic Achievement Committee,
Philip James	Recruiter, Memphis Teacher Residency	Board Member, Academic Achievement Committee
Anne Thomas	Senior Executive Director, New Leaders	Proposed Board Chair, Governance Committee, Academic Achievement Committee
Renelle Valentine	Real Estate Broker, Berkshire Hathaway HomeServices – Taliesyn Realty	Board Member, Finance Committee
Kenneth Williams	Realtor, Keller Williams Realty	Board Member, Academic Achievement Committee

Name of proposed school leader (if any): Samuel Luke Savidge

Proposed school leader's current employment: Fellow, BES

City or geographic community: Memphis, TN

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes No

If yes, identify the CMO or other partner organization: _____

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- New-Start Applicant
- Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
- Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

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

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

Samuel Luke Savidge

Signature

Samuel Luke Savidge

Printed Name of Authorized Signatory

Lead Founder & proposed Head of School

Title of Authorized Signatory

EXECUTIVE SUMMARY

Our Mission. With ambition and joy, Bluff City Collegiate Charter School ensures that all young people in grades 6-8 meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership.

Our Vision and Academic Focus. Bluff City Collegiate Charter School (“Bluff City Collegiate”) is a school rooted in the belief that all students can achieve at a high level. We envision an academic program that provides all students regardless of demographics or previous academic background with challenging work within a supportive and joyful environment. Our vision is aligned to the priorities, goals, and ambitions of our state and city, as well as aligned to the needs and desires of our community of families and other stakeholders. Since September 2019, we have invested in listening to the community, finding ways to serve the community, and simply being part of the community. We are also informed by current research on those practices that lead to the success of all students towards ambitious academic and life goals, and the current work of high performing schools in Tennessee and across the country.

In accordance with T.C.A. § 49-13-104, our purpose is to improve learning for all students and close the achievement gap between high-achieving and low-achieving students. The academic program at Bluff City Collegiate is built and founded on the following pillars.

1. **College preparatory** academics with supports necessary to prepare all young people to thrive in a rigorous course of high school study and success in college.
2. Development of an empathetic, equity-based **global perspective** within our young people.
3. **Leadership development** and service projects with and for our communities.

These pillars and the academic program they inform are guided by our core beliefs.

Core Belief 1: Academic excellence is attainable by all students. Bluff City Collegiate believes that through excellent teaching, a college preparatory curriculum, and a group of mission-aligned individuals working daily to support each student as an individual, all students can grow and achieve academic excellence. Academic excellence requires high expectations for academic work to ensure that work is grade level appropriate and contains the rigor needed to challenge each student. Through our extended school year (185 days), week (18 Saturday sessions for our most at risk learners), and day (425 minutes inclusive of 100 instructional minutes in ELA and math aligned to the Tennessee State English Language Arts and Mathematics standards and additional one hour of tutoring four days per week through Collegiate Plus), we will provide students with the skills and tools need to be successful in high school and college.

Core Belief 2: Exemplary teaching drives exemplary results. Teachers are essential to the overall success of every school. Our investment begins with 18 days of summer professional development, where teachers engage with their colleagues, work through standards-aligned curriculum and assessments, and participate in practice of daily cultural and instructional routines and procedures. Beyond summer training, the Head of School will develop and support teachers through robust weekly professional development and weekly classroom observations, with individualized feedback focusing specifically on lesson planning, execution, student work analysis, data analysis, and action planning. This continual investment in our teachers’

development will allow us to support all students and families in Memphis towards ambitious and measurable goals and is equally important for helping teachers want to stay and invest in our school, our community, and the teaching profession in our city.

Core Belief 3: Family partnership supports student achievement. Families strengthen our work. Research unequivocally affirms the positive and long-lasting effects of parent, family, and community involvement on student learning. We believe that parents are the experts of their children and we commit to creating a school environment where parents and guardians are welcomed, feel valued, and are treated with dignity and respect as equal partners in supporting their children’s academic and personal growth. We do this through: annual Home Visits through which we build mission-driven and authentic relationships with our families; annual Family Orientations by which we establish the ways we will work together towards success; nine monthly Bluff City Family Nights where parents and students invest in their relationship with each other and with the school and we engage parents as academic partners; and leadership-developing quarterly service projects that bring school, family, student, and community together.

Core Belief 4: Diversity and joy are essential for learning. Bluff City Collegiate is a school that affirms and celebrates the identities of students, families, and staff members, honors all experiences and contributions, and develops all students’ equity-based global perspective, and their lens for solving problems and interacting with people. We believe deeply in joy permeating each aspect of our academic program, helping students know that learning and joy are not mutually exclusive, but can coexist in a classroom and school. This coexistence takes place when students are rooted in a school environment that recognizes the value that currently exists inside of them, highlights their contributions to the school community on a daily and weekly basis, and continually encourages them to learn, grow, and develop into individuals who embrace, recognize, and demonstrate the power of education.

Core Belief 5: Leadership is developed through service. Our core values speak to who we are as a community of stakeholders helping students to achieve excellence and develop as individuals into problem solvers who take on challenges and positively impact their community. We believe that our core values of **Empathy, Joy, Dignity, Fortitude, Community, and Critical Thinking** are key for learning and for leadership. Through a focus on a different core value each month in our Community Meetings and a deep focus into each specific core value in our daily PM Advisory periods, students will consistently grow in their internalization of these life-sustaining values. Because we believe that our role as a school is to develop our young people into leaders who can positively impact their community, advisories will be an opportunity for each student to plan, develop, and execute a service project for the school community, the neighborhood, and the city.

Our Community: Challenges, Considerations, and Meeting the Need. Bluff City Collegiate is proposed for the 38122 and the 38111 zip codes. The neighborhoods of Jackson/Treadwell and Binghamton/White Station, encompassed within 38122 and 38111, were chosen for three specific reasons: (1) over-enrollment of students, (2) lack of quality, high-performing middle school options for parents, and (3) our ability to provide a unique college preparatory middle school model. That model includes: (a) expanded time (185 instructional days, 100 daily minutes of English, 100 daily minutes of Math); (b) multiple tiers of intervention and support (50 minutes of RTI/Tutoring daily, 18 Saturday Sessions, four days of afterschool Collegiate Plus tutoring); (c)

a data-focused approach to individualized learning (blended learning and robust teacher development of 28 days including data analysis and action planning); and (d) a unique focus on developing a global perspective in every child.

Shelby County Schools' most recent Educational Priorities Report outlines the need for additional seats within the Jackson/Treadwell and Binghamton/White Station neighborhoods. In Jackson/Treadwell, SCS specifies the need for 181 seats; for Binghamton/White Station, SCS specifies the need for 395 seats; together, SCS indicates the need for an additional 539 seats. Coupled with the chronically low achievement data for children attending public options within these neighborhoods, there is a clear need for a high-quality middle school. We propose to open with 120 students in grade 6 in 2021, grow one grade per year, and seek a maximum capacity of 360 students, thus remaining within the available seat projections and serving a critical need.

Because of the economic hardships within our community, there is also a lack of ability to choose a high-quality school. With 31% of residents living in poverty and 70% of students attending neighborhood schools identified as economically disadvantaged, parents do not have physical access to a quality middle school option. Further, the achievement gap within these zip codes and its local schools is immense. According to Shelby County Schools Educational Priorities, 95% of students in Jackson/Treadwell are attending a school that has failed to reach a "good" rating.

Our academic program, which provides a rigorous, college preparatory curriculum, intentionally develops global perspective, and ensures leadership development through quarterly service learning projects makes the model unique and a welcomed, value-add educational option for our families. With current performance data from the 38122 and 38111 zip codes showing that a majority of students are not on track for grade level proficiency and post-secondary readiness, we believe that an academic program and middle school that prepares young people to take on the challenges of high school and college will allow us to be part of the larger set of solutions to expand the education opportunities for families in Memphis.

Founding Team Capacity. Proposed Head of School Luke Savidge began his career in education as a high school English teacher with the Memphis Teacher Residency. As Teacher and Mentor Teacher with MTR, Mr. Savidge led turnaround work over a four-year span at Sherwood Middle School. Most recently, Mr. Savidge served as Instructional Coach at Westside Middle School where he oversaw 12 teachers and led the school's improvement from a Level 1 to a Level 3 in just one school year. As a BES Fellow, Mr. Savidge has strengthened his instructional lens by observing 25+ high performing charter schools, developing in his understanding of school leadership, finance, design, and operations through 600+ hours of BES training. Mr. Savidge is joined by a high capacity group of nine individuals with professional experience and expertise in education, finance, law, real estate, and marketing, and all of whom are committed to seeing the City of Memphis flourish through their investment of serving as the Board of Directors for Bluff City Collegiate. All Board members know, understand, and believe in the mission and vision of Bluff City Collegiate, embrace the autonomy to meet ambitious goals and the accountability for reaching those goals that the charter provides, and all are aware of the academic, financial, and organizational oversight responsibilities required to ensure the school's success. We are grateful for the outpouring of support from families and stakeholders, and look forward to establishing a middle school that closes the achievement gaps for our students – with ambition and with joy.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

(a) Mission

With ambition and joy, Bluff City Collegiate Charter School ensures that all young people in grades 6 to 8 meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership.

(b) Vision & Goals

Bluff City Collegiate Charter School (“Bluff City Collegiate”) is a school rooted in the belief that all young people can achieve at a high level, and whose vision is aligned with both the educational goals of the State of Tennessee as well as the goal of Shelby County Schools.

As set forth in the Tennessee State Constitution, education is the most important investment that adults across the State of Tennessee can make in a young person’s life. It is the most worthwhile investment. Article II, Section 12, of our Constitution reads: “The State of Tennessee recognizes the inherent value of education and encourages its support.” Now, 150 years after our state’s third Constitution was written in 1870, we remain focused in Tennessee on the continual call to fulfill those words. Bluff City Collegiate proposes to join with other across our beloved City of Memphis and wider Shelby County to make a quality education available to all of our children, and particularly in the crucial middle school years.

Aligned with the Tennessee Succeeds plan¹, Bluff City Collegiate is designed to provide a college preparatory middle school education, which would allow our young people to have the skills and tools needed to raise the average ACT score in the 38111 and the 38122 neighborhoods from the current average of 16² to a college-ready score of 21, which would allow access to the Tennessee HOPE Scholarship³ as well as gain access to Tennessee colleges and universities. We recognize that we are not a high school, however, as members of the Founding Team recognize, along with so many others, the platform for high school success and readiness to successfully take the ACT has its foundation in the middle school years, where we intend to focus.

Along with our alignment to the goals of the State of Tennessee, we believe in the goals that Shelby County Schools has outlined in its Destination 2025 plan.⁴ Bluff City Collegiate agrees that a strong literacy program is the foundation to learning, that holding high expectations for all students is vital for them to meet a high academic bar, that investing in teachers and leaders will increase student achievement, and that investing and partnering with the community will have a direct impact on student achievement.

Bluff City Collegiate believes in the unique ability of all young people. We believe that through a structured, joyful, and ambitious environment, we can create a space that allows for our students’ academic success and personal flourishing. We believe that by investing in their

¹ https://www.tn.gov/content/dam/tn/education/documents/strategic_plan.pdf.

² <https://www.edgap.org/#11/35.1393/-89.9746>.

³ <https://www.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/tennessee-hope-scholarship.html>.

⁴ <http://www.scsk12.org/2025/>.

development, academically and personally, we can foster the growth and development necessary for them to become individuals capable of excelling in a rigorous course of study in high school, advancement into college and other professional opportunities of their choice, and community leadership roles upon which our city and state depend. We envision an academic program that provides all students regardless of demographics or previous academic background with challenging work within a supportive and joyful environment. We will intentionally develop each student's global perspective, which means applying an equity-based lens for solving problems, interacting with a wide variety of people, and using information and tools in an effective and responsible way.

Our vision for Bluff City Collegiate is aligned to the priorities, goals, and ambitions of our state and city, aligned to the needs and desires of our community of families and other stakeholders, and informed by current research on those practices that lead to the success of all students towards ambitious academic and life goals, and the current work of high performing schools in Tennessee and across the country.

All elements of the proposed school design are derived first from five core beliefs.

Core Belief 1: Academic excellence is attainable by all students.

Bluff City Collegiate believes that through excellent teaching, a college preparatory curriculum, deep engagement with the work, and a group of mission-aligned individuals working daily to support each student as an individual, all students can grow and achieve academic excellence.

Academic excellence first requires high expectations for academic work to ensure that work is both grade level appropriate and contains the rigor needed to challenge each student. According to The New Teachers Project ("TNTP") Opportunity Myth⁵, students spend more than 500 hours per year on work that is not appropriate for their grade. Bluff City Collegiate is designed to provide students with grade level work that challenges and pushes them to meet a high academic bar, and provides them with the skills and tools needed to take on the challenges of high school and college. Through our extended school year (185 days of learning) plus an addition 18 Saturday sessions for our most at risk learners, and extended school day (480 instructional minutes), inclusive of 100 instructional minutes in ELA and another 100 in mathematics aligned to the Tennessee State math and English standards, we intend our students to meet a high academic bar that will allow them to be successful in both high school and college, and to demonstrate to our families, communities, city, and state what all children can achieve when given the plan and resources to do so.

Research is clear: when teachers have high expectations for students and provide tasks that are engaging and of high interest, students build self-esteem, increase confidence and improve academic performance.⁶ Content engagement is a key factor in the classroom and it is our role to ensure that we are providing both the content that will help our young people grow and develop and the environment and teaching of that content that will provide deep engagement. Again, according to TNTP's Opportunity Myth, students indicated that they were only deeply engaged in their academic work 55% of the time while in school. For academic excellence – doing

⁵ <https://opportunitymyth.tntp.org/>.

⁶ Brophy, Jere. *Motivating Students to Learn*. 3rd ed. United Kingdom: Routledge, 2010.

rigorous grade level work – to be attainable by all students, we will ensure mission-aligned teachers in each classroom who believe deeply that all students, regardless of socioeconomic status, cultural background, or disability can achieve at a high level, and who are deeply aware of the academic expectations in their subject area across grades – what students need to bring with them from previous grades (remediation as needed), what they need to know on their grade level (what we need to make happen), and what they need to know in the next grade level (how our grade will set a solid foundation for the next year of learning).

Our mission is that all young people will meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership. With our mission as our driving force, we intend to work diligently each day to ensure that each young person has the tools, skills, knowledge, and character to make our mission a reality.

Our students deserve to have an education that will provide them with opportunities in the future to write their own narrative, instead of the narrative being written for them by history, circumstance, or any other external factor. This work matters specifically in Memphis because:

- Fewer than 1 out of 4 students is proficient in English
- Fewer than 1 out of 4 students is proficient in math
- Only 23% of middle school students are on track for mastering ELA and math standards⁷

In partnership with Shelby County Schools, our combined efforts towards Destination 2025⁸ are aligned in the following crucial areas:

1. **Proficiency in literacy** is the foundation of all learning, and we have designed a middle school that will make the mastery of literacy a top priority for students.
2. As we raise expectations of and for our students, **innovative and varied practices** are needed to provide students with learning experiences that prepare them for life.
3. Successful teachers and leaders are the drivers for student success. That means continuing to provide educators with the **support and tools for impactful teaching**.
4. By devoting time and other resources to schools, **community members can have a direct impact on student achievement**, which will allow our students to grow.

We have designed an academic program to grow every student at least 1.5 grade levels each year on the NWEA Maps assessment, as a benchmark towards our annual goals, which are outlined in detail specifically within **Section 1.4**. Bluff City Collegiate wants to be part of our city's, county's, and state's larger set of solutions to ensure that all students, regardless of zip code, race, or socioeconomic status can achieve academic excellence in all content areas.

Core Belief 2: Exemplary teaching drives exemplary results.

Teachers are essential to the overall success of every school. Therefore, it is vital that we identify, recruit, and retain educators who are mission-aligned, of high capacity, equipped with the skills and content knowledge to provide a life-transforming middle school education to our young

⁷ <https://www.localmemphis.com/wp-content/uploads/sites/60/2019/08/8-15-Report-Card-TVASS-Fact-Sheet-2019.pdf>.

⁸ <http://www.scsk12.org/2025/>.

people, and embodying the self-efficacy and continual drive to improve in their practice - focused on their own growth on behalf of their students' growth.⁹

As teachers join the Bluff City Collegiate team, we invest and develop them to ensure that they are prepared to deliver highly effective instruction for students each day. Our investment begins with 18 days of summer professional development, where teachers engage with their colleagues, work through standards-aligned curriculum and assessments, and participate in role plays and practice of daily cultural and instructional routines and procedures that will take place each day. This significant investment into teacher training will allow the development of the craft of teaching, the knowledge of content as well as instructional planning and execution, the relationships between teachers and leaders¹⁰, and will best equip all stakeholders to deliver on the mission and vision immediately upon students' arrival.

Beyond summer training, by developing, and continuously supporting excellent teachers through classroom observations, feedback, and robust weekly professional development throughout the year, we will create an environment that prioritizes teacher growth on behalf of students and their measurable success. Our Head of School will observe and provide individualized feedback to each teacher at least once per week, focusing specifically on lesson planning, execution, student work analysis, and data analysis and action planning.¹¹ We believe that the continual investment in our teachers' development best allows us to support all students and families in Memphis towards ambitious and measurable goals and is equally important for helping teachers want to stay and invest in the school, our community, and the teaching profession in our city.¹²

Core Belief 3: Family partnership supports student achievement.

Families strengthen our work. We believe that by utilizing and leveraging the strength and wisdom of families, the full school community is uplifted. Although the research unequivocally affirms the positive and long-lasting effects of parent, family, and community involvement on student learning¹³, this data is frequently overlooked when discussing how to raise student achievement. We believe that parents are the experts of their children, and we will find every opportunity to leverage that expertise in order to help all our young people learn at a high level.¹⁴

We commit to building a school environment where parents and guardians are welcomed, feel valued, and are treated with dignity and respect as equal partners in supporting their children's academic and personal growth. We do this through nine monthly Bluff City Family Nights, where parents and students can spend time together investing in their relationship with each other, with the school, and finding ways that we can ensure parents are engaged as academic partners. Family Nights will be a way for our school to invest and develop the capacity of our families to support their young people in the home. Research shows that when parents are involved, that

⁹ <https://www.theatlantic.com/magazine/archive/2010/01/what-makes-a-great-teacher/307841/>.

¹⁰ Schmidt, R., et al. *Impact of the New Teacher Center's New Teacher Induction Model on Teachers and Students*. Menlo Park, CA: SRI International, 2017.

¹¹ We grow our Leadership Team by year three to include two Deans of Curriculum and Instruction, one focused on math and science and the other on ELA and Social Studies, and both will join the Head of School in our support and growth of our instructional team.

¹² "Greenhouse Schools in Boston." *TNTP - Reimagine Teaching*, TNTP & New Schools Venture Fund, 24 Feb. 2015, <https://tntp.org/publications/view/greenhouse-schools-in-boston>.

¹³ Redding, Sam, et al. *Handbook on Family and Community Engagement*. Academic Development Institute, 2011.

¹⁴ Kusum Sing, Yun Mo. "Parents' Relationships and Involvement: Effects on Students' School Engagement and Performance." *National Middle School Association*. Portland State University, vol. 31, no. 10, 2008, pp. 1-11.

it not only impacts their motivation to work diligently at school¹⁵ but increases their academic achievement.¹⁶

We build strong relationships with our families through maintaining clear and constant communication about school events, their children’s growth, challenges, and successes, and the ways that the family and the school can work together to support their students. We communicate with our parents through our monthly newsletters, weekly phone calls from leaders and teachers to celebrate our young people, and frequent letters home with information about anything Bluff City Collegiate. We intend to leverage the expertise of our families, their deep understanding of their children – how they are motivated, where they need specific help, and where they excel in learning, as we work together to ensure that their children are meeting a high academic bar and are being prepared for the future.

Core Belief 4: Diversity and joy are essential for learning.

Bluff City Collegiate is a school that affirms and celebrates the identities of students, families, and staff members. Valuing our students, families, and staff and what they bring to the school community will allow our school to flourish. Specifically, “[r]esearch and fieldwork show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.”¹⁷ We believe that as we work diligently to strengthen our school community, through strong relationships with our families, we will increase our students ability to achieve at a high level.

We believe students’ equity-based global perspective, their lens for solving problems, interacting with people, and using information and tools in an effective and responsible way will be developed by creating an inclusive environment that celebrates the uniqueness of each individual, honors all experiences and contributions, and intentionally fosters meaningful relationships within and across lines of difference. Our belief is rooted in an asset-based mindset - that each individual brings valuable and unique identities to the school community, and they should be honored and celebrated for that. Investing in helping our young people develop their empathetic and dignity-providing lens across lines of difference will allow our school to help students develop into individuals who can positively impact the community. Research shows that when young people who attend a school that is rich with adults and students who provide different experiences and perspectives than they do, the student performs at a higher level than their peers who are not attending a diverse school environment¹⁸, and because of this, our goal is to ensure a school environment which allows our young people to interact and learn with individuals who bring a different perspective and set of experiences to the school community.

¹⁵ Barton, Paul E. *Parsing the Achievement Gap: Baselines for Tracking Progress*. Princeton, NJ: Policy Information Report, Educational Testing Service, 2003.

¹⁶ Jeynes, W.H. “A meta-analysis: The effects of parental involvement on minority children’s academic achievement.” *Education & Urban Society* 35(2): 202-218. 2003.

¹⁷ “Parent, Family, Community Involvement in Education.” *NEA Education Policy and Practice Department*, Jan. 2008. http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf.

¹⁸ Wells, Amy Stuart, et al. “How Racially Diverse Schools and Classrooms Can Benefit All Students.” *The Century Foundation*, 3 Apr. 2017, <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>.

Deepak Chopra said that “[t]he healthiest response to life is joy.”¹⁹ We believe deeply in the importance of joy in learning, as we are rooted in the importance of helping students recognize that learning and joy are not mutually exclusive, but that both coexist in a classroom and a school. This coexistence takes place when students are rooted in a school environment that recognizes the value that currently exists inside of them, highlights their contributions to the school community on a daily and weekly basis, and continually encourages them to learn, grow, and develop into individuals who embrace, recognize, and demonstrate the power of education.²⁰ Joy is present in our interactions, in our discussions, and in our celebrations of each of our students. Our goal is that our students leave us prepared to take on the challenges of high school college, and life with a perspective that is cultivated in joy.

By investing and rooting our school, students, and families in our core values, by continually affirming who they are, their unique perspectives and experiences, and by providing them with an excellent education that is saturated in joy²¹ and diversity, we will not only impact our young people by preparing them for high school and college success and community leadership²², but also our neighborhoods, our communities, and the City of Memphis.

Core Belief 5: Leadership is developed through service.

We believe that communities flourish when individuals collaborate with a common purpose. We believe in equipping our young people with the tools they need to be leaders in the community and providing them with the opportunity to directly serve, invest in, and provide leadership for our school, neighborhood, and city.

With a focus on character development, our core values speak to who we are as a community of stakeholders helping students to achieve excellence and develop as young people into problem solvers who take on challenges and positively impact their community. We believe that Empathy, Joy, Dignity, Fortitude, Community, and Critical Thinking are key to ensuring that students develop both academically and as individuals who positively impact their community. Through a focus on a different core value each month in our Community Meetings, led by our Head of School, and a deep focus into each specific core value in our daily PM Advisory period, students will come to understand, internalize, and live out these life-sustaining values.

Our young people will be celebrated and honored throughout the day through merits when they display specific core values when interacting with their teachers and peers, provide service to the school community, and live out what it means to be part of the Bluff City Collegiate family.

We believe that our students need to develop their leadership skills within the school and across the community in order to be prepared for a life of leadership in high school and college, and thus we believe that our role as a school is to develop our young people into leaders who can impact their community.²³ Each day begins with a Morning Meeting, where our Head of School

¹⁹ <https://www.deepakchopra.com/>.

²⁰ Young, Joan. *Encouragement in the Classroom*. Association for Supervision and Curriculum Development, 2014.

²¹ Willis, Judy. “The Neuroscience of Joyful Education.” *Educational Leadership*, vol. 64, 2007, <http://www.ascd.org/publications/educational-leadership/summer07/vol64/num09/The-Neuroscience-of-Joyful-Education.aspx>.

²² Farrington, Camille, et al. *Teaching Adolescents to Become Learners The Role of Non-Cognitive Factors in Shaping School Performance*. UChicago CCSR’s Publications, 2012.

²³ Davila, Alberto, and Marie Mora. “An Assessment of Civic Engagement and Educational Attainment.” *CIRCLE - Center for Information &*

leads Bluff City Collegiate through a deep study of a specific school core value and ends with each young person investing in who they are and investing in their peers through their PM Advisory. Our PM Advisory will be an opportunity for our young people to think through different projects that they can implement within the school community, the neighborhood, or across the city. Each advisory will create, develop, and implement a project each quarter through the school year as a way to show and display their leadership development and to develop the habit of community-focused leadership in all students.

We have and will continue to leverage relationships from across the City of Memphis (please see Letters of Support in **Attachment E**) which will provide opportunities for our students to serve, invest, and provide leadership within our city. Specifically, City Leadership, which runs and manages Choose 901, Teach 901, and Serve 901, can provide opportunities for students to invest in other schools across the city and to partner with non-profits which are doing work to help others. The Heights CDC, a community development corporation in the Heights neighborhood, is dedicated to helping the Heights neighborhood flourish. Bluff City Collegiate will partner with the Heights to provide students with the opportunity to learn skills that are not learned in the traditional school setting²⁴, and the opportunity to be involved in projects that are beautifying the neighborhood.²⁵ Su Casa Memphis exists in the neighborhood to be a partner and a friend to individuals moving to the United States and to Memphis and whose first language is not English. Our school will partner with Su Casa Memphis, providing students with the opportunity to serve in their afternoon program, helping and reading with young children. Bluff City Collegiate will also utilize this partnership to provide services and help parents who enroll their child at our school. The Randolph Library, in the heart of the Heights neighborhood, is a haven for students after school, and provides opportunities for families to utilize resources such as computers, job support, and books. Through our established relationship with the library, we will use their space and resources to connect with families in the community, allow our students to utilize the books for school or pleasure, and partner with them to keep the neighborhood surrounding the library clean. Outside of these specific organizations, we have Letters of Support from countless school leaders that all will provide support in any way possible for our students.

Through directly investing in the community, our young people can see the incredible impact a group of committed individuals can have. Students will volunteer locally at food cabinets, animal shelters, retirement communities, and other non-profits making Memphis a better place.²⁶ Though there will be an impact on our city, more profoundly, our young people will be impacted as they get to interact with people who have vastly different backgrounds, experiences, and perspectives. We believe that the development of a global perspective, an empathetic and dignity-providing lens for lines of difference, will be directly impacted through this investment in our city and in our students' young leadership.

Dr. Lorraine Monroe, a nationally recognized African American educator and leader, inspires this vision. She "tell[s] students that the purpose of school is to help them see that where they are

Research on Civic Learning and Engagement - TUFTS University, Jan. 2007, circle.tufts.edu/.

²⁴ <https://dailymemphian.com/article/4335/Heights-CDC-to-convert-vacant-cabinet-shop-to-community-woodshop>.

²⁵ <https://www.heightsline.com/>.

²⁶ Gregoric, Carolyn, and Laurence Owens. "The Impact of School-Community Involvement on Students, Teachers, and the Community." *Transforming the Future of Learning with Educational Research, Information Science Reference* - IGI Global, 2015, pp. 221–239.

now is not where they're always going to be. So, while we're going to do the reading and math, we're also going to play soccer and volleyball; learn to fence; learn to love art, music, dance, and drama; and visit museums and go on other field trips. All these things will help launch them into a great future: [she] want[s] attending cultural events to be a routine occurrence for [her] students; [she] want[s] them to want to take advantage of all the delightful opportunities available to them.”²⁷ We agree, and we intend to provide the opportunities and experiences in our city, partnered with the organizations listed above in this section, to provide our students with the opportunities to expand their perspective through service and learning in the school, in the neighborhood, and throughout the City of Memphis.

The mission of Bluff City Collegiate is to provide an ambitious and joyful environment that prepares all young people to meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership. This mission, informs all elements of the school design and execution of those elements every day. It informs how we interact with students and families, how we invest in the professional development of teachers and other staff, and how we celebrate and honor the rich diversity of our school community. Our five core beliefs are directly correlated to and directly support the mission of Bluff City Collegiate. We ensure that all young people can meet a high academic bar (core beliefs 1 and 2), develop a global perspective (core beliefs 3, 4, and 5), and graduate prepared for high school and college success and community leadership (core beliefs 1, 2, 3, 4, and 5).

(c) Prescribed Purpose of Bluff City Collegiate _____

Bluff City Collegiate is designed to address the six purposes of a charter school in Tennessee as stated in T.C.A. § 49-13-102:

1. Improve learning for all students and close the achievement gap between high and low students;
2. Provide options for parents to meet educational needs of students;
3. Encourage the use of different and innovative teaching methods and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance;
4. Measure performance of pupils and faculty and ensure that children have the opportunity to reach proficiency on state academic results;
5. Create new professional opportunities for teachers;
6. Afford parents substantial meaningful opportunities to participate in their children’s education.

As stated in T.C.A. § 49-13-102 (1) and (2), Bluff City Collegiate will be a school that provides (a) alternative options for families and guardians across the City of Memphis and (b) an education that is designed to close the achievement gap of the highest and the lowest students. Through our amplified focus on literacy and math teaching and learning each day, providing students with double the instructional minutes than provided within the traditional schools currently available

²⁷ Checkley, Cathy. “A Is for Audacity: Lessons in Leadership from Lorraine Monroe.” *Educational Leadership*, vol. 61, no. 7, Apr. 2004, pp. 70–72., <http://www.ascd.org/publications/educational-leadership/apr04/vol61/num07/A-Is-for-Audacity@-Lessons-in-Leadership-from-Lorraine-Monroe.aspx>.

to them, and the robust focus on Response to Intervention (“RTI”)² within the school day, the proposed school is designed to close such gaps. Our daily double blocks of ELA and math allow us to uniquely address Purpose 3, allowing teachers to approach the teaching of our students differently to remediate gaps and accelerate learning to ensure high school readiness. This will come with accountability for measurable results for growth, comparative, and absolute performance each year and across years. We embrace that accountability, because we believe that our unique approach, including our extended school day and year and targeted interventions informed by student data, will best allow our young people to meet a high academic bar.

Bluff City Collegiate believes in data. We believe that school-based decisions – curriculum, assessments, professional development, targeted RTI supports² - will be driven by data. We do not believe in guessing when it comes to the impact of teaching and the outcomes in learning, and data will allow us to ensure all decisions fully support our young people. We will utilize data to address T.C.A. § 49-13-102 Priority 4 to measure the performance of our young people throughout their year, leading up to the TNReady assessment, and we will use data to ensure that we have the correct people in the building and in front of our students daily.

We believe that excellent teaching yields excellent results, and because of this belief, and in support of T.C.A. § 49-13-102 Priority 5, teachers are provided with a robust professional development calendar, which begins four weeks before the first day of school, continues with 2.5 hours of development each Friday, and provides teachers with nine additional full days each year to become experts in our young people’s data in order to plan our own instructional actions and tiers of student supports. We do not believe that excellent teaching and learning happens by accident, but is a result of intentional steps being taken by data-informed, action-oriented adults.

One of our core beliefs is that family partnerships support student achievement. This belief is rooted in the understanding that parents are the experts on their children, waiting to be leveraged and utilized in order to support them in their learning. We know that parents and guardians are a resource that can be utilized in order to support all students in their learning, and we know that this belief clearly addresses T.C.A. § 49-13-102 Priority 6. (More details can be found in [Section 1.12.](#))

(d) [Alignment to Priorities](#)

Shelby County Schools’ Destination 2025 plan outlines five essential priorities; four of these priorities align explicitly to Bluff City Collegiate’s goals and priorities.

Figure 1.1(a): Alignment to SCS Priorities

Priority	Bluff City Collegiate Alignment to Priority
Priority #1: Strengthen Early Literacy	We recognize that when 6th grade students enroll in our middle school, the vast majority will not be on grade level, and many will need additional daily interventions to ensure they are receiving the supports needed to be increasingly successful with grade level, standards-based curriculum. Bluff City Collegiate’s academic plan aligns with SCS Priority 1 through: <ul style="list-style-type: none"> • 100 minutes of literacy instruction each day for all students • 50 minute Focus block specifically tailored to each individual student’s needs • FSPED and EL staff to support the needs of all our young people
Priority #2: Improve Post-	We recognize that students often struggle in high school, either not graduating at all or graduating without the skills they need for post-secondary success, and we know that the

Secondary Readiness	<p>roots of such challenges lie in the lower grades, and specifically include middle school. Bluff City Collegiate’s academic plan aligns with SCS Priority 2, through:</p> <ul style="list-style-type: none"> • Double ELA block – 110 minutes per day • Double math block – 110 minutes per day • Individualized, focused instruction during the RTI² block each day for 50 minutes, changing and rotating based on monthly data • Annual opportunities to visit college campus and be exposed to post-secondary options • Development of post-secondary readiness through community investment/leadership focus • Development of global perspective – empathy, equity, and dignity-providing lens for lines of difference and perspective • Family partnerships strengthening the success our students and school community
Priority #3: Develop Teachers, Leaders, and Central Office	<p>We recognize that nothing is possible for our students without excellent teachers and that an entire school depends upon a committed and capable leadership team that successfully manages the academic, cultural, operational, financial, and regulatory requirements of a public school. First and foremost, excellent results begin with excellent teaching. Bluff City Collegiate will provide:</p> <ul style="list-style-type: none"> • 18 days of summer Professional Development before the year begins. This time will be vital to the successful beginning of our school year. Teachers and staff will have the opportunity to know and learn more about each other, the systems and structures within the school that will support all teachers and students in a meaningful and positive way, our approach to curriculum and assessments, and the core instructional taxonomies and strategies that will live in each classroom. • Nine full PD and Data Days throughout the year. Full day professional developments will be used to analyze student assessment data, find gaps in our teaching and supports, and inform our own work with students, and to create clear and actionable plans for all students moving forward. • Each Friday our teachers and staff are provided with 150 minutes of weekly professional development. This time will be spent focusing on school wide trends in our teaching, areas in which we can improve our systems within the school to maximize instructional time, and to allow teachers to collaboratively plan with each other; sharing resources, materials, and best practices in the classroom that support students’ achievement. • Professional Development does not just happen during the summer or at weekly PD time, but through classroom observations and feedback as well as individual teacher coaching led by the Head of School.
Priority #4: Expand High-Quality School Options	<p>Bluff City Collegiate is proposing to serve students in the 38122 and the 38111 zip codes of Memphis, which currently lack quality middle school options for families and students.</p> <ul style="list-style-type: none"> • Between the two zip codes, 11.1% of students are proficient in reading²⁸ • Between the two zip codes, 17.9% of students are proficient in math²⁹ • One of the three middle schools have been identified as needing ‘comprehensive support’ from the state because of a lack of progress³⁰ • One of the three middle schools have been identified as needing ‘targeted support and improvement’ from the state because of a lack of progress³¹

²⁸ <https://reportcard.tnk12.gov/?lang=en>.

²⁹ <https://reportcard.tnk12.gov/?lang=en>.

³⁰ <https://reportcard.tnk12.gov/districts/985/schools/8070/page/SchoolOverall>.

³¹ <https://reportcard.tnk12.gov/districts/792/schools/2373/page/SchoolOverall>.

	<ul style="list-style-type: none"> Based on Shelby County Schools (SCS) Regional Seats Analysis³², 396 quality seats are needed across the two zip codes <p>Bluff City Collegiate will:</p> <ul style="list-style-type: none"> Invest in and develop an equity and empathy-based global perspective, which is applying equity-based lens for solving problems, interacting with people, and using information and tools in an effective and responsible way. Develop the leadership of each student through school, neighborhood, and city service projects. Provide each student with 100 minutes of ELA and 100 minutes of math each day. <p>Section 1.2 expands on the need for a high-quality option for the students in the 38122 and the 38111 neighborhoods.</p>
<p>Priority #5: Mobilize Family and Community Partners</p>	<p>We recognize that families strengthen our work. We believe that by leveraging the strength and wisdom of families, the full school community is uplifted. We intend to build a school environment where parents and guardians are welcomed, feel valued, and are treated with dignity and respect as equal partners in supporting their children’s academic and personal growth. We will do this through visiting the home of each family before the school year begins, hosting information sessions leading up to the school’s opening, inviting parents to visit the school and classrooms, and hosting monthly Bluff City Family Nights as a way to connect parents with students, and families with the school community. We recognize the value of the community organizations and intend to leverage their expertise within our school community. We will partner with the following organizations for specific service projects, student recruitment and family engagement, and to ensure family access to services that we cannot provide. Those partnerships will include:</p> <ul style="list-style-type: none"> Heights CDC – through partnership with the Heights CDC, our students will see firsthand the neighborhood development taking place through housing restoration and revitalization and will have an opportunity to work alongside the Heights CDC on community volunteer projects.³³ Su Casa Memphis – through partnership with Su Casa Memphis, our students will have the opportunity to volunteer with their day/after school care program for young children in the neighborhood. BCC will utilize Su Casa as a support for BCC parents who need language acquisition support.³⁴ East Memphis Parents Organization – the EMPO will be a vital organization in helping Bluff City Collegiate recruit families and students and find volunteer opportunities in the neighborhood.³⁵ Randolph Library – through partnership with the Randolph Library, Bluff City Collegiate will be able to utilize their space for recruiting families and students, utilizing their resources, and partnering with them on community-based projects.³⁶ Gaisman Community Center – through partnership with the Gaisman Community center, Bluff City Collegiate can utilize their space and resources to connect with families and students, our students can have access to after school and weekend programming, and we can partner with them on community-based projects.³⁷

³² <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

³³ <https://www.heightscdc.org/> - Letter of Support can be found in **Attachment E**.

³⁴ <https://www.sucasamemphis.org/> - Letter of Support can be found in **Attachment E**.

³⁵ <http://eastmemphismoms.com/>.

³⁶ <http://www.memphislibrary.org/about/locations/randolph-library/> - Letter of Support can be found in **Attachment E**.

³⁷ https://memphistn.gov/parks/find_your_community_center/locations/alphabetical_list_of_centers/gaisman.

(e) Attaining Our Mission

Our mission drives our school design. The mission informs the decisions that we make daily, it informs our measurable short and long-term goals, and it is the ultimate measure of our success. The mission unites our school staff and Board of Directors as we work to ensure that all young people who enroll at Bluff City Collegiate are prepared for the future.

As our young people matriculate into high schools across the City of Memphis, the education and personal investment from Bluff City Collegiate will be comprehensively evident. Our young people will have the academic and critical thinking skills needed to engage in a rigorous course of study, and they will be equipped with a global perspective and community leadership experiences that positions them as young, aspirational, and action-oriented leaders. Our young people will be able to tackle the challenges of high school, academic and personal, because of the academic rigor and immense community engagement that was provided throughout their time at Bluff City Collegiate.

Roblin Webb, Founder and CEO of Freedom Prep Charter Schools in Memphis, who traveled the country observing and learning from high-performing schools, said, “If they can do this in D.C. and New York and Boston, we can definitely do this in Memphis”³⁸ Our ambitious and joyful environment will allow our young people to experience success in academics and community leadership, which in turn will provide them with the perspective and understanding that the future belongs to them when they believe in their dreams and do the work daily to build those dreams into reality. We expect and will support our students to set ambitious goals of what they can do and accomplish in the future, and our mission will be to ensure that they have the tools and skills needed to take on the challenges of high school, college, and to be leaders in their community.

The preparedness that our young people have as they enter high school will be a direct result of (1) the investment of their parents, families, and guardians, (2) the efficacy of the teachers and staff at Bluff City Collegiate, and (3) their own willingness to work hard and know that achieving a high academic bar and being leaders in the community is possible.

As our ambitious mission informs the work that we do, we intend to execute on all elements of our school design with the goal of being recognized among the top 5% of schools across the state of Tennessee based upon student performance. Though a number is not an ultimate measure of success, we believe that with the proposed academic program, the commitment and capacity of our diverse Board of Directors poised to support and oversee academic, fiscal, and organizational success of the school, and the wonderfully talented staff that we will hire to lead our young people to meet a high academic bar, young people in the 38111 and the 38122 zip codes will be prepared for high school and college success, and will become leaders in their community.

1.2 Enrollment Summary

(a) Community and Demographics

³⁸ <https://www.memphisdailynews.com/news/2016/sep/16/webb-the-most-important-thing-is-talent/>.

In accordance with Tennessee charter law, Bluff City Collegiate will accept any new student living within Shelby County School District, as long as we have the capacity as prescribed in Tenn. Code Ann. § 49-13113. We propose a 6-8 charter middle school for the families and students of two different zip codes within the City of Memphis, specifically the 38122 and the 38111 zip codes. We believe that the neighborhoods within these zip codes - Jackson/Treadwell and Binghamton/White, identified as City Central East in the Shelby County School’s Regional Seat Analysis³⁹ - are explicitly in need of a quality middle school option uniquely designed to meet local needs that is currently unavailable. **Figure 1.2(a)** specifically outlines the zip codes in which we plan to enroll students, and the median income, % living in poverty, and the demographic breakdown.

Figure 1.2(a): Zip Code Demographics

Zip Code	Median Income	Experiencing poverty	Racial Demographics
38111	\$35,960	30.3%	Total: 41,742 or 100% African American: 20,976 or 50.3% White: 17,203 or 41.2% Hispanic: 2,987 or 7.2% Asian: 598 or 1.4% Other: X
38122	\$35,405	31.7%	Total: 25,270 or 100% African American: 5,816 or 23% White: 14,505 or 57.4% Hispanic: 5,590 or 22.1% Asian: 673 or 2.7% Other: X

Within these two zip codes, 70% of students are identified as economically disadvantaged, 15.4% as needing Special Education services, and 20.3% as individuals whose first language is not English. Though these are not determining factors regarding the degree to which a child can learn, they are factors considered in selecting a location for Bluff City Collegiate and in the larger school design to ensure an academic program that provides the necessary supports for all students. The numbers associated with the schools in these specific zip codes can be seen below.

Figure 1.2(b): Middle School Demographics

School	Zip Code	Student Demographics	Special Populations	Enrollment ⁴⁰
Treadwell Middle	38122	Asian Students: 3.6% Black Students: 49% Latinx Students: 37.1% Native American Students: 0.2% White Students: 10%	Economically Dis. 66.5% English Learners 24.5% Students w/ disabilities 14.3%	469
Kingsbury Middle	38122	Asian Students: 1.6% Black Students: 22% Latinx Students: 65.5% Native American Students: 0.7% Native Hawaiian Students: 0.3% White Students: 9.9%	Economically Dis. 63.1% English Learners 27.6% Students w/ disabilities 16.6%	609

³⁹ <http://www.scsk12.org/charter/files/2019/Final-EDPR-Nov-28-Rev1.pdf>.

⁴⁰ <http://www.scsk12.org/schools/?LP=schools#/scorecard>.

Lester Middle	38111	Asian Students: 0.4% Black Students: 94.3% Hispanic or Latino Students: 4.9% Native American Students: 0% Native Hawaiian Students: 0% White Students: 0.4%	Economically Dis. 80.5% English Learners 8.9% Students w/ disabilities 15.4%	246
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(b) Rational for Proposed Community

Bluff City Collegiate is proposing in the 38122 and the 38111 zip codes. The neighborhoods of Jackson/Treadwell and Binghamton/White Station, encompassed within these two zip codes, were chosen for three specific reasons: (1) over-enrollment of students, (2) the lack of quality, high-performing options for parents, and (3) the ability to provide a unique model with a specific equity and empathy-based global perspective and college preparatory focus.

Shelby County Schools’ most recent Educational Priorities Document⁴¹ outlines the need for additional seats, specifically within the Jackson/Treadwell and Binghamton/White Station neighborhoods. In Jackson/Treadwell, the SCS Document outlines the need for 181 seats. For the Binghamton/White Station, the SCS Document outlines the need for 395 seats. Between these two neighborhoods, there is, therefore, a need for an additional 539 seats. This number, coupled with the achievement data from these communities, show a specific need for a high-quality middle school option for local families and students. According to the SCS Document, and particularly noting where SCS elicited community feedback regarding what parents and community members care about and want in a school, an overwhelming majority said that they wanted more school options that provided a high level of academic performance currently available in their neighborhood. We are excited about the opportunity to open Bluff City Collegiate as a direct response to the wants and desires of the Memphis community.

Within Jackson/Treadwell and Binghamton/White Station, there is not only a lack of quality middle school options accessible to all families, parents, and guardians, but, because of the economic hardships within these areas, there is also a lack of ability to choose where students can attend schools that might be further away. With 31% of residents living in poverty⁴² and 70% of students attending schools in these neighborhoods identified as economically disadvantaged⁴³, it is not possible for parents to make another choice besides the local school. With this, the achievement gap within these zip codes and school is immense. According to the Shelby County Schools Educational Priorities Document, 95% of students in the Jackson/Treadwell neighborhood are attending a school that has failed to reach a “good” rating.⁴⁴

Our academic program, which provides a rigorous, college preparatory curriculum, intentionally teaches young people develop a global perspective, and provides leadership development through service learning makes the model unique and a value add to current options. With current performance data from the 38122 and 38111 zip codes showing that a majority of

⁴¹ <http://www.scsk12.org/charter/files/2019/Final-EDPR-Nov-28-Rev1.pdf>.

⁴² https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml.

⁴³ <https://www.tn.gov/education/data/report-card.html>.

⁴⁴ <http://www.scsk12.org/charter/files/2019/Final-EDPR-Nov-28-Rev1.pdf>.

students are not on track for school and life success and for grade-level proficiency and post-secondary readiness, we believe that an academic program that prepares young people to take on the challenges of high school and college and helps them develop into individuals who can utilize an empathic and understanding lens when interacting with people who have different experiences and perspectives, will allow us to be part of the larger set of solutions to expand the education opportunities for families in Memphis and increase the achievement results and life narratives for their children.

(c) Academic Performance of Local Schools

Academic achievement in 38111 and the 38122 chronically lag behind that of much of the City of Memphis and State of Tennessee. Because of this, we see great opportunity and call for investing in students and families in an area that continues to lack quality academic seats. Specifically, within 38111 and 38122, these disparities are chronic and stark. As of the 2019 TnReady results⁴⁵, when examining the performance results of students attending public school in these communities, slightly over one in ten (11.1%) performed on grade level in English, and less than two in ten (17.9%) performed on grade level in math. When compared to the state average of 32.8% for English and 33% for math, the students in 38111 and 38122 represent a significant achievement gap, and results do not indicate students are prepared meet the demands of the rigorous goals of Shelby County Schools (SCS) Destination 2025 plan. Thus, we propose Bluff City Collegiate as an academically rigorous option for students and families.

Serious factors contribute to the challenges present in these communities: 31% of residents are living in poverty⁴⁶; median household income is just above \$30K.⁴⁷ Based on the TnReady results, the SCS Educational Priorities Document⁴⁸, and current local demographics, Bluff City Collegiate is proposed to serve the families and students in these neighborhoods.

Figure 1.2(c): Academic Performance by Zip Code/School

School	Zip Code	2018-2019 School Performance Results ⁴⁹
Treadwell Middle	38122	3-8 Math: 17.8% 3-8 ELA: 9.8% 6-8 Social Studies: 25.1%
Kingsbury Middle	38122	3-8 Math: 12.8% 3-8 ELA: 10.4% 6-8 Social Studies: 11.2%
Lester Middle	38111	3-8 Math: 7.3% 3-8 ELA: 17.1% 6-8 Social Studies: 15.7%
Aurora Collegiate	38122	3-8 Math: 47.3% 3-8 ELA: 37.8% 6-8 Social Studies: N/A

⁴⁵ <https://reportcard.tnk12.gov/?lang=en>.

⁴⁶ <http://www.smartcitymemphis.com/2015/03/data-points-poverty-rates-by-zip-codes/>.

⁴⁷ https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml.

⁴⁸ <http://www.scsk12.org/charter/files/2019/Final-EDPR-Nov-28-Rev1.pdf>.

⁴⁹ <http://www.scsk12.org/schools/?LP=schools#scorecard>.

Figure 1.2(d): Attendance, Climate, Suspension/Expulsions

School	Attendance	Climate	Suspension/Expulsions
Treadwell Middle	2017: 93.3% 2018: 93.8%	Overall: 2.77 Achievement: 3.25 Growth: 3.00 Climate: 1.33	Suspensions: 2017 – 91.7% 2018 – 60.7% Expulsions: 2017 – 1.91% 2018 – 1.24%
Kingsbury Middle	2017: 92.9% 2018: 95.3%	Overall: 2.70 Achievement: 2.50 Growth: 3.25 Climate: 2.00	Suspensions: 2017 – 36.9% 2018 – 20.4% Expulsions: 2017 - .66% 2018 - .49%
Lester Middle	2017: 94% 2018: 95.2%	Overall: Achievement: Growth: Climate: * Data not available because authorized under ASD	Suspensions: 2017 – 2018 – Expulsions: 2017 - 2018 * Data not available because authorized under ASD

Figure 1.2(e): High School Performance by Surrounding Zip Code/School

School	Zip Code	2019 School Performance	ACT ⁵⁰ /Graduate Rate ⁵¹ /Ready to Graduate ⁵² per Zip Code
Kingsbury HS	38122	English: 16% Math: 6.5% History: 9.6%	Average ACT: 16 Graduation Rate: 65.8% Ready to Graduate: 10.3%
Douglass HS	38108	English: 9.8% Math: 9.8% History: N/A (results below 5%)	Average ACT: 15.8 Graduation Rate: 76.1% Ready to Graduate: <5%
Memphis Academy of Health Sciences	38108	English: 14.1% Math: N/A (results below 5%) History: N/A (results below <5%)	Average ACT: 17 Graduation Rate: 94.3% Ready to Graduate: 17.2%

⁵⁰ <https://www.edgap.org/#11/35.1674/-89.9828>.

⁵¹ <https://reportcard.tnk12.gov/districts/792/schools/2375/page/SchoolGraduation>.

⁵² <https://reportcard.tnk12.gov/districts/792/schools/2160/page/SchoolReadyToGraduate>.

Figure 1.2(f): Enrollment Trends

School	Enrollment by Year ⁵³
Treadwell Middle	2016 – 2017: 402 2017 – 2018: 469 2018 – 2019: 484
Kingsbury Middle	2016 – 2017: 613 2017 – 2018: 609 2018 – 2019: 654
Lester Middle	2016 – 2017: 251 2017 – 2018: 219 2018 – 2019: 246
Kingsbury HS	2016 – 2017: 1,312 2017 – 2018: 1,363 2018 – 2019: 1,289
Douglas HS	2016 – 2017: 470 2017 – 2018: 545 2018 – 2019: 563
Memphis Academy of Health Sciences	2016 – 2017: 435 2017 – 2018: 436 2018 – 2019: 423

(d) Target Population _____

Bluff City Collegiate believes that all students can meet a high academic bar and can develop into individuals who can be leaders in the community. Our mandate each day will be to provide students with the necessary skills and tools needed to meet a high academic bar, develop a global and empathic lens for the world, and are prepared for high school and college success and community leadership.

Our academic plan is designed with the intention of serving a predominantly low income, majority African American and Hispanic student population that reflects the current demographics in our proposed community as seen in **Section 1.2(a)**. Our academic program is designed to meet the needs of the students across our city⁵⁴ as we provide the research-proved and practice-informed structure, curriculum, and cultural elements that will allow us to quickly close the gaps between high and low performing students. Rooted in the belief that students cannot learn in chaos⁵⁵, we will pursue a structural approach, informed by our core values, in which we teach the routines and practices of the school. This predictability and structure that students experience will allow them to know that they are in a stable environment that will support their high level of learning every day. Our culture decisions are rooted in the belief that

⁵³ <https://www.tn.gov/education/data/report-card.html>.

⁵⁴ "How Poverty Affects Classroom Engagement." *Educational Leadership*. ASCD. May 2013, <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx>.

⁵⁵ "Lecture by Dr. Lorraine Monroe." 16 Oct. 1997, Mount Holyoke College, South Hadley, MA, <https://www.mtholyoke.edu/offices/comm/misc/monroe.shtml>.

our young people will learn more when they are in an environment in which students and adults are joyful, positive, and achievement-oriented, and where all adults live out their belief that all students can learn at a high level.⁵⁶ In addition to our curricular decisions and models to meet the needs of our young people, we plan to provide:

- Two free uniform shirts and one pair of slacks upon enrollment⁵⁷
- School supplies for all students in all classrooms⁵⁸
- 1:1 student to computer ratio in every class in all grades⁵⁹
- Daily small group (5-10 scholars) math and reading instruction for all for 50 minutes daily
- Opportunities for families to engage with the school with at least 12 events annually
- Four Annual Service-learning projects as a vehicle for character and leadership development

(e) Effectiveness of Bluff City Collegiate

Bluff City Collegiate’s academic model is informed by the design of high performing schools across the City of Memphis, State of Tennessee, and the country. Lead Founder and proposed Head of School Luke Savidge has studied over 20+ high-performing schools that have specifically informed school design elements, ensuring that students are meeting a high academic bar and thus ensuring the measurable academic and personal success of every student.

Slow Growth Model. Utilizing a slow growth model - beginning with 6th grade and growing each year until fully grown to a 6-8 middle school – we will build a solid foundation, year by year and grade by grade, for the culture, academics, curriculum, assessments, and professional development needed to deliver on our mission and serve families and students. We will closely monitor our academic program as we work towards the top 5% of schools in the State of Tennessee. A slow growth model allows us to significantly invest in leaders and teachers, closely monitoring our progress and development. Stanford’s Center for Research on Educational outcomes clearly shows that schools that open with a slow growth model have a higher rate of success long-term than schools that open at full scale.⁶⁰

Double ELA/Math Blocks. The existing middle school options in our proposed zip codes currently provide students with 50 minutes of ELA and mMath each day. In alignment with the priorities of Shelby County Schools (“SCS”) Destination 2025 plan, we have designed a daily and weekly schedule that provides double instructional blocks in ELA and in math, totaling 100 minutes daily for each subject. Extended time will benefit students who are significantly behind or who come from economically disadvantaged backgrounds, by providing them with more structured time within the context of learning and with their core content teachers and, as needed, with their specialized teachers.⁶¹ Through our extended day, we have the ability to invest significantly in

⁵⁶ Demerath, Dr. Peter. “School Culture Drives Student Achievement – UMN CEHD.” *CEHD Vision 2020*, 10 Jan. 2018, <https://cehdvision2020.umn.edu/blog/strong-school-culture/>.

⁵⁷ As reflected in **Attachment 6**, Year 1 Budget Tab, *line 149*.

⁵⁸ As reflected in **Attachment 6**, Year 1 Budget Tab, *line 138*.

⁵⁹ As reflected in **Attachment 6**, Year 1 Budget, *line 144*.

⁶⁰ Peltason, Emily, and Margaret Raymond. “Charter School Growth and Replication.” *Center for Research on Education Outcomes* Volume I. January 30, 2013. <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.

⁶¹ “Educational Research - Extending the School Day or School Year: A Systematic Review of Research.” *Educational Research*, vol. 80, no. 3,

the development of our young people’s minds and in the development of their hearts and their character. Our goal is to not only provide our young people with the skills, tools, and knowledge necessary to take on the demands of high school and college, but also to equip them with the character that is needed to be leaders in their community.

Global Perspective. We believe in creating an environment that intentionally develops a global perspective and a critical lens for equity and empathy in our city and world. In order to make this belief and conviction a reality, our investment in developing our students’ equity and empathy focused lens, as well as a global perspective for their community and the world, lives within our social studies classrooms and our advisory periods. In social studies, teachers will utilize the Tennessee State Social Studies Standards⁶² in order to ensure preparedness for the TNReady, as well as to develop their knowledge and understanding about how history impacts our current culture and time. Outside of the Tennessee State Standards, our social studies teachers will utilize resources from Teaching Tolerance⁶³, an organization that provides anti-bias and social justice resources to encourage young people to be active members within a diverse democracy. Through these resources⁶⁴, our social studies classrooms and advisory periods will focus specifically on the four frameworks for the social justice standards - identity, diversity, justice, and action - to learn more about ourselves, more about other people, more about what justice looks like in our world, and what we as individuals can do about making a difference in current social justice issues. An example from each of the four frameworks, which will be utilized in the advisory period are listed below:

1. **Identity.** I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
2. **Diversity.** I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
3. **Justice.** I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
4. **Action.** I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.

Our teachers and students will utilize the Teaching Tolerance framework and the standards listed above through reading, discussion, and writing in response to current social justice issues. They will learn about how individuals can approach these situations with a global perspective, utilizing information and collective knowledge to work together to solve problems through an equity-based lens.

Character Education. We believe in teaching the whole child. Our role as a school is to develop our young people into individuals who are prepared academically for the challenges of high school and college, and to develop students personally as individuals of character to lead in their community. We accomplish these interconnected goals by rooting our school and culture in our six core values: empathy, joy, dignity, fortitude, community, and critical thinking. These core

Sept. 2010, pp. 401–436.

⁶² <https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html>.

⁶³ <https://www.tolerance.org/about>.

⁶⁴ <https://www.tolerance.org/sites/default/files/2019-06/TT-Social-Justice-Standards-June-2019.pdf>.

values are directly aligned and support the mission and the vision of our school and provide a framework for teachers and leaders to utilize in order to highlight, celebrate, and affirm our young people daily.

Our core values are explored daily in our 15-minute Morning Meetings, where our Head of School, teachers, staff, and students talk, ask questions, and develop their understanding of our core values and how they directly relate to being an individual of character. Specifically, for our core value of Fortitude, which can be defined as *an unwavering belief or attitude to achieve a goal*, our Head of School would provide a specific example of a well-known individual such as Malala Yousafzai⁶⁵ who showed Fortitude in the face of challenging circumstances, and how we as a Bluff City Collegiate student body can display the same fortitude through challenges in school and in our community. Another example that our Head of School could explore during Morning Meeting is Empathy, which can be defined as *an understanding of experiences, feelings, or values that are different than your own*. Our Head of School could give a personal example of how he experienced empathy in his own life and how it can relate to our school community.

Our investment in the internalization of our core values is highlighted throughout the day by our leaders and staff through their interactions with and modeling to students of what it means to be an individual of character. Through our behavioral system, students receive merits for displaying our core values. Students may display Dignity in the way in which they interact with their teacher. They may demonstrate Community by picking up trash in the hallway, helping to clean up the cafeteria without being asked, or tidying up at the end of a class to make sure that it is ready for the next group of students. These students will be highlighted as individuals of character and can serve as role models to other students. We want our students to display our core value of Community by looking out for, and taking care of, individuals within the school, the neighborhood, and the City of Memphis. Our core values are explored once per week in our Monday afternoon advisory period for 25 minutes, where teachers and students can discuss the core values that were addressed and spoken to in the Morning Meeting.

By investing in our young people's whole self, we believe that they will grow to see value in others, choose to find ways to directly serve, invest, and lead in the community, and become individuals who can positively impact and lead our future. There are quality schools across the City of Memphis that are not only investing in their students' academic ability but are investing specifically in their character as individuals. Memphis Rise Academy⁶⁶, a school that the Proposed Head of School Luke Savidge first began to study in July 2018, and has visited four separate times between August 2019 and January 2020, has a morning advisory period, where teachers and students explore the school's core values, work together as an advisory group to complete school and community service projects⁶⁷, and create and put up work around the school that celebrates students displaying the school's core values. Believe Memphis Academy⁶⁸, a school that the Proposed Head of School visited on February 20, 2019 and again on August 21, 2019, invests time in the development of their students in the afternoon advisory periods, working specifically through the core values of the school and investing in developing their young people to be

⁶⁵ <https://malala.org/malalas-story>.

⁶⁶ <https://memphisrise.org/>.

⁶⁷ <https://wreg.com/2019/02/15/rise-academy-students-rolling-up-their-sleeves-to-beautify-memphis-neighborhoods/>.

⁶⁸ <https://www.believmemphisacademy.org/home>.

individuals of character. We know that when schools invest in the development of their young people's academic and character growth, it creates a positive school culture which leads to high academic achievement within the school.⁶⁹ A goal from the Tennessee Succeeds⁷⁰ plan is that students will be successful in high school, which will allow them to enroll in post-secondary options. We believe that through our investment in our young people and their character, and by providing them with the academic skills and tools needed to take on the challenges of high school, our young people will have the option to make the choice of what post-secondary route they want to take.

Community Leadership and Service. Through strong partnerships with non-profits across the city, churches such as Renewal Church and others in the neighborhood, and organizations such as the Heights CDC and Su Casa within the neighborhood, our school will provide quarterly leadership development opportunities for students. Through intentional service projects, each class will work outside of the school once per month to participate in quarterly service projects, which allow them to utilize the leadership skills they are learning inside of the school.

Extended School Day. We believe that students need the opportunity to spend more time learning and leading within the school. With an extended school day, we can provide students more minutes each day to be engaged in the work, which can change the outcomes for each one of our young people. Research and studies by individuals at Harvard and Stanford Universities, as well as the American Institutes of Research found a direct connection between extended learning time and higher academic achievement in urban public schools: "Instructional time of at least 300 more hours than the conventional district calendar is one of the strongest predictors of higher achievement."⁷¹ Bluff City Collegiate will have an extended school day, from 8:00am to 3:45pm four days per week, and 8:00am to 2:00pm one day per week, 185 school days, which is 10 more than the traditional school district, and access to 18 Saturday sessions for additional support.

Blended Learning. We believe that the intentional and targeted use of technology throughout the day will enhance the learning for each student. In order to provide each student with a Chromebook to take advantage of the learning that can be provided through specific intervention programs, we have allocated the monies for the purchase of this, as seen in our budget in **Section 3.1**. Each morning begins with every student participating in our RTI²/Focus groups, which is the intentional blend of teacher-directed instruction and the use of technology to lead the learning in order to target their specific needs. This 50-minute RTI²/Focus will allow each student to work with a teacher in a small group setting, 1:1 with the teacher to target specific needs, and to utilize i-Ready⁷², which differentiates instruction targeted to the student's specific math and reading needs. The 50-minute targeted small group instruction, with the blend of technology to enhance instruction, combined with our extended school day and year, will allow our students to outperform students within the district and across the State of Tennessee.

⁶⁹ Pala, A. "THE NEED FOR CHARACTER EDUCATION." *International Journal of Social Sciences and Humanity Studies* 3 (2011): 23-32
<https://dergipark.org.tr/en/pub/ijsshs/issue/26222/276136>.

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

⁷¹ Farbman, David A. "The Case for Improving and Expanding Time in School: A Review of Key Research and Practice." *National Center on Time and Learning*. February 2015.

⁷² <https://www.curriculumassociates.com/products/i-ready>.

Data and Assessment Information Instruction. Bluff City Collegiate believes in the consistent and intentional use of assessments and data to understand the areas of growth and strength of individual students, the trends across classes, grade levels, and the school. By using assessments, such as NWEA MAP, interim assessments, and daily/weekly assessments, we can make informed decisions about the instructional needs of each student. The Head of School in Y1 and the Dean of Curriculum and Instruction in Y2+ will train, develop, and work with teachers to utilize data and assessments to inform instruction. Through the utilization of assessments and data to inform the supports that we provide to each student, our students will grow stronger. We will use the incredible example of Forte Preparatory Charter School⁷³, in Queens, NY, (school incubated and continuously supported through BES) which uses a clear data and assessment system within the school, supporting each teacher to obtain, analyze, and plan supports for students using the data from classroom assessments. This system for providing assessments, collecting and analyzing data, and creating specific corrective action plans for each individual student’s needs, combined with the additional time and support they receive through our extended school day and year, will allow our students to outperform students within the district and across the state of Tennessee.

(f) Existing Operators _____

Not applicable.

(g) Enrollment Summary and Anticipated Demographics _____

Bluff City Collegiate embraces the role of a public school and will welcome all students who choose to enroll within the school, including but not limited to economically disadvantaged students, students with disabilities, and students whose first language is not English. In our planning year, our recruitment efforts will focus on the following schools:

Figure 1.2(e): Potential Recruitment Venues for 6th Grade Students

Possible Recruitment Venue	Zip Code
Su Casa Memphis	38122
Heights CDC	38122
Aurora Collegiate	38122

Our robust, strategic, and partner-rich student recruitment and community engagement will allow us to be fully enrolled in Y1 and grow each year until we are at full capacity in 2024-2025 at 360 students. With the need for local seats within overenrolled communities, combined with the lack of quality middle school options, and the stated goals of our local families, we intend to provide a high-quality, college preparatory middle school for the families and students in the Jackson/Treadwell and the Binghamton/White Station neighborhoods.

⁷³ <http://www.forteprep.org/> - **Demographics:** 90% Hispanic, 6% African American, 3% Asian, and 1% White. **Results:** 50% of all students were proficient in ELA. 74% of all students were proficient in Math. 6th grade Math students outperformed ninety-five percent of other middle schools in New York.

Bluff City Collegiate outlines in **Figure 1.2(f)** our projected enrollment from our planning year to full capacity in 2023. Our slow growth model is shown below, which outlines that we will begin with 120 students enrolled in 6th grade, and each subsequent year we will enroll 120 students.

Figure 1.2(f) and Figure 1.2(g) outline our enrollment plan by year and anticipated demographics.

Figure 1.2(f): Projected Number of Students

Grade Level	Year 0 2020	Year 1 2021	Year 2 2022	Year 3 (Capacity) 2023
6	Planning Year	120	120	120
7		-	120	120
8		-	-	120
Total		120	240	360

Figure 1.2(g): Anticipated Demographics, % of ED, SWD, and EL Students⁷⁴

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
Black – 60% Hispanic – 38% White – 1% Other – 1%	70%	13%	20%

1.3 ACADEMIC FOCUS AND PLAN

(a) Academic Focus _____

Bluff City Collegiate believes in the unique ability of all young people and has created an academic program that allows all young people to flourish in an ambitious and joyful environment. In accordance with T.C.A. § 49-13-104, our purpose is to improve learning for all students and close the achievement gap between high-achieving and low-achieving students. The academic program at Bluff City Collegiate is built and founded on the following pillars:

1. **College preparatory** academics with supports necessary to prepare all young people to thrive in a rigorous course of high school study and success in college.
2. Development of empathic and equity based **global perspective** within our young people.
3. **Leadership development** and service projects with and for our communities.

1. College Preparatory Education

To ensure all young people are provided with the tools and skills that are needed to meet a high academic bar, and to ensure that all young people are being provided with a college preparatory education daily, our investment begins in our teachers. We believe that excellent teaching yields excellent results. Every student deserves to have a high-quality teacher in the front of every classroom. The quality of the teacher is not the result of a random set of events, but the outcome of, first, a detailed hiring process. We identify and hire teachers who are mission-aligned, believe *all* children can achieve academic excellence, and see families as partners in our urgent and

⁷⁴ <https://reportcard.tnk12.gov/>.

achievement-oriented work. Our students deserve the very best instruction each day, and they deserve for that excellent instruction to be provided within a joyful, ambitious, and supportive learning environment.

Excellent teaching continues with our investment in our recruited and hired teachers, culminating with the delivery of a college-preparatory middle school education that will allow students to achieve and learn at a high level. This investment can be seen clearly in three different ways: (1) consistent and meaningful professional development; (2) process for collecting, analyzing, and adjusting instruction using data; and (3) rigorous and robust on-grade level, standards-based curriculum and instruction.

Through observations and purposeful coaching provided by the Head of School in Y1, and the Dean of Curriculum and Instruction in Y2 and in all subsequent years, teachers grow in their craft, grow student achievement, and remain in the profession longer.⁷⁵ Each week, teachers receive coaching and feedback on their lesson plans before they teach, on their execution during the teaching, and provided feedback after the teaching in order to ensure that there is growth happening on a weekly basis, aligned to identified professional goals aligned to both the professional scope and sequence of the school, as informed by *Get Better Faster*⁷⁶, and individualized, bite-sized goals. Along with individual coaching, teachers are provided with weekly professional development to expand their understanding and internalization of the content, lesson execution, student work and data analysis, and action planning for needed changes to ensure that all students are learning at a high level.

We believe that all students walk into the building with value, and we view them through an asset-based mindset. We know, however, that there are specific academic and social emotional gaps that exist, and we will use data to inform our continuous approach to closing those gaps. Memphis Rise Academy Charter School (“Memphis Rise”)⁷⁷, a local high-performing charter school, is a model for utilizing data on a weekly basis. Memphis Rise has woven a Focus hour into the daily schedule, allowing teachers to be with a specific group of students focused on remediating a specific deficit area identified through the school’s analysis of the NWEA MAP assessments, classroom assessments, and internally created assessments. We will follow this example of developing teachers in their understanding and ability to collect data, analyze the data, and make instructional decisions utilizing the data because we know that when data is utilized in the classroom to support instruction decisions, students learn at a high rate.⁷⁸

Curriculum is an essential component in the overall academic success of each student⁷⁹. With that, it is essential that teachers are provided with the tools, skills, and support needed to ensure that high level instruction, with the curriculum as one of the tools, is happening each day. School leaders and teachers of the same content meet on a weekly basis to discuss the curriculum, internalize lesson plans, identify ways to effectively differentiate to meet the needs of all

⁷⁵ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco, CA: Jossey-Bass, 2016.a

⁷⁶ Ibid.

⁷⁷ Memphis Rise Academy – 6-12 BES school in the Bartlett area – was incubated through and has remained continuously supported through BES. Lead Founder Luke Savidge has spent much time studying their model, and particularly their Focus period. www.memphisrise.org.

⁷⁸ Schifter, C., et al. (2014). “Data-Driven Decision Making: Facilitating Teacher Use of Student Data to Inform Classroom Instruction.” *Contemporary Issues in Technology and Teacher Education*, 14(4).

⁷⁹ Steiner, David. “Curriculum Research: What We Know and Where We Need to Go.” *StandardsWork*, Mar. 2017, <https://standardswork.org/>.

students, and have intentional practice around specific parts of the lessons to ensure content clarity and student engagement. Details of specific curricular choices can be found [Section 1.3\(e\)](#).

2. Global Perspective

Bluff City Collegiate must be a school that is providing students with the ability to be successful in high school, in college, and in community leadership roles. In order to provide our young people with the ability to take on the challenges of the future, we must intentionally develop their global perspective, which is applying an equity-based lens for solving problems (thinking/learning skills), interacting with people (social skills), and using information and tools in an effective and responsible way (media/technology). As the world evolves and changes, we must ensure that the education being provided to our young people is preparing them for this change. When researching essential 21st century skills that are need now and, in the future⁸⁰, there is a clear alignment between the core beliefs and core values of Bluff City Collegiate, and the skills that are needed to be successful in high school, college, and in the workplace. We believe that through our college preparatory academic program, we must provide our students not only with rigorous materials and a curriculum that will challenge their thinking, develop their deep understanding of the content and skills needed to meet a high academic bar, but also the skills applicable to any chosen future path. The skills that we believe are aligned to our core values, essential for the development of a global perspective, and critical for the future are categorized as follows: (1) thinking and learning skills, (2) social skills, and (3) media and technological skills.

Thinking and Learning Skills

Through our academically rigorous college preparatory academic program, students will develop skills that are necessary for the future, examples of which are:

- Sense of **identity** that is well developed and positive,
- **Critical thinking** skills applicable to academic and personal situations
- Ability to **actively listen** to understand different perspectives or solve a problem

We approach these specific skills through our English and social studies classrooms, helping students understand and develop their global perspective through our curricular choices that are aligned with our mission, are robust, and will support our college-preparatory academic program. We also consider the cultural backgrounds and experience of our young people. Curricular choices will affirm and celebrate the identities, histories, and experiences of all our young people. For example, our anchor texts, supplemented by shorter fiction and non-fiction readings, will be rooted in highlighting protagonists that are individuals of color or that are written by individuals who identify as people of color, and our classroom-based libraries will include a rich variety of texts that both honor the rich history of our students as well as expand their world view and interests. As we read and understand texts in order to understand how they relate to who we are, our students will think critically about what they are learning, asking specific questions in order to learn and know more. Students will have the opportunity to discuss the texts and the challenges that characters are facing in the text-rich classroom.

⁸⁰ <https://www.aeseducation.com/career-readiness/what-are-21st-century-skills>

Through specific and intentional investment in curricular choices that affirm and celebrate student identity, we can help our young people see the beauty across lines of difference or perspective and begin to develop the 21st century skills needed for success in high school, college, and community leadership.

Social Skills

Coupled with the Thinking and Learning skills that are needed to be prepared for high school, college, and community leadership roles, we must provide our students with specific social skills, examples of these social skills are:

- The ability to **collaborate** around a specific class or service project in order to understand how to work well with other people
- The **flexibility** to adapt to different leadership styles and opinions
- The ability to **communicate** clearly and effectively when working with other people.

These skills are developed as we invest in our students' lens for their community, the City of Memphis, and the world in our social studies classrooms. By creating, planning, and leading a service project developed in the afternoon advisory periods, our young people have the opportunity to strengthen all three skills listed above, which are essential for being successful both in an academic and social setting. In creating one service project each quarter, students collaborate with their peers to determine a project that can best serve the school community, the neighborhood, or the City of Memphis; learn to be flexible with expectations and work styles; and grow their ability to communicate effectively with the group to successfully implement their project at the end of the quarter.

Media and Technological Skills

As the world and the future change, our students need to have the skills that are needed in order to develop with it. Our students must have the following skills, coupled with their academic skills and tools, to be successful in the future:

- **Technological/Media skills** to enhance learning and to be prepared for the future.
- Ability to show **personal responsibility** for actions and beliefs/how they impact community.

Throughout each school day, students will have the ability to utilize technology to learn, grow, and develop. Specifically, these computers and our student's knowledge of them will be increased in two ways: RTI²/Focus and our afternoon Advisory groups. Each morning, all young people will attend their specific Focus group, which was created utilizing NWEA MAP assessments, as well as classroom assessments, to ensure that each student is being provided with the supports they need to be successful. During this time, students will utilize technology to enhance their learning and deepen the knowledge of the skills that are being taught in the classroom. In our afternoon advisory groups, teachers and students will work to create a service project once per quarter that can be implemented within the school, the neighborhood, or the City of Memphis. Through the creation of the service project, students will learn how media and

technology can enhance and help learning, and the importance of utilizing it in a smart and responsible way. The alignment between the 21st century skills, such as identity, collaboration, critical thinking, leadership, and flexibility and the Bluff City Collegiate core values of Community, Critical Thinking, and Empathy is clear. Students apply an equity lens through a global perspective when working with individuals who have different experiences, perspectives, or backgrounds than they do in order to develop the skills necessary to be successful in the future.

3. Leadership and Service.

Communities thrive and flourish when individuals collaborate with a common purpose. Our school believes in equipping our young people with the tools they need to be leaders in the community, providing them with the opportunity to directly serve, invest in, and provide leadership for our neighborhoods and our city. We believe that our role as a school is not only to provide our young people with the skills and tools that they need to be prepared academically for the challenges of high school and college, but to also provide them with opportunities to develop their character and leadership skills. The development of character and leadership skills begins in the Morning Meeting and continues in the afternoon Advisory group. Each day begins with our Head of School leading Bluff City Collegiate students and staff through a deep study of a specific school core value and ends with each young person investing in who they are and investing in their peers through their afternoon advisory. Our afternoon advisory period will be a time for the teacher to help the students investigate and understand the core value at a deeper level, discussing examples of how that core value could be seen in the school community and in the neighborhood, and why it is essential to the Bluff City Collegiate school community.

Outside of the investment in the internalization of our core values, our afternoon advisory periods will be a time where the teacher and students can work to create specific and intentional service projects that will allow them to develop their leadership skills. Each quarter, or approximately every nine weeks, each advisory will work together on a specific project that can be implemented in the last week of the quarter, that will be of service to the school community, the neighborhood, or the City of Memphis. Through this process, students are afforded the opportunity to be the drivers behind the project, working collaboratively around one purpose and cause, in service to the school, neighborhood, or city. These service projects will allow our young people to develop the leadership skills that are so closely aligned with the 21st century skills that students need to take on the challenges of high school, college, and community leadership roles.

Bluff City Collegiate's goal is to provide an ambitious and joyful environment that provides all students with the tools and skills necessary to take on the challenges of the future, to develop their character intentionally as individuals who can positively impact their community, and to provide them with opportunities to serve their school, neighborhood, and the City of Memphis so they can become leaders of their community.

(b) [Outline Academic Plan](#)_____

Instructional Methods and Taxonomies

Too often a narrative is created for students in Memphis based on where they live, the color of their skin, or the amount of money that their parents have in their bank account. Our role at Bluff City Collegiate is to dismantle this narrative, to provide a middle school in which all students can meet a high academic bar and can be prepared for high school and college success and community leadership. The dismantling of this narrative begins with a strong foundation in literacy. Through the 100 minutes of literacy instruction each day, students will be prepared to read and write not only in English and math classes, but also in science, where they engage in discoveries and curiosities, and in social studies, where they will understand the impact of history on who we are as individuals. This foundation complements our second and primary focus and mathematics. In both areas, as well in our science and social studies classrooms, we will draw on common instructional methods across grade levels. These methods will be part of our professional development training sequence in the summer and during our weekly Friday professional development sessions.

Figure 1.3(a): Instructional Methods

Method	Description/Rationale
Ratio	Students need the opportunity to write critically about what they are learning, to share what they are thinking with their peers, and to lead the class in their beliefs and understanding about their learning. We emphasize the need of a balance between the teacher-centered learning and student-led learning. ⁸¹ Bluff City Collegiate believes in students displaying their knowledge through the leading discussions, small groups, and the class as a whole.
Habits of Discussion	Meaningful discussions are at the heart of learning. ⁸² Bluff City Collegiate will incorporate and utilize discussion frameworks ⁸³ such as Socratic Seminars, Fishbowls, or Think-Pair-Share to allow students to discuss their learning. Through this, they will further their understanding by learning from different perspectives, recognize and deepen their knowledge from one of their peers, or ask questions about the content.
Turn & Talks	We believe that the opportunities for students to share what they are learning, what they believe, and what they are excited about is vital to the learning process. We will do this through quick ‘turn and talks’ through each class in order to provide these opportunities to our young people. Students need the opportunity to not only work with their peers in the classroom, but also to have an opportunity to discuss their learning with their teacher and their peers. ⁸⁴
Inquiry-Based	We value critical thinking because we believe that students need to develop into curious individuals who ask specific and excellent questions and are always seeking to learn more. We believe students should have the opportunity to think critically, creatively, and with a curious perspective in order to learn more about who they are, what they are learning, and what they believe.
Infused Character Education	We believe in teaching the whole child. With this belief, we will utilize our school’s core values to develop our young people into individuals who are prepared to lead in their community. There is a direct relation between the development of a student’s academic success to the development of a student’s character. ⁸⁵

⁸¹ Ibid.

⁸² Lemov, Doug. *Teach like a Champion: The Complete Handbook to Master the Art of Teaching*. San Francisco, CA: Jossey-Bass, 2011.

⁸³ <https://poorvucenter.yale.edu/EffectiveClassDiscussions>.

⁸⁴ Ibid.

⁸⁵ Pala, Aynur. “The Need for Character Education.” *International Journal of Social Sciences and Humanity Studies*. 3. 2011.

Differentiated Instruction	Research clearly shows that when students are provided with the specific and intentional supports that they need throughout the school day, the opportunity for their learning increases ⁸⁶ . Throughout each school day, each student will participate in an RTI ² /Focus, which will allow them the opportunity to receive small group, specific differentiated instruction, based on data from NWEA MAP assessment and classroom specific assessment.
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Development of teacher taxonomies will continue throughout the year, with each cycle of professional training and practicing of taxonomies building upon the prior. Teachers will start the school year with compliance and culture-based practices and progress to skills and techniques to push academic rigor. All teachers and classrooms will use the following instructional taxonomies, or methods of instruction, to uphold our high academic and behavioral standards, driving our scholars towards academic achievement and ensuring we are meeting our rigorous goals.

Figure 1.3(b): Bluff City Collegiate Taxonomies

Technique	Description	Impact for Students	Core Value
High Academic Expectations			
No Opt Out	Sequence that begins with student unwilling or unable to answer question ends with that student giving right answer as often as possible even if they only repeat it.	Students are challenged to push to obtain the correct answer, even if that answer comes from a peer.	Fortitude Dignity Empathy Community
Format Matters	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	Allows for the framework and understanding how respond to questions, to the teachers, and to peers in the classroom.	Dignity Critical Thinking
Without Apology	The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	Through challenging tasks, students are enabled to persist.	Fortitude Critical Thinking
High Behavioral Expectations			
What to do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wants to do as asked to do so easily.	When specific and observable directions are provided to students, they are more likely to complete them.	Fortitude
Strong Voice	Establish control, command, and benign authority that makes use of excessive consequences unnecessary.	Students need joyful and structured environment, and when they know the teacher has control, they feel more comfortable.	Joy Dignity
Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	Students feel valued and empowered for who they are when they are greeted by their name and provided a framework for how to be successful in the classroom.	Joy Dignity Community
Building Community and Trust			
Positive	Make corrections consistently and	Students will be empowered	Joy

⁸⁶ Huebner , Tracey. "What Research Says About Differentiated Learning." *Educational Leadership* , vol. 67, no. 5, Feb. 2010, pp. 79–81., What Research Says About ... / Differentiated Learning.

Framing	positively. Narrate the world you want your students to see even while you are relentlessly improving it.	and motivated to succeed.	Dignity Community
Warm/Firm	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	Students know that the teacher cares yet demands excellence because the students can meet the expectation.	Joy Dignity Community
J-Factor	Find and promote joy of learning to achieve happy and high-achieving classroom.	Students need to experience and see joy in the learning process, which allows for them to be deeply invested in the work.	Joy Dignity Community
Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	Students will know and understand that it is okay to make mistakes, and that mistakes are how we grow and get better.	Joy Dignity Community

Materials

Curriculum is an incredibly powerful tool used in the development of young people in the classroom. Lead Founder and proposed Head of School Luke Savidge is completing the 2019 BES Fellowship, which allowed the opportunity to study high performing schools across the City of Memphis, State of Tennessee, and the country in order to glean wisdom about their approaches to many aspects of building a successful school for a high needs community, including their approach to curricular choices. We have informed our choices through such study.

It is immensely important to be responsive to the needs of students, the neighborhood, and the community at large. In alignment with Shelby County School’s Destination 2025 plan, which states that “[p]roficiency in literacy is the foundation of all learning, and we are committed to making that a top priority for students.”⁸⁷ Bluff City Collegiate will be a literacy-focused school. With a literacy focus, our curricular choices will be centered around a strong foundation in reading and writing, which aligns with our mission and vision that all students can meet a high academic bar and be prepared for high school and college success and community leadership.

Our curricular choices will be informed by the practices of Grant Wiggins and Jay McTighe as outlined in *Understanding by Design*.⁸⁸ The approach is clear: the foundation for all lesson plans, daily objectives, and activities begins with the end in mind. Simply stated, first, we must make decisions about the expected outcomes for the end of each year, quarter, and unit, and then each week and each day sit inside the plan, in order to clearly articulate what we must do every step of the way to reach our goals.

The major elements of the process, on which weekly and daily plans will emanate, can be defined in the following steps:

1. Plan expected outcomes for the year.
2. Plan expected outcomes for each quarter.

⁸⁷ “Shelby County Schools - Destination 2025.” Shelby County Schools, www.scsk12.org/2025/.

⁸⁸ Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. 2nd Ed. Alexandria, VA: ASCD, 2005.

3. Create a clear scope and sequence.
4. Plan expected outcomes for each unit.
5. Work with teachers to create unit plans, lesson plans, and daily objectives.
6. Ensure alignment to the Tennessee State Standards after each of these steps.

Curricular Choices

The selection and development of all curriculum within the school are aligned to the following two needs of students from across the City of Memphis:

1. In 2018, the proficiency in 6-8 Reading/ Language Arts (RLA) in Memphis was 19.6%.
2. In 2019, the proficiency in 6-8 Reading/Language Arts (RLA) in Memphis was 18.5%

These realities in Memphis are what drive our work and our dedication to ensuring that students attending Bluff City Collegiate are provided with a robust curriculum that will challenge and support students for high school and college success and community leadership.

In the process of selecting and developing curriculum, we have sought external and internal resources to: (1) provide resources for rigorous and standard aligned materials; (2) provide a uniform and consistent core content skill based on intervention supports for RTI and ESL programs; (3) provide access for students to have continual online practice; (4) provide mini-lessons that are specifically designed for character development; and (5) align all goals to Shelby County School’s Destination 2025 goals. All curriculum will be aligned to our mission and vision, provide students with a literacy-centered curriculum, and will help students develop the skills necessary to be prepared for college success and community leadership.

Figure 1.3(c): Curricular Materials

	What	When	Who	Rational
Curricular Materials	Scope and Sequence	In the summer – prior to teacher arrival for Summer Institute.	The Head of School or DCI creates and provides to teachers.	To best ensure that all our of unit plans, weekly instructional plans, daily lesson plans, and all assessments and activities are not only rigorous and robust, but standards-aligned and taught to the depth of the standard, we must always begin with the long-term plan and planning the small details accordingly.
	Unit Plans	At the beginning of each quarter (9 weeks)	The Head of School or DCI creates and distributes to the teachers.	Teachers will be provided with a framework for what is expected within a specific quarter, what the outcomes should be, and the teachers will create lessons within those specific unit plans.
	Lesson Plans	As needed – determined by the HOS or the DCI	The DCI would go through this with the teacher.	At the discretion of the Head of School and Director of Curriculum and Instruction, first year teachers and specific target teachers will be provided lesson plans and materials, which will be utilized, discussed, and added to in order to ensure that all students are receiving a high quality education.

There are many charter schools across the nation that are proof point schools, environments that

are supporting and developing students at a high level, regardless of their racial, ethnic, or socioeconomic backgrounds; there are few that particularly speak to the mission and vision of Bluff City Collegiate. Memphis Rise Academy, which serves 6-11 grade students in the Raleigh neighborhood, utilizes an *Understanding By Design* approach to curricular choices. They strike a beautiful balance of teacher-created curricular materials, which allows autonomy and freedom for the teacher, and externally created materials that can be tailored to the specific needs of our students. The school has a laser-like focus on what excellent teaching should look like, and provides teachers with an immense amount of support to ensure that all lessons plans and materials are both standards-aligned and are providing the scaffolding and rigor needed to be prepared for high school and college success or community leadership.

Annually, the Bluff City Collegiate Leadership Team - the Head of School, Dean of Curriculum and Instruction, Director of Operations, and teacher representative from each core content area - will begin a review process of all internal and external curriculum. The conversation and curricular planning each year will center around our mission and vision: ensuring that students are meeting a high academic bar, are developing a global perspective, and are graduating prepared for high school and college success and community leadership. To ensure that this process is beneficial to students and a purposeful guide to our teachers on a daily and weekly basis, we will utilize the following data streams: lesson plan coaching feedback, unit plan evaluation data, unit plan assessment data, and the perspective of the teacher representatives on the Leadership Team. Our curricular choices each year are inclusive of teachers, affirming of their perspective, in order to ensure alignment to what is best for students.

Figure 1.3(d): Curriculum Choices

	Curriculum	Rationale
English	Achievement First – Open Source Curriculum	We believe that all curriculum choices should be rooted in what is best for students. With this belief, Bluff City Collegiate has chosen to utilize the opened sourced curricular materials from Achievement First ⁸⁹ , a charter organization in the Northeast. The ELA curriculum that has been created by AF is shared nationally, is rooted in evidence-based practices and is aligned to the Common Core standards. Bluff City Collegiate will utilize the Achievement First Navigator program, which allows schools to not only utilize the open source curriculum, but to be training and supported in the implementation of the academic program. Liberty Collegiate Charter School ⁹⁰ in Nashville, TN (BES school incubated and continuously supported through BES), utilizes Achievement First’s open sourced ELA curriculum, had 64% their 5th-8th grade students score advanced or proficient on the TNReady Assessment.
Math	Achievement First – Open Source Curriculum	Bluff City Collegiate will utilize Achievement First’s open source math curriculum to support our young people in the development of their mathematical skills. The math curriculum, like the ELA curriculum, has been created and utilized by AF, has been shared with hundreds of schools nationally, and is rooted in evidence-based practices and is aligned to the Common Core standards. Liberty Collegiate Charter School ⁹¹ in Nashville, TN (BES school incubated and continuously supported through BES), utilizes Achievement First’s open sourced math curriculum, had 74% their 5 th -8 th

⁸⁹ <https://www.achievementfirst.org/opensource/>.

⁹⁰ <https://republiccharterschools.org/lca>.

⁹¹ Ibid.

		grade students score advanced or proficient on the TNReady Assessment.
Science	HMH Tennessee Science ⁹²	With science being everchanging because of the way the world is changing, we intend to provide students with a curriculum that is aligned to the Tennessee State Standards, which were adopted last school year, and allows them to be able to work with the materials and their hands. The HMH ⁹³ curriculum provides teachers with the tools they need (weekly, unit, and end of unit assessments, directions for experiments, and online intervention resources for struggling/advanced students), is hands on, and allows for students to explore and learn through doing.
Social Studies	McGraw Hill – Tennessee Social Studies	The Department of Education in Tennessee recently completed the adoption of the Social Studies standards ⁹⁴ , which updated specific language and provided more robust and rigorous standards. Bluff City Collegiate plans to utilize the McGraw Hill Tennessee Social Studies curriculum, which is completely aligned with the Tennessee Social Studies standards, provides students the opportunity to write in alignment with the expectations of the TNReady, and allows students to explore the past in order to understand the future.

Instructional Models

To meet the need of all our students, Bluff City Collegiate will implement five instructional models proven to positively impact their achievement. Based on best practices from high-performing schools significantly shrinking the achievement gap across the country and here in Tennessee, and to ensure differentiated instruction for all learners, the following are key components of our instructional design: extended school day and year, small group instruction, blended learning, prioritized daily time for ELA, math, and RTI²/Focus, specific data and assessment drive instruction.

Figure 1.3 (e): Instructional Models

Model	Description	Rationale	Evidence
Extended School Day and Year	Each school day will run from 7:30am-3:45pm (495 instructional minutes), one hour longer than the traditional school day. We provide an extended school year (185 school days), which equates to two weeks longer than the traditional school year.	With more learning time, more time towards students' targeted needs, and more time investing in them as individuals, we will see high results. ⁹⁵	Dozens of successful high poverty schools use and extended time model. Memphis Rise Academy Charter School ⁹⁶ (school incubated through and continuously supported through BES), is a high performing school in the Raleigh neighborhood, has an extended school day and year.

⁹² Lead Founder and proposed HOS utilized this curriculum as Westside Middle School as a school administrator, responsible for instruction in the building.

⁹³ <https://us.hmhco.com/tn/science/>.

⁹⁴ https://www.tn.gov/content/dam/tn/education/standards/ss/cos_grade_6.pdf.

⁹⁵ Redd , Zakia, et al. *Expanding Time for Learning Both Inside and Outside the Classroom: A Review of the Evidence Base* . The Wallace Foundation , 2012, <https://www.wallacefoundation.org/knowledge-center/Documents/Expanding-Time-for-Learning-Both-Inside-and-Outside-the-Classroom-Executive-Summary.pdf>.

⁹⁶ See Letter of Support from Memphis Rise Academy in **Attachment E**.

<p>Small Group Instruction</p>	<p>In all classrooms, leaders and teachers strategically create small groups to target the specific needs of our students.</p>	<p>When students are provided with the structure and the opportunity to learn within a small group setting, it directly impacts their learning⁹⁷.</p>	<p>Along with dozens of successful charter schools nationally, Springfield Preparatory Charter School⁹⁸, in Springfield, MA (BES school incubated and continuously supported through BES) has utilized a two-teacher model to ensure that all students are receiving the instruction they need. The use of daily small group instruction aligned to clear student needs is a critical lever that has allowed Springfield Prep to be a proof point and is among the top performing schools in the state even as it serves a high needs community.</p>
<p>Blended Learning</p>	<p>The intentional blend of teacher directed instruction and the use of technology to lead the learning.⁹⁹</p>	<p>There will be 50 minutes of targeted time throughout each day, specifically in the RTI²/Focus Hour for students to utilize technology to target our student’s specific needs.</p>	<p>Tulsa Honor Academy Charter School¹⁰⁰, in Tulsa, Oklahoma (BES school incubated and continuously supported through BES) where the Lead Founder of BCC will spend a month completing a residency, utilizes blended learning throughout the day to support all students. The use of technology allows for students with disabilities, EL students, and students identified as academically at-risk of failing to receive the intervention needed to ensure they are meeting a high academic bar.</p>
<p>RTI²/Focus</p>	<p>A 50-minute small-group instruction block incorporated into each school day.</p>	<p>Specific students will need additional support in the classroom, and 50-minute RTI²/Focus each day will provide students a small group environment¹⁰¹ that will be tailored to their needs utilizing data.</p>	<p>Memphis Rise Academy Charter School utilizes Focus each day, informed specifically by student data, and is tailored to the specific needs of each student. By implementing Focus each day, it has allowed MRA to provide each student with the skills they need to master grade level content</p>

⁹⁷ Hattie , John. *Visible Learning: a Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Taylor & Francis Ltd, 2008.

⁹⁸ <https://www.springfieldprep.org/> - **Demographics**. 77% Hispanic, 22% African American, 7% White, 2% Asian. **Results**. 77% of students exceeded expectations in math (top 5% in the state of Massachusetts) & 72% of students exceeded expectations in ELA (top 12% of the State of Massachusetts).

⁹⁹ See Budget – Tab 6) Year 1 Budget – line 144.

¹⁰⁰ <https://www.tulsaonoracademy.org/> - **Demographics**. Hispanic, 10% African American, 6% White, 2% Asian. **Results**. 57% of students exceeded expectations in math & 45% of students exceeded expectations in ELA – THA is in the top 3% of schools in the state of Oklahoma

¹⁰¹Hattie , John. *Visible Learning: a Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Taylor & Francis Ltd, 2008.

			within their classroom.
Data/Assessment Informed Instruction	The Head of School in Y1 and the DCI in Y2+ will train, develop, and work with teachers to utilize data and assessments to inform instruction.	Students need specific support to obtain the skills and tools needed to meet a high academic bar and to be prepared for high school and college.	Forte Preparatory Charter School ¹⁰² in Queens, NY, (BES school incubated and continuously supported through BES) utilizes a clear data and assessment system within the school, supporting each teacher to obtain, analyze, and plan supports for students utilizing the data from classroom assessments.

(c) Philosophy, Instructional Methods, and Features

Bluff City Collegiate believes deeply in the power of young people. This belief is what informs the academic program, philosophy, and the instructional methods utilized within the school. Our academic program is rooted in the following beliefs: (1) All students can learn to meet a high academic bar; (2) A college-preparatory program rooted in rigorous academics will provide the skills and tools that students need to take on the challenges of high school and college; (3) Exemplary teaching drives exemplary results; and (4) Ensuring our young people develop their character and global perspective will create empathetic individuals who can change communities.

College Preparatory Education

Bluff City Collegiate believes that a college preparatory education begins and is informed by three priorities: (1) consistent and meaningful professional development; (2) process for collecting, analyzing, and adjusting instruction using data; and (3) rigorous and robust on-grade level, standards- based curriculum and instruction. In alignment with the Commissioner of Education’s Best for All Plan¹⁰³, which outlines the need for an intentional investment in both teachers and leaders, the need for schools to support schools with high-quality instructional materials, and a well-planned character education program, our college preparatory program will support the goals and priorities of the State of Tennessee.

All three priorities are critical in proving that a college preparatory education is possible for all students, and it all begins with professional development. Our teachers and staff are provided with 18 days of specific and focused professional development in the summer, ensuring that they are prepared with the knowledge, skills, and materials needed to provide a rigorous education and supports to all students in the classroom. This learning continues throughout the school year with meaningful professional development each Friday that allows for the development of both

¹⁰² <http://www.forteprep.org/> - **Demographics**. 90% Hispanic, 6% African American, 3% Asian, and 1% White. **Results**. 50% of all students were proficient in ELA. 74% of all students were proficient in Math. 6th grade Math students outperformed ninety-five percent of other middle schools in New York.

¹⁰³ <https://www.tn.gov/content/tn/education/news/2019/11/5/education-commissioner-unveils--best-for-all--strategic-plan.html>.

teachers and leaders within the school. Each week, our Head of School will have one touchpoint with each teacher, working through lesson plans, materials, and completing an analysis of the data from the classroom in order to ensure all students are being provided with the instruction that will prepare them for high school and college.

According to data from the 2019 TNReady results, only 18% of middle school students in grades 6-8 are proficient in English language arts, which means that they have the reading comprehension skills to master grade-level fiction and non-fiction text. To ensure that students are mastering the grade level fiction and non-fiction texts in the classroom, they must have materials that will provide them with the skills and tools necessary to make texts accessible to them. Our Head of School and Dean of Students, under the direction of BES, and informed by proof-point schools listed in this document, has selected texts that will be utilized in the classrooms. These robust and rigorous curricular choices require that students be provided with more time in the classroom. We have rooted our academic program in 100 minutes of intentional literacy instruction each day. We also know that for our students to be competitive in an everchanging and technologically advanced world, we must provide them with an academic program that is rooted in strong mathematical instruction, which is provided through 100 minutes of intentional math instruction each day.

Exemplary Teaching Drives Exemplary Results

Teachers must be excellent in order to expect excellent results from students.¹⁰⁴ Bluff City Collegiate believes in the power of robust and meaningful professional development investment in our teachers to ensure that we are achieving the exemplary results that we know all students can achieve. Our investment in teachers begins in the summer through our 18 days of mission-focused, achievement-oriented, and practice-based professional development. Through this, teachers understand how to operationalize and implement the mission and vision of Bluff City Collegiate, internalize and execute on the curriculum to best meet the needs of all learners, use data and assessments to inform instruction and interventions, and execute on school-based systems and structures that maximize time on learning, increase student engagement, and develop student work ethic and character.

Building on our 18 days of Summer Institute PD, we have an early release every Friday to continually invest in teachers and their development. Each Friday we will work on specific taxonomies and instructional methods/models that can be utilized or need to be improved based on data from classroom observations. Friday will also allow teachers to comb through data in order to obtain a comprehensive understanding of the learning in the classroom, to learn how students are performing, and to identify supports needed for specific students within the classroom. Teachers will also have at least one touch-point with the Head of School in Y1, and will meet with either the Head of School or the Dean of Curriculum and Instruction in Y2 and all subsequent years each week to debrief data obtained from the classroom observation, the specific student data obtained from the classroom, and create action plans for what supports

¹⁰⁴ Tucker, Pamela D., and James H. Stronge. *Linking Teacher Evaluation and Student Learning*. Association for Supervision and Curriculum Development, 2005.

each specific student needs in the classroom for the next week, to ensure that all students are making adequate progress.

Intentional Character Development

Dr. Martin Luther King Jr., a man who lived his life for the betterment of his fellow men, once said, “Life’s most urgent question is, what are you doing for others?” We believe that in order to develop the character of our young people through our six core values - Joy, Empathy, Dignity, Fortitude, Community, and Critical Thinking - we must find ways for our young people to show leadership through service. Each day, our young people will meet in the afternoon with their afternoon advisor. In these groups, the teacher and students will work to create and implement one service project for every quarter of the school year. Our belief is that when individuals collaborate around a common goal, which is service to our school community, our neighborhood, and the city of Memphis, that it will allow for all people to flourish.

This community service will be coupled with a daily investment in Morning Meeting, led by the Head of School. Each Morning Meeting will focus one of our six core values listed above and will be explored more deeply in the afternoon advisory groups. Students will receive merits throughout each day as they display our core values in the classroom, hallways, cafeteria, and during arrival and dismissal. We believe that by taking the time to honor and celebrate our young people for being individuals of character, by internalizing our core values, and by positively contributing to our school community, we will create a culture and atmosphere in which both teachers and students thrive.

(d) Research-Based Practices

Our curriculum, models, and method are informed by evidence seen in studies of high achieving charter schools across the country and here in Tennessee, as well as research-based best practices that have proven effective in low-income communities. We believe that the impact of a direct and intentional college preparatory curriculum that is rigorous and demanding, will prepare our young people for success in college. According to the Tennessee report card¹⁰⁵, Shelby County is graduating 70% of its high school seniors, yet only 19.6% were prepared for college based on GPA, ACT Score, and overall skills need to be successful early in college. Our hope and goal is to change this narrative around high school and college success for young people through our rigorous college preparatory academic program.

Clifford Adelman, from the Institute for Higher Education Policy, analyzed high school students’ transcripts using data collected by the U.S. Department of Education. He observed and detailed that the rigor and quality of a curriculum has the largest impact on predicting postsecondary success. Along with this, Adelman found that “[t]he impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced and positive for African American and Latino students than any other pre-college indicator of academic resources... much greater than it is for white students.”¹⁰⁶ With this, we know that a robust and

¹⁰⁵ <https://reportcard.tnk12.gov/districts/792/page/DistrictReadyToGraduate>.

¹⁰⁶ Chait, R., & Venezia, A. (n.d.). *Improving Academic Preparation for College*. Center for American Progress. Retrieved from https://www.americanprogress.org/wp-content/uploads/issues/2009/01/pdf/academic_prep.pdf.

rigorous college preparatory curriculum is needed to ensure that our young people, of which a majority is projected to be African American and Latinx, are put on the path for high school and college success.

In order to ensure that we are providing not only the curricular materials that will ensure students are prepared for postsecondary success, we have developed our daily academic programming around core instruction models that will ensure the success and preparation of our students for high school and college success.

Extended School Day and Year

Research shows that students afforded the opportunity to spend more time in school, both daily and yearly, will achieve at a higher level.¹⁰⁷ With this knowledge, we are provided our students a longer school day, with doors opening at 7:35am and a school day of 8:00am-3:45pm, as compared to the traditional school day of 7:30am – 2:15pm in most district schools. Additionally, our school calendar, as seen in **Attachment A**, provides our students with 185 days, compared to the local school district of 175 days. The additional 10 days in school provides our students with 80 additional hours in the classroom. For our most at-risk students, we also provide Collegiate Plus tutoring for one hour after school four days per week and 18 Saturday sessions for three hours per session for instructional supports. Our rigorous and robust curriculum, along with our extended school day and time, will allow our students to fulfill our mission of meeting a high academic bar and being prepared for high school and college success.

Small Group Instruction

Research shows that when students are struggling in math or reading, and they are provided with a variety of intervention techniques, including small group instruction, these students will achieve at a higher level.¹⁰⁸ Each student begins the day in RTI²/Focus groups, which is highly focused and aligned to the needs of each student – a portion of the school day that focuses on students working in small groups with a teacher. Through this RTI²/Focus portion of each morning, teachers will work specifically on the needs of the students, working with them both 1:1 and in small groups to provide them with the intervention that is needed to improve their overall achievement in the school.

Blended Learning

Research shows that when schools incorporate technology into the academic program and schedule, that it provides the opportunity for students to achieve at a higher level.¹⁰⁹ Built into our normal school day, our schedule provides the opportunity for students to utilize Chromebooks¹¹⁰, at a 1:1 computer to student ratio, through the daily small group RTI²/Focus groups each morning, through the expanded ELA and math classrooms, and through our

¹⁰⁷ Rivkin, Steven G. *Instruction Time, Classroom Quality, and Academic Achievement*. University of Illinois at Chicago - Department of Economics, 2013, <https://www.nber.org/papers/w19464.pdf>.

¹⁰⁸ Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012). *Intensive interventions for students struggling in reading and mathematics: A practice guide*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

¹⁰⁹ Delgado, Adolph & Wardlow, Liane & Mcknight, Katherine & O'Malley, K. (2015). "Educational Technology: A Review of the Integration, Resources, and Effectiveness of Technology in K-12 Classrooms." *Journal of Information Technology Education: Research*. 14. 397-416. 10.28945/2298.

¹¹⁰ See Budget – Tab 6) Year 1 Budget – line 144.

Collegiate Plus tutoring hour after school, offered four days throughout the school week. By providing and incorporating computers into our school daily, and utilizing them to target specific student needs, based on assessments and data, we will ensure that students and are being provided with the knowledge, tools, and skills need to take on the academic challenges of high school and college.

Data/Assessment Informed Instruction

Research shows that when schools utilize assessments and data to inform the daily instruction decisions and supports that will be provided to students, students will achieve at a higher level¹¹¹. Our academic program is rooted in assessments and data to allow our Head of School in Y1 and our Deans of Curriculum and Instruction as hired, along with our teaches, to make decisions around our classroom instructional choices, the interventions and supports that we provide students, and the additional materials that they need in order to ensure that are we consistently working towards the goals and metrics that are outlined in **Section 1.4**.

(e) Curriculum and Learning Environment

Bluff City Collegiate believes that all students can achieve at a high level and meet a high academic bar, but that the environment in which they do that learning is incredibly important. We believe that students will meet a high academic bar when they are in an ambitious, joyful, predictable, and supportive environment. Our classrooms have one classroom teacher, with an additional teacher who will push into the classroom to provide additional support for our students who have an IEP or need additional support. Each classroom will contain no more than 30 students with a total 120 students per grade level. The professional development and investment for our teachers is significant, which begins with 18 days of professional development in the summer and continues each Friday of the school year, through the early release of our students. This investment allows our teachers to have clear support and guidance for how to improve their practice. We believe that students will be successful in high school, college, or any post-secondary option if they can read and analyze texts at a high level, write a detailed and organized paper in response to what they have read, and can complete, understand, and see how mathematics is connected to all aspects of life. Because of this, our academic program is grounded in 100 minutes of time for each student in ELA, in order to give them time to read, analyze, discuss, and write at a high level in response to a text. We have dedicated 100 minutes of time for each student in math, in order to help them gain the skills and tools necessary for high school and college. Our belief is that all students, regardless of what grade level, need additional time in order to gain the necessary skills and tools for taking on the rigorous challenges of high school and college.

(f) Instructional Goals and Methods

Our proposed instructional goals will ensure that we are meeting the high academic standards we set for our school community. Our proposed goals are listed below:

¹¹¹ Hamilton, L., et al. (2009). "Using Student Achievement Data to Support Instructional Decision Making." *United States Department of Education*, Retrieved from https://repository.upenn.edu/gse_pubs/279.

1. Students will be proficient in English Language Arts.
2. Students will be proficient in Mathematics.
3. Students will be proficient in Science.
4. Students will be proficient in Social Studies.
5. The school will maintain good standing under the TN ESSA accountability system

We have selected specific models, taxonomies, and methods to aid in successful completion of the goals outlined in **Section 1.4**. To ensure that we meet these ambitious academic goals, and that we are on target to meet all proficiency goals by Y3, we have created specific benchmarks that will allow us to track our progress towards our overall goals, outlined in **Section 1.4**.

- 70% of students will show progress on the NWEA MAP assessment each year.
- Each student will show academic growth of at least 1.5 grade levels each year in reading and math on the NWEA MAP assessments.
- Once a student reaches or is near proficiency, the student will continue to show academic growth of 1.0 grade level each year on the NWEA MAP Assessments.

(g) Alignment with Target Student Population

Bluff City Collegiate believes that every young person who enters our building can meet a high academic bar to be prepared for high school and college success, as well as any post-secondary opportunities. Bluff City Collegiate seeks to educate students within the 38111 and 38122 zip codes, as there is need and demand for quality academic seats. According to 2019 TNReady results of 6-8 students living in the 38111 and 38122 neighborhoods, 11.1% performed on grade level in English, and 17.9% performed on grade level in math.¹¹² When compared to the state average of 32.8% for English and 33% for math, students in 38111 and 38122 neighborhoods are behind. Additionally, in 38111 and 38122, 31% of residents are living in poverty, which often limits quality school options. Based on the TNReady results and current economic circumstances of the proposed zip codes, we consider this an area in need of a quality middle school option.¹¹³

(h) Alignment with Tennessee Academic Standards

The proposed Head of School and members of the Founding Board of Bluff City Collegiate include a group of educators who have worked directly with Tennessee schools over the last decade. As such, we have closely followed the evolution of Tennessee state standards from our own state standards, to the adoption of Common Core standards, to an adoption of Tennessee Ready standards. We will ensure our academic program is directly aligned to these most current state academic standards. In adherence to the principles of backwards planning, we will begin with the state standards, examine how standards are assessed through state tests, then determine our scope and sequence, unit plans, and daily lesson plans. For any curriculum which we implement, we will use the backward design process, to ensure we use the standards, not the curriculum, to guide our instruction and academic program.

¹¹² Tennessee Department of Education, <https://reportcard.tnk12.gov/?lang=en>.

¹¹³ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

(i) Blended Learning

Woven into our daily schedule will be strategic times for our young people to access technology to further and deepen their understanding around both math and ELA. Each day, after the completion of our morning meeting, all students will transition to their specific RTI²/Focus, where they will be provided with 50 intentional minutes of small group instruction. Our technology will be utilized strategically throughout our RTI²/Focus each day for 50 minutes, utilizing the i-Ready¹¹⁴ differentiated instruction program to meet the specific needs all students. Technology will also be utilized throughout the daily double math and ELA blocks, providing opportunities for teachers in both math and ELA to provide additional enrichment opportunities¹¹⁵ for students in the classroom. Our goal through the utilization of technology is to help our young people not only develop and deepen their understanding, but also to familiarize them with tools that are part of the future.

(j) Remediation of Academic Underperformance

To ensure that all students meet this high academic bar, we have created a staffing model that allows us to support the individual needs of each young person. In Y1 of operation, the Head of School will work closely with each teacher, meeting with them once per week to debrief classroom observation data, academic and assessment data, and to plan how each student needs to be supported based on the data. In Y2, and in all subsequent years, the Head of School and Dean of Curriculum and Instruction will meet with teachers each week, working through specific observation data to improve teacher instruction, academic and assessment data in order to know the supports each student needs based on the data. If a student is identified as an individual that needs remediation, based on academic underperformance, the Head of School and Dean of Curriculum and Instruction will work directly with the teacher, utilizing data, and creating a detailed plan on what supports the specific student needs in order to raise their academic performance, and working together to decide which specific RTI²/Focus period would be most beneficial to the student, based on the data.

Each day, our students are provided 100 minutes of ELA instruction, with 50 minutes being dedicated to reading, and 50 minutes to writing. Additionally, all students are provided with 100 minutes of math instruction daily, 50 minutes being dedicated to the remedial skills needed to ensure that grade level content can be mastered by all students and the other 50 minutes to the conceptual mastery of grade level material. Outside of both of these class periods, each student participates in our RTI²/Focus class every morning, which targets specific student needs in through 50 minutes small group setting. Through the 50-minute RTI²/Focus period, students will have the opportunity to rotate between small group instruction, working 1:1 with a teacher to address the needs of the student, and with Chromebooks, utilizing i-Ready, which provides differentiated and intentional instruction to students.

(k) Differentiated Instruction and Response to Instruction, Intervention

¹¹⁴ <https://www.curriculumassociates.com/products/i-ready>.

¹¹⁵ <https://educationaladvancement.org/blog-ten-websites-gifted-kids/>.

Our RTI² Implementation is directly aligned with the policies and procedures outlined by Shelby County Schools (“SCS”). To ensure we have the data necessary to provide students with the correct amount and appropriately targeted supports, we will utilize NWEA MAP assessment three times per year (Fall, Winter, Spring), and AIMSweb twice per year, an assessment system that allows us to place students in the correct intervention tier and provide them with the needed supports. Throughout the year, we will utilize easyCBM four times per year to track their progress. To ensure fidelity with the implementation of the RTI² procedures, Bluff City Collegiate will create an RTI² team, composed of the RTI² Coordinator, Head of School, SPED teacher in Y1 and Y2, Student Supports Coordinator in Y3 and all subsequent years, and classroom teacher. We will follow all guidelines outlined in the RTI² SCS District Implementation Guide to accelerate student growth through targeted student support.

Figure 1.3(f): RTI² Outline

Requirements	RTI² Academic	RTI² Behavioral
Diagnostic Data	NWEA MAP – Fall, Winter, Spring AIMSweb Universal Screening	Data Tracking System for behavioral issues ¹¹⁶
Benchmarking Tool	AIMSweb (T2 and T3 Students)	Data Tracking System for behavioral issues ¹¹⁷
Progress Monitoring Tool	easyCBM (T2 and T3 Students)	Data Tracking System for behavioral issues ¹¹⁸
Data Meetings	Monthly – last Friday of each month (abbreviated day allows time for this)	Monthly – last Friday of each month (abbreviated day to provide time for this)
File Folders	Kept by RTI – Academic Teachers	Kept by Counselor and Student Support Coordinator
RTI Coordinator	Head of School (Year 1-2) Director of Curriculum and Instruction (Year 3 – forward)	Student Support Coordinator (Year 1-3) Dean of Student Supports (Year 4-6)
RTI Lead/Chairperson	Head of School (Year 1-2) Director of Curriculum and Instruction (Year 3 – forward)	Student Support Coordinator (Year 1-3) Dean of Student Supports (Year 3- forward)
Fidelity Checks	Conducted weekly by the RTI ² Coordinator on a rotating basis.	Conducted weekly by the RTI ² Coordinator
Creation of Intervention Plans	Intervention plans created by RTI ² Academic Team during data meetings based on NWEA MAP, easyCBM, and AIMSweb data.	Intervention plans created by Counselor, Head of School, or Dean of Students, teacher, and parent. Behavioral Intervention Plan (BIP) created during Support Team (S-Team) Meeting.
Ineffective Intervention Plan – Step 1	Collect progress monitoring data points and adjust intervention plan during data meetings.	The S-Team will have a manifestation meeting in order to address the behavior, all agree on a new plan, and then move forward.
Ineffective Intervention Plan – Step 2	If data continues to show adjusted intervention plan is not effective, make referral to S-Team during data meeting.	The S-Team will have a second manifestation meeting in order to address the behavior, all agree on a new plan, and decided on how there will be a more serious intervention the next issue.

¹¹⁶ <https://www.kickboardforschools.com/> - Kickboard is a platform that allows schools to make decisions around supporting an individual's student's behavioral needs, based on the data that it collects.

¹¹⁷ Ibid.

¹¹⁸ Ibid.

Figure 1.3(g): Tiers 1 through 3 and Descriptions

Requirements	RTI ² Academic	RTI ² Behavioral
Tier 1 Interventions	<ul style="list-style-type: none"> • 100 minutes of daily literacy instruction • 100 minutes of daily math instruction • Daily small group support (3 classes per day) • Frequent communication with parents and guardians to support students. 	<ul style="list-style-type: none"> • PBIS – Positive Behavioral Intervention System. • Bluff City Collegiate – Code of Conduct • Weekly Community Meetings – which focus intentionally on core values and character development • Afternoon Advisory – Character Development Focused
Tier 1 Staff Support	<ul style="list-style-type: none"> • Annual Summer PD Orientation • Annual Professional Development • Weekly HOS & DCI coaching • Weekly Instructional Planning • Weekly Classroom Observations • Weekly Coaching Sessions 	<ul style="list-style-type: none"> • Professional Development – Taxonomies • Teacher Culture Observations, Feedback, and Coaching. • Character Development/Behavioral Management Training
Tier 2 Interventions	<ul style="list-style-type: none"> • After-school tutoring – offered daily to students. • Strategic Seating • Small Group Instruction • Monthly Saturday School (10 total days) 	<ul style="list-style-type: none"> • Strategic Seating • Behavioral Contract • Daily Behavior Form – signed by parent or guardian each night
Tier 2 Staff Support	<ul style="list-style-type: none"> • Weekly check in with HOS to see how interventions are going, what can stay the same, and what may need to change. • RTI-Academic Professional Development (as needed) 	<ul style="list-style-type: none"> • Weekly fidelity checks and feedback • RTI – Behavioral and Academic Training (as needed)
Tier 3 Interventions	<ul style="list-style-type: none"> • Small Group Pull-Outs (Fluency, Phonetic Awareness¹¹⁹) • Small Group Pull-Outs (Comprehension) • I-Ready¹²⁰ (Math & ELA) • Fluency and Computation skills (Math) 	<ul style="list-style-type: none"> • Behavior Intervention Plan – BIP • Scheduled Breaks • Daily or Weekly behavioral meetings with the HOS
Tier 3	<ul style="list-style-type: none"> • Monthly Fidelity Checks¹²¹ 	<ul style="list-style-type: none"> • Weekly fidelity checks and feedback

¹¹⁹ <https://www.orton-gillingham.com/>.

¹²⁰ <https://www.curriculumassociates.com/products/i-ready> - i-Ready is an intervention tool that can be utilized to provide students with specific, differentiated instruction that tailored to them, utilizing data.

¹²¹ As interventions and supports are provided to students, based on assessment and classroom observation data, they will be checked monthly to ensure that they are the correct supports for the individual student. The HOS in Y1 and the DCI in Y2+ will provided these checks as a support for all teachers and students.

Staff Support	<ul style="list-style-type: none"> • and Feedback. • RTI-Academic Professional Development (as needed) 	<ul style="list-style-type: none"> • RTI – Behavioral and Academic Training (as needed)
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1.4 Academic Performance Standards

(a) Annual and Long-term Goals

To measure the impact and progress of Bluff City Collegiate, we have established ambitious and concrete goals that will serve as standards of accountability. Aligned with the Shelby County Schools (“SCS”) operational scorecard and national charter school best practices, we have established operational and governance-related goals and accompanying metrics necessary to the success of our academic goals. Through the attainment of these goals and the reaching of each metric, we will demonstrate to the community members of 38122 and 38111, as well as the larger Memphis community, SCS, and the State of Tennessee, how Bluff City Collegiate is a clear value-add within the City of Memphis. We will demonstrate through these goals and metrics that all young people can meet a high academic bar, can develop a global perspective, and can gain the skills and tools needed to graduate prepared for college and for community leadership.

Bluff City Collegiate believes that through transparency and honesty we will learn and grow as a school community that supports families, students, and teachers. All data will be shared in a linear fashion – first the teachers in order to ensure that they are aware of the progress that we are making throughout the year towards our annual goal, as well on a yearly basis in order to provide a comparative from year to year. Data will be shared with teachers during weekly coaching conversations, during the weekly professional development on Friday afternoons, and on eight Data Days scheduled after major assessments, and anytime a teacher believes that they need support in knowing exactly what supports a child should receive, because in order to grow in our pedagogy and the craft of teaching, we must know the data being used to measure effectiveness. Second, we share data with our students, because we believe that they are in charge of their learning, that they need to know where they are, where they are going, and what they need to do to get there. Specifically, for our students, this data is shared after each NWEA MAPS assessment, which happens three times per year, and after each unit and interim assessment, in order to allow students to see and map their progress throughout the year. Third, we share data with our parents and guardians, because we believe that parents have the right to know how their child is doing throughout the year, what supports are being offered in order to ensure success, and so that they can celebrate their young person as they make progress throughout the school year. Fourth, we share data regularly with the Board of Directors for Bluff City Collegiate through our monthly Academic Committee meetings, as well as our full Board meeting. The Head of School will work directly with the Academic Committee, sharing the data that is being obtained, recognizing what is working within the program, where the Head of School may need additional support, and how to move forward towards ensuring we obtain our end of the year goals. All work done between the Head of School and the Academic Committee will be shared at the full Board of Directors meetings on a monthly basis, so each member of the board is made aware of the progress of the school.

We are grateful for the opportunity to potentially work alongside Shelby County Schools and to partner with them to achieve the ambitious goals of Destination 2025, and are excited to be able to share data within our annual report to display the progress that our students have made towards are annual goals listed below.

Academic Goals

Goal 1: Students will be proficient in English Language Arts.

- **Absolute Measure 1.1:** 35% of students who have attended for one year will score On Track (Level 3) or Master (Level 4) on TNReady English Language Arts.
- **Absolute Measure 1.2:** 50% of students who have attended for two or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.
- **Absolute Measure 1.3:** 60% of students who have attended for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.
- **Growth & Comparative Measure 1.4:** Average annual increase of percentiles in Reading Comprehension on the Northwest Evaluation Association Measures of Annual Progress (“NWEA MAP”) will average a minimum of fifteen percentiles of growth per year.
- **Growth Measure 1.5:** Students who have attended for two consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts at a rate at least 10 percentage points higher than district in all years.
- **Growth Measure 1.6:** In each testing year, students who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts at a rate that exceeds the state average.

Goal 2: Students will be proficient in Mathematics.

- **Absolute Measure 2.1:** 35% of students who have attended for one year will score On Track (Level 3) or Mastered (Level 4) on the TNReady Mathematics.
- **Absolute Measure 2.2:** 50% of students who have attended for two or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics.
- **Absolute Measure 2.3:** 60% of students who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics.
- **Growth & Comparative Measure 2.4:** Average annual increase of percentiles in Mathematics on NWEA MAP will average a minimum of fifteen percentiles of growth per year.
- **Comparative Measure 2.5:** Students in all years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics at a rate at least 10 percentage points higher than district.
- **Comparative Measure 2.6:** In each testing year, scholars who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics at a rate that exceeds the state average.

Goal 3: Students will be proficient in Science.

- **Absolute Measure 3.1:** 35% of students who have attended for one year will score On Track (Level 3) or Mastered (Level 4) on TNReady Science.

- **Absolute Measure 3.2:** 60% of students who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Science.
- **Comparative Measure 3.3:** Students who have attended for one year will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Science at a rate at least 5 percentage points higher than the district average each year.
- **Comparative Measure 3.4:** Students in all years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Science at a rate at least 10 percentage points higher than district average each year.
- **Comparative Measure 3.5:** In each testing year, students who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Science at a rate that exceeds the state average.

Goal 4: Students will be proficient in Social Studies.

- **Absolute Measure 4.1:** 35% of students who have attended for one year will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.
- **Absolute Measure 4.2:** 50% of students who have attended the school for two or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.
- **Absolute Measure 4.3:** 60% of all students who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.
- **Comparative Measure 4.4:** Students in all years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies at a rate at least 10 percentage points higher than district.
- **Comparative Measure 4.5:** In each testing year, students who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies at a rate that exceeds the state average.

Goal 5: The school will maintain good standing under TN ESSA accountability system.

- **Measure 5.1:** The school will be in consistently good standing with state under ESSA accountability system, never identified as a Priority School, and never identified as at risk for closure.

Organizational Goals

Goal 6: The school will demonstrate financial responsibility.

- **Measure 6.1:** Each year, as evidenced by external annual audit reports, Bluff City Collegiate will demonstrate that it meets or exceeds professional accounting standards.
- **Measure 6.2:** Each year, the school will approve, provide to SCS as required, and follow a balanced budget, demonstrating effective allocation of financial resources towards mission fulfillment.

Goal 7: The school will be fully enrolled, with high levels of daily attendance and student retention.

- **Measure 7.1:** The school will be fully enrolled in all years.
- **Measure 7.2:** The school will average 96% daily student attendance in each year.
- **Measure 7.3:** 90% of students who complete the school year will re-enroll to attend the

school each year.

Goal 8: Families will demonstrate satisfaction with the academic program and communication.

- **Measure 8.1:** Each year, 90% of families will complete the annual family satisfaction survey.
- **Measure 8.2:** Each year, annual family satisfaction surveys will indicate that 90% or more of responding families are satisfied with the school’s academic program.
- **Measure 8.3:** Each year, family satisfaction surveys will indicate that 90% or more of families are satisfied with the communication from the school.

Board of Directors Goals

Goal 9: The Board of Directors will provide effective and sound oversight of the school.

- **Measure 9.1:** The Board conducts formal annual review of school leader aligned to accountability metrics.
- **Measure 9.2:** The Board conducts annual self-evaluation aligned to board and member responsibilities and functioning to assess strengths/weaknesses.
- **Measure 9.3:** The Board conducts formal annual review and updates as needed of Bylaws and all board and school policies.
- **Measure 9.4:** The Board conducts formal annual review of the school’s strengths/weaknesses aligned to accountability metrics and all Shelby County report and audit findings.

(b) **Setting, Monitoring, and Revising Achievement Goals**_____

Goal Setting

Throughout each school year, our progress will be monitored using three types of goals: absolute, comparative, and growth. Absolute goals measure the progress we make each year without taking into consideration the performance of other schools, subgroups, and/or other variables. Our goal in utilizing this type of data is to set targets, such as proficiency goals for grade bands or subgroups or attendance data. Comparative goals allow us to compare our achievement and growth against that of other schools across the City of Memphis, and the State of Tennessee. Growth goals allow us to see exactly where we began, compared to where we currently are and allow us to see and measure the quality of our academic program, our teaching staff, and leadership team within the school. Metrics for each type of goal were chosen to set bars for success that are (1) rigorous, (2) realistic, and (3) measurable for academic and organizational outcomes. Metrics associated with each goal type were chosen based on performance data of schools in the region and performance data of successful schools implementing similar models, and metrics were set to align with the requirements of our mission and the priorities of Shelby County Schools.

Goal Monitoring

Goals and progress towards goals will be measured on a month-by-month and annual basis by our Head of School and Board of Directors (“Board”). The above noted metrics of success will be

used to track progress during monthly Board Committee meetings and regularly scheduled Board meetings. Progress towards goals will be specified by the Head of School via academic dashboards and shared with the Board each month. School management will monitor progress towards these goals on an ongoing basis. Utilizing NWEA MAP, curriculum created assessments, and internally created Interim assessment data will allow the Head of School to track progress toward end-of-year goals and adjust practices as necessary. Assessment data collected will be used to monitor and track progress towards achievement goals and create and implement intervention and plans when assessments and other data reflect underperformance.

Goal Revision

The Board will review goals annually, ensuring that targets remain rigorous and measurable. The Board will examine results across subgroups, including but not limited to, students with disabilities and ELLs, and will require the Head of School to present dashboard data disaggregated in these ways. The Board will track for enough growth over the year and across years, and in comparison, to schools within our city and across our state. The Board will examine the rate of growth within each RTI band to measure the effective implementation of our RTI program. Achievement of goals will be used to assess the Head of School's effectiveness and the overall design and execution of the academic program. Upon annual review, the Board may decide to increase the rigor of metrics but will not lower them. Adequate and appropriate changes to metrics will be made if there are programmatic or structural changes made to the TNReady or other rating systems.

(c) Corrective Action if School Falls Below District or State _____

Should Bluff City Collegiate fall below the District or State average, we would comply with all local and state level interventions. The Head of School and Board would work together to create a comprehensive plan that would have new short-term goals, specific targeted growth areas, and the ways that immediate progress will be monitored. The Head of School will implement the plan and would report directly to the Board through tools and monthly public Board meetings, or at more frequent intervals as may be established by the Board.

(d) Student Attendance _____

Bluff City Collegiate understands the lasting impacts on students not being in school. We utilize the resources from Attendance Works¹²², an organization dedicated to the support of schools and families to ensure that we are reducing the amount of days that students are not in school. Across our country, school districts are facing challenges of learning how to support families and students in order to increase their attendance. Nationally, there are more than eight million students who are missing so many days that they are labeled as academically at risk.¹²³ According to Attendance Works, "Children living in poverty are two to three times more likely to be chronically absent—and face the most harm because their community lacks the resources to make up for the lost learning in school. Students from communities of color as well as those with

¹²² <https://www.attendanceworks.org>.

¹²³ "The Problem." *Attendance Works*, www.attendanceworks.org/chronic-absence/the-problem/.

disabilities are disproportionately affected.”¹²⁴ Interventions to promote strong attendance for students and reaching the goal of 96% ADA each year are outlined below.

Figure 1.4(a): Bluff City Collegiate Attendance Intervention¹²⁵

Tier	Indicator	Interventions
Tier 1	<ul style="list-style-type: none"> • 0 to 4 absences in one academic year • 0 – 2 tardy arrivals in one quarter 	<ul style="list-style-type: none"> • Engaging positive school climate • Positive family relationships through Home Visits, ongoing engagement events, and parent communication • Attendance and Tardy policies in Family Handbook, reviewed at annual Family Orientation sessions and signed by all families • Positive reinforcement of great attendance through awards for perfect monthly attendance presented at Morning Meeting • Phone calls home with each absence, parent sign in with each tardy
Tier2	<ul style="list-style-type: none"> • 5 - 9 absences in one academic year • 3 – 4 tardy arrivals in one quarter 	<ul style="list-style-type: none"> • Written, personalized letter home to families stating attendance policy, signed and returned • Mandatory meeting at fifth absence with HOS in Y1 and 2, Dean of Students in Y3+, to discuss barriers to attendance and create action plan to address • Mandatory meeting with each subsequent absence • Provide list of outside agencies able to assist with other family stressors and bridge communications as helpful
Tier 3	<ul style="list-style-type: none"> • 10+ absences in one academic year • 5+ tardy arrivals in one quarter 	<ul style="list-style-type: none"> • Letter sent to families informing them they are out of compliance with attendance guidelines and student at risk of retention • Mandatory meeting with HOS and outside agency • Phone call to Shelby County Pupil Services – reported for truancy¹²⁶

Bluff City Collegiate will adopt many of the attendance policies of Shelby County Schools noted in Policy 6014. In accordance with said policy, the following are considered excused absences:

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of student. The Head of School may require parent conference and/or physician verification to justify absences after five days of absence during school year. Notes must be date specific and required for absences beyond five days.
2. Death or serious illness within student's immediate family.
3. When the student is officially representing the school in a school-sponsored activity or

¹²⁴ “The Problem.” *Attendance Works*, www.attendanceworks.org/chronic-absence/the-problem/.

¹²⁵ Our attendance RTI is informed by resources from Attendance Works, a nationally recognized attendance consulting, technical assistance and advocate. Information about their approach to attendance RTI can be found at <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention>.

¹²⁶ <http://www.scsk12.org/scs/high/germantown/policies%20and%20procedures/attendance.pdf>.

attendance at school-endorsed activities and verified college visits.

4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses class or day of school because of observance of day set aside as sacred by recognized religious denomination of which student is member or adherent, where such religion calls for special observances of such day, shall have absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. Court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which student has no control as approved by the Head of School.
7. If student's parent, custodian, or other person with legal custody or control of student is member of United States Armed Forces, including member of state National Guard or Reserve component called to federal active duty, Head of School shall give student: (a) Excused absence for one day when student's parent, custodian, or other person with legal custody or control of student is deployed; (b) Additional excused absence for one day when student's parent, custodian, or other person with legal custody or control of student returns from deployment; and (c) Excused absences for up to 10 days for visitation when student's parent, custodian, or other person with legal custody or control of student is granted rest and recuperation leave and is stationed out of country. (d) Excused absences for up to 10 days cumulatively within school year for visitation during the deployment cycle of student's parent, custodian, or other person with legal custody or control of student. Total excused absences under this section (c) and (d) shall not exceed total of 10 days within school year. Student shall provide documentation to school as proof of deployment of student's parent, custodian, or other person with legal custody or control of student.
8. Participation in non-school-sponsored extracurricular activity. Head of School may excuse student from school attendance to participate in non-school-sponsored extracurricular activity if following conditions are met: (a) Student provides documentation as proof of participation in non-school sponsored extracurricular activity; (b) Student's parent, custodian, or other person with legal custody or control of student, prior to extracurricular activity, submits to principal or principal's designee written request for excused absence submitted no later than 7 business days prior to the absence.

For unexcused absences, the following actions will be taken by the school based on Policy 6016 Truancy District: (1) Parents will be notified via phone call for first through fourth unexcused absence; documentation of calls will be recorded and placed in scholar's file. (2) fifth through ninth unexcused absence will result in warning letter sent to parents informing them of truancy laws and consequences of noncompliance and requesting parent teacher conference with Head of School and Scholar Support Coordinator. Signed copy of letter will be placed in scholar's file. (3) At tenth unexcused absence, first official letter will be generated by Bluff City Collegiate and sent to parent/guardian informing them of noncompliance with attendance laws and consequences for failing to comply, with mandatory meeting with Head of School and/or Scholar Support Team. Phone calls will also be made to parents and documented after each absence. Parent/guardians may appeal any unexcused absences to Head of School. Appeal must adhere

to the following: (a) Written and including documentation to support appeal; (b) Submitted within 5 business days of 1st official generated attendance letter by District. (c) Grounded with rationale allowable in 6016 Truancy District policy. The Head of School or designee will review the appeal within five business days, meet with the parent/guardian and provide decision. Students with more than 10 days of accumulated absences in a school year, whether excused or unexcused, must participate in a parent conference with the HOS and teachers to determine eligibility and readiness for promotion as discussed in Section 1.4(e).

(e) **Student Matriculation** _____

As a school focused on a clear and unwavering mission of college preparation, we will apply rigor to promotion and retention policy to ensure all students have the supports necessary for achieving that mission. Students will be graded and promoted to each grade based on the combination of assessments that mirror our academic goals (described in Section 1.4(a) of this application) as an organization: absolute, comparative and growth measures.

Our assessment system, described in **Section 1.7**, identifies the different ways that we will determine students' achievement on these metrics. Students will receive grades in class through assignments and assessments that measure mastery. As described in **Section 1.3(b)** of this application, our curriculum is backwards planned to be aligned to the rigorous Tennessee State academic standards, anchored by assessments that mirror and align to our state assessments that measure mastery of those standards. To attain class mastery, therefore, our students must demonstrate a depth of knowledge and understanding of those standards through carefully outlined unit plans, driven by clear, rigorous, and measurable objectives.

Grades earned in class will be the primary indicator or a student's readiness to be promoted to the next grade. Grades in each class and our grading scale will be composed of the following:

Percentage for Work

- Quarterly Assessments: 30%
- Weekly/Unit Assessments: 50%
- Classwork/Exit Tickets: 10%
- Homework: 10%

Grading Scale

- 100-96%: A+
- 93-95%: A
- 92-90%: A-
- 89-86%: B+
- 85-83%: B
- 83-80%: B-
- 79-76%: C+
- 75-73%: C
- 72%-70%: C-

- Below 70%: F

Promotion

- Students who pass all core academic classes (literacy, math, social studies, and science) will automatically be promoted to the next grade.
- Students who fail more than two core academic classes may be retained.
- Students who fail one or two core academic class may be considered for retention.
- Student who fails one or two core academic classes will be eligible for Summer School and may earn the ability to be promoted to the next grade through satisfaction of its requirements (see below).
- Student eligible for Summer School will complete Summer School and pass with a 70% or higher the end-of-year assessment in the core class in which they failed.

The final decision for promotion will be made by the Head of School. The Head of School will confer with general education teachers and family members when making this decision. The Head of School will communicate decision to family of student before the last day of school. The promotion policy will consider a special education needs, accommodations, and modifications required by students with individualized education plans (IEPs), as is outlined in [Section 1.9](#). This policy exists, first and foremost, to protect the integrity of the academic achievement of our students. For our students to be successful in high school and college, we must ensure our academic program will challenge our students to grow significantly while they are with us, as well as have the supports that all students need and deserve.

(f) [Bluff City Collegiate Exit Standards](#)

Bluff City Collegiate believes that students not only need to be prepared academically to take on the challenges of high school and college, but that they need to demonstrate leadership ability within the community. Before matriculating to high school, our 8th grade students will complete a capstone leadership project, that requires they design a project for the City of Memphis that has positive impacts and implications and implementation of this project.

Comprehensively, we have clear academic exit standards for all four core content areas that will serve as the exit standards for all students at Bluff City Collegiate.

Figure 1.4(b): Tennessee Eighth Grade English Standards

Language Standards	
Standard	Description
8.L.C.SE.1	Demonstrate command of conventions of standard English grammar and usage. (a) When reading or listening, analyze use of phrases and clauses within larger text. (b) When reading or listening, explain function of verbs. (c) When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. (d) When reading or listening, explain function of voice (active and passive) and mood of verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs.
8.L.CSE.2	Demonstrate command of conventions of standard English capitalization,

	punctuation, and spelling. When reading and writing, explain functions of punctuation in creating sentence variety and style.
8.L.KL.3	When writing and speaking, adjust style and tone to variety of contexts; when reading or listening, analyze stylistic choices to determine context.
8.L.AU.4	Determine or clarify meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from range of strategies. (a) Use context as clue to meaning of word or phrase. (b) Use common grade-appropriate morphological elements as clues to meaning of word or phrase. (c) Consult reference materials, both print and digital, to find pronunciation of word or phrase. (d) Use etymological patterns in spelling as clues to meaning of a word or phrase.
8.L.VAU.5	When reading, listening, writing, and speaking, explain function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering word or phrase important to comprehension or expression.

Reading Standards	
Literature	Informational
8.RL.KID.1 Analyze what text says explicitly and draw logical inferences; support interpretation of text by citing relevant textual evidence.	8.RI.KID.1 Analyze what text says explicitly and draw logical inferences; support interpretation of text by citing relevant textual evidence.
8.RL.KID.2 Determine theme or central idea of text and analyze its development over course of text, including its relationship to characters, setting, and plot; provide objective summary.	8.RI.KID.2 Determine central idea of text and analyze its development over course of text, including its relationship to supporting ideas; provide objective summary.
8.RL.KID.3 Analyze how particular lines of dialogue or incidents in story or drama propel action, reveal aspects of character, or provoke decision.	8.RI.KID.3 Analyze techniques used to distinguish between and to make connections among individuals, events, or ideas in text.
8.RL.CS.4 Determine meaning of words and phrases as used in text, including figurative and connotative meanings; analyze impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	8.RI.CS.4 Determine meaning of words and phrases as used in text, including figurative, connotative, and technical meanings; analyze impact of specific word choice on meaning and tone, including analogies and allusions to other texts.
8.RL.CS.5 Compare and contrast structure of two or more texts and analyze how differing structure of each text contributes to meaning and style.	8.RI.CS.5 Analyze in detail structure of specific paragraph or section in text, including role of particular sentences in developing and refining key concept.
8.RL.CS.6 Analyze how similarities and differences in points of view of audience and characters create effects such as suspense, humor, or dramatic irony.	8.RI.CS.6 Determine author's point of view or purpose in text and analyze how author acknowledges and responds to conflicting evidence or viewpoints.
8.RL.IKI.7 Analyze the extent to which filmed or live production of story or drama stays faithful to or departs from text or script, evaluating choices made by director or actors.	8.RI.IKI.7 Evaluate advantages and disadvantages of using different mediums to present particular topic or idea.
No 8th standard for Literature	8.RI.IKI.8 Delineate and evaluate argument and specific claims in text, assessing whether evidence is relevant and sufficient to support claims and the reasoning is sound.
8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes	8.RI.IKI.9 Analyze case in which two or more texts provide conflicting information on same topic and

and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	identify where texts disagree on matters of fact or interpretation.
8.RL.RRTC.10 Read and comprehend variety of literature at high end of the grades 6-8 text complexity band independently and proficiently.	8.RI.RRTC.10 Read and comprehend variety of literary nonfiction at high end of grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards		
Standard	Description	Linked Standards
8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.6
8.SL.CC.2	Analyze purpose of information presented in diverse media formats; evaluate motives, such as social, commercial, and political, behind its presentation	L.VAU.5-6 RL/RI.7 W.8
8.SL.CC.3	Delineate speaker's argument and specific claims, evaluating soundness of reasoning and relevance and sufficiency of evidence; identify when irrelevant evidence is introduced.	L.4-5 RI.8 W.9
8.SL.PKI.4	Present claims and findings in focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	RL2 RI.2, 8 W.1, 4, 7
8.SL.PKI.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	RI.7, 8, 9 W.6, 8
8.SL.PKI.6.	Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5

Writing Standards	
Standard	Description
8.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence. (a) Introduce claim(s). (b) Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). (c) Organize reasons and evidence clearly and clarify relationships among claim(s) and reasons. (d) Use credible sources and demonstrate understanding of topic or source material. (e) Craft effective and relevant conclusion that supports argument presented. (f) Use precise language and content-specific vocabulary. (g) Use appropriate transitions to create cohesion and clarify relationships among ideas and concepts. (h) Use varied sentence structure to enhance meaning and reader interest. (i) Establish and maintain formal style.
8.W.TP.2	Write informative/explanatory texts to examine topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content. (a) Introduce topic clearly, using introduction to prepare reader for what is to follow. (b)

	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension. (c) Develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (d) Thoroughly and accurately explain and elaborate on evidence provided, demonstrating clear understanding of topic and source material. (e) Craft effective and relevant conclusion. (f) Include formatting, graphics, and multimedia when appropriate. (g) Use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts. (h) Use precise language and domain-specific vocabulary. (i) Use varied sentence structure to enhance meaning and reader interest. (j) Establish and maintain formal style.
8.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. (a) Engage and orient reader by establishing context and point of view and introducing narrator and/or participants/characters. (b) Organize event sequence that unfolds naturally and logically. (c) Create smooth progression of experiences or events. (d) Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters. (e) Use variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show relationships among experiences and events. (f) Craft effective and relevant conclusion that reflects on narrated experiences or events. (g) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
8.W.PDW.4	Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)
8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and collaborate with others; present relationships between information and ideas efficiently; type complete product in single sitting as defined in W.1-3.
8.W.RBPK.7	Conduct research to answer question (including self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase data and conclusions of others while avoiding plagiarism and following standard format for citation.
8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether reasoning is sound and evidence is relevant and sufficient to support claims and recognize when irrelevant evidence is introduced.
8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Figure 1.4(c): Tennessee Eighth Grade Math Standards

The Number Systems	
Cluster	Content Standards
A. Know that there are numbers that are not	8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has decimal expansion; for rational numbers show

rational, and approximate them by rational numbers	that decimal expansion repeats eventually or terminates and convert decimal expansion which repeats eventually or terminates into rational number. 8.NS.A.2 Use rational approximations of irrational numbers to compare size of irrational numbers locating them approximately on number line diagram. Estimate value of irrational expressions such as π^2 . For example, by truncating decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
Expressions and Equations	
A. Work with radicals and integer exponents	8.EE.A.1 Know and apply properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. 8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of form $x^2 = p$ and $x^3 = p$, where p is positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. 8.EE.A.3 Use numbers expressed in form of single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other. For example, estimate population of United States as 3×10^8 and population of world as 7×10^9 , determine world population is more than 20 times larger. 8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
B. Understand the connections between proportional relationships, lines, and linear equations.	8.EE.B.5 Graph proportional relationships, interpreting unit rate as slope of graph. Compare two different proportional relationships represented in different ways. For example, compare distance-time graph to distance-time equation to determine which of two moving objects has greater speed. 8.EE.B.6 Use similar triangles to explain why slope m is same between any two distinct points on non-vertical line in coordinate plane; know and derive equation $y = mx$ for line through origin and equation $y = mx + b$ for line intercepting vertical axis at b.
C. Analyze and solve linear equations and systems of two linear equations.	8.EE.C.7 Solve linear equations in one variable. (a) Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is case by successively transforming given equation into simpler forms, until equivalent equation of form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). (b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using distributive property and collecting like terms. 8.EE.C.8 Analyze and solve systems of two linear equations. (a) Understand that solutions to system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. (b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. (c) Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether line through first pair of points intersects line through second pair
Functions	
A. Define, evaluate, and compare functions.	8.F.A.1 Understand that function is rule that assigns to each input exactly one output. The graph of function is set of ordered pairs consisting of input and

	<p>corresponding output. (Function notation is not required in 8th grade.)</p> <p>8.F.A.2 Compare properties of two functions each represented in different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given linear function represented by table of values and another linear function represented by algebraic expression, determine which function has greater rate of change.</p> <p>8.F.A.3 Know and interpret equation $y = mx + b$ as defining linear function, whose graph is straight line; give examples of functions that are not linear. For example, function $A = s^2$ giving area of square as function of its side length is not linear because its graph contains points (1,1), (2,4) and (3,9), which are not on straight line.</p>
B. Use functions to model relationships between quantities.	<p>8.F.B.4 Construct function to model linear relationship between two quantities. Determine rate of change and initial value of function from description of relationship or from two (x, y) values, including reading these from table or from graph. Interpret rate of change and initial value of linear function in terms of situation it models and in terms of its graph or table of values.</p> <p>8.F.B.5 Describe qualitatively functional relationship between two quantities by analyzing graph (e.g., where function is increasing or decreasing, linear or nonlinear). Sketch graph that exhibits qualitative features of function that has been described verbally.</p>
Geometry	
A. Understand and describe the effects of transformations on two dimensional figures and use informal arguments to establish facts about angles.	<p>8.G.A.1 Verify experimentally properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of same length. b. Angles are taken to angles of same measure. c. Parallel lines are taken to parallel lines.</p> <p>8.G.A.2 Describe effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p>8.G.A.3 Use informal arguments to establish facts about angle sum and exterior angle of triangles, about angles created when parallel lines are cut by transversal, and angle-angle criterion for similarity of triangles. For example, arrange three copies of same triangle so that sum of three angles appears to form line, and give argument in terms of transversals why this is so.</p>
B. Understand and apply the Pythagorean Theorem.	<p>8.G.B.4 Explain proof of Pythagorean Theorem and its converse.</p> <p>8.G.B.5 Know and apply Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>8.G.B.6 Apply Pythagorean Theorem to find distance between two points in coordinate system.</p>
C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	<p>8.G.C.7 Know and understand formulas for volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.</p>
Statistics and Probability	
A. Investigate patterns of association in bivariate data.	<p>8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest linear association, informally fit straight line and informally assess model fit by judging closeness of</p>

	<p>data points to line.</p> <p>8.SP.A.3 Use equation of linear model to solve problems in context of bivariate measurement data, interpreting slope and intercept. For example, in linear model for biology experiment, interpret slope of 1.5 cm/hr as meaning that additional hour of sunlight each day is associated with additional 1.5 cm in mature plant height.</p>
B. Investigate chance processes and develop, use, and evaluate probability models	<p>8.SP.B.4 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, probability of compound event is fraction of outcomes in sample space for which compound event occurs. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For event described in everyday language (e.g., "rolling double sixes"), identify outcomes in sample space which compose the event.</p>
Common Core Mathematical Practices	
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	

Figure 1.4(e): Tennessee Eighth Grade Science Standards

Standard	Indicators
8.PS2: Motion and Stability: Forces and Interactions	(1) Design and conduct investigations depicting relationship between magnetism and electricity in electromagnets, generators, and electrical motors, emphasizing factors that increase or diminish electric current and magnetic field strength. (2) Conduct investigation to provide evidence that fields exist between objects exerting forces on each other even though objects are not in contact. (3) Create demonstration of object in motion and describe position, force, and direction of object. (4) Plan and conduct investigation to provide evidence that change in object's motion depends on sum of forces on object and mass of object. (5) Evaluate and interpret that for every force exerted on object there is equal force exerted in opposite direction.
8.PS4: Waves and Their Applications in Technologies for Information Transfer	(1) Develop and use models to represent basic properties of waves including frequency, amplitude, wavelength, and speed. (2) Compare and contrast mechanical waves and electromagnetic waves based on refraction, reflection, transmission, absorption, and their behavior through vacuum and/or various media. (3) Evaluate role that waves play in different communication systems.
8.LS4: Biological Change: Unity and Diversity	(1) Analyze and interpret data for patterns in fossil record that document existence, diversity, extinction, and change in life forms throughout Earth's history. (2) Construct explanation addressing similarities and differences of anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa. (3) Analyze evidence from geology, paleontology, and comparative anatomy to support that specific phenotypes within population can increase probability of survival of that species and lead to adaptation. (4) Develop scientific explanation of how natural selection plays a role in determining survival of species in changing environment. (5) Obtain, evaluate, and communicate information about technologies that have changed way humans use artificial selection to influence inheritance of desired traits in other organisms.
8.ESS1: Earth's	(1) Research, analyze, and communicate that universe began with period of rapid expansion

Place in the Universe	using evidence from motion of galaxies and composition of stars. (2) Explain role of gravity in formation of our sun and planets. Extend this explanation to address gravity's effect on motion of celestial objects in our solar system and Earth's ocean tides.
8.ESS2: Earth's Systems	(1) Analyze and interpret data to support assertion that rapid or gradual geographic changes lead to drastic population changes and extinction events. (2) Evaluate data collected from seismographs to create model of Earth's structure. (3) Describe relationship between processes and forces that create igneous, sedimentary, and metamorphic rocks. (4) Gather and evaluate evidence that energy from earth's interior drives convection cycles within asthenosphere which creates changes within lithosphere including plate movements, plate boundaries, and sea-floor spreading. (5) Construct scientific explanation using data that explains gradual process of plate tectonics accounting for (A) distribution of fossils on different continents, (B) occurrence of earthquakes, and (C) continental and ocean floor features (including mountains, volcanoes, faults, and trenches).
8.ESS3: Earth and Human Activity	(1) Interpret data to explain that earth's mineral, fossil fuel, and groundwater resources are unevenly distributed as result of geologic processes. (2) Collect data, map, and describe patterns in locations of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hotspots.
8.ETS1: Engineering Design	(1) Develop model to generate data for ongoing testing and modification of electromagnet, generator, and motor such that optimal design can be achieved. (2) Research and communicate information to describe how data from technologies (telescopes, spectrometers, satellites, and space probes) provide information about objects in solar system and universe.

Figure 1.4(f): Tennessee Eighth Grade Social Studies Standards

Standard	Description
8.01	Explain founding and development of Jamestown as first permanent English colony, its early struggles, economic and political structure, and role of Powhatan people. (C, E, G, H, P)
8.02	Explain founding and development of Plymouth Colony, including significance of: The Mayflower Compact, interactions with Squanto, and role of religious freedom. (C, G, H, P)
8.03	Explain founding and development of Massachusetts Bay Colony, including significance of: (C, G, H, P) • Anne Hutchinson • Salem Witch Trials • Role of theocracy • Town meetings
8.04	Explain motivation for and founding of Rhode Island and Connecticut Colonies, including roles of Roger Williams and Thomas Hooker. (C, G, H, P)
8.05	Analyze economic motivation for Dutch founding New Netherlands, diverse population of colony, and transition to English colony of New York. (C, E, G, H, P)
8.06	Analyze founding of Pennsylvania as haven for Quakers and tolerance that drew many different groups to colony, including significance of: (C, E, H, P) • William Penn • Philadelphia • Relationship with American Indians • Role of women
8.07	Explain reasons behind settlement of Georgia Colony, including: its designation as "debtor" colony, its function as "buffer" colony, and role of James Oglethorpe in its founding. (C, E, G, H, P)
8.08	Locate and identify Thirteen Colonies and describe how their location and geographic features influenced regional economic development. (E, G, H, P)
8.09	Compare and contrast locations and goals of British, French, and Spanish settlements in North America. (C, E, G, H, P)

8.10	Identify origins and development of slavery in colonies, overt and passive resistance to enslavement, and Middle Passage. (C, E, G, H, P)
8.11	Describe significance of First Great Awakening, including its role in unifying colonies and growth of religious tolerance. (C, H)
8.12	Explain Navigation Acts and policy of mercantilism. (E, G, H)
8.13	- Explain significance of Ohio River Valley leading to French and Indian War (C, E, G, H, P) - Explain significance of events and consequences of conflict, including: massacre at Fort Loudoun, Treaty of Paris of 1763, war debt, and Proclamation Line of 1763. (C, E, G, H, P, T)
8.14	Explain political contributions of Benjamin Franklin to U.S., including "Join or Die" cartoon and Albany Plan of Union. (C, E, H, P)
8.15	Analyze social, political, and economic causes of events and groups of American Revolution, including: (C, E, G, H, P) • The Quartering Act, 1765 • The Boston Massacre, 1770 • The Stamp Act, 1765 • The Boston Tea Party, 1773 • The Declaratory Act, 1766 • Intolerable/Coercive Acts, 1774 • The Townshend Acts, 1767 • Sons of Liberty
8.16	Explain historical purposes and consequences of Thomas Paine's Common Sense. (C, H, P)
8.17	Locate and explain significance of battles of American Revolution prior to signing of Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. (C, E, G, H, P)
8.18	Explain historical and present-day significance of Declaration of Independence. (T.C.A. § 49-6-1028) (C, H, P, TCA)
8.19	Compare and contrast points of view of Loyalists and Patriots. (C, G, H, P)
8.20	Locate and explain significance of following during American Revolution: (C, H, P, T) • Struggles of Continental Army • Battle of Saratoga • Battle of Yorktown • Battles of Trenton and Princeton • Guerrilla warfare • Battle of Kings Mountain
8.21	Analyze strengths and weaknesses of Articles of Confederation, and describe Land Ordinance of 1785, Northwest Ordinance of 1787, Northwest Territory, Lost State of Franklin, and Shays' Rebellion. (E, G, H, P, T)
8.22	Describe roles of James Madison and George Washington during Constitutional Convention, and analyze major issues debated, including Great Compromise and Three-Fifths Compromise. (T.C.A. § 49-6-1028) (E, H, P, TCA)
8.23	Examine principles and purposes of government articulated in Preamble and principles stated in Constitution, including: separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) (H, P, TCA)
8.24	Describe conflict between Federalists and Anti-Federalists over ratification of Constitution, including protection of individual rights through Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028) (H, P, TCA)
8.25	Analyze major events of administration of President George Washington, including: precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. (E, G, H, P)
8.26	Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in emergence of two political parties by analyzing their views on foreign policy, economic policy, national bank, and strict versus loose interpretation of Constitution. (C, E, G, H, P)

8.27	Explain controversies that plagued administration of President John Adams, including: conflicts with Great Britain and France, XYZ Affair, and Alien and Sedition Acts. (E, G, H, P)
8.28	Identify how westward expansion led to statehood of Tennessee and importance of first state constitution (1796). (T.C.A. § 49-6-1028) (G, H, P, T, TCA)
8.29	Analyze significance of election of 1800 and Chief Justice John Marshall's opinion in Marbury v. Madison. (H, P)
8.30	Explain major events of Thomas Jefferson's presidency, including: (E, G, H, P) • Conflict with Barbary pirates • Embargo Act • Lewis and Clark Expedition • Louisiana Purchase
8.31	Explain causes, course, and consequences of War of 1812, including: (C, E, G, H, P, T) • Use of impressment and trade restrictions between U.S. and Great Britain • Roles of Andrew Jackson and William Henry Harrison • Significance of Treaty of Ghent • Rise in nationalism in U.S.
8.32	Identify and locate changing boundaries of United States a result of Convention of 1818 and Adams-Onis Treaty. (G, P)
8.33	Analyze purpose and effects of Monroe Doctrine. (E, H, P)
8.34	Describe development of agrarian economy in South, locations of cotton-producing states, significance of cotton and cotton gin, and founding of Memphis as center for cotton and slave trade. (C, E, G, H, P, T)
8.35	Analyze characteristics of Southern society and its influence on social and political conditions prior to Civil War. (C, E, G, H, P, T)
8.36	- Identify conditions of enslavement and explain how slaves adapted to and resisted bondage in their daily lives. (C, G, H) - Nat Turner's revolt (C, G, H)
8.37	Explain development of American Industrial Revolution, including: (C, E, G, H, P) • Eli Whitney and interchangeable parts • Emergence of trade unions • Lowell System • Role of textile industry • Samuel Slater
8.38	Describe how technological developments affected growth of the industrial economy and cities in North. (C, E, G, H, P)
8.39	Identify push-pull factors for Irish and German immigrants and describe impact of their arrival in U.S. prior to the Civil War. (C, E, G, H, P)
8.40	Analyze development of roads, canals, railroads, and steamboats throughout U.S., including Erie Canal and National Road. (C, E, G, H, P)
8.41	Describe significance of Second Great Awakening and its influence on reform in 19th century. (C, H)
8.42	Analyze development of women's suffrage movement, including Seneca Falls Convention, and ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. (C, H, P)
8.43	Analyze significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and methods they used to spread movement. (C, E, H, P, T)
8.44	Analyze role played by Chief Justice John Marshall in strengthening judicial branch, including key decisions of Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland. (C, E, H, P)
8.45	Examine importance of elections of 1824 and 1828, including: corrupt bargain, spoils system, and Jacksonian Democracy. (C, G, H, P, T)

8.46	Examine President Andrew Jackson’s actions regarding Bank of the U.S. and Nullification Crisis and analyze effects of these events on nation. (C, E, H, P, T)
8.47	Describe impact of Indian Removal Act and struggle between Cherokee Nation and U.S. government, including significance of Worcester v. Georgia and Trail of Tears. (C, G, H, P, T)
8.48	Identify that Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) (H, P, T, TCA)
8.49	Analyze concept of Manifest Destiny and its impact on development of nation and describe economic incentives for westward expansion. (C, E, G, H, P)
8.50	Explain reasons for and provisions of Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. (G, H, P)
8.51	Describe American settlements in Texas after 1821, causes of the Texas War for Independence, roles of David Crockett and Sam Houston, and legacy of the Alamo. (C, G, H, P, T)
8.52	Analyze reasons for and outcomes of groups moving west, including significance of: (C, E, G, H) • Fur traders • Oregon Trail • Mormons • Santa Fe Trail
8.53	Identify major events and impact of James K. Polk’s presidency, including annexation of Texas and settlement of Oregon boundary. (E, G, H, P, T)
8.54	Describe causes and consequences of Mexican War, including controversy over Rio Grande boundary and Mexican Cession. (C, E, G, H, P)
8.55	Analyze discovery of gold in California, its social and economic impact on U.S., and major migratory movement (including forty-niners and Asian immigrants). (C, E, G, H)
8.56	Explain reasons for and impact of Compromise of 1850 (including Henry Clay’s role as “The Great Compromiser”) and Fugitive Slave Act (including Harriet Beecher Stowe’s influence with Uncle Tom’s Cabin). (C, E, G, H, P)
8.57	Describe significance of Gadsden Purchase of 1853. (E, G, H)
8.58	Explain motivations behind passage of Kansas Nebraska Act of 1854, and analyze effects of compromise, including: (C, G, H, P) • Rise of the Republican Party • “Bleeding Kansas” • Preston Brooks’ attack on Charles Sumner • John Brown’s raid at Harpers Ferry
8.59	Analyze Dred Scott v. Sandford decision and resulting split between North and South. (C, H, P)
8.60	Explain arguments presented by Stephen Douglas and Abraham Lincoln on slavery in Illinois Senate race debates of 1858. (C, H, P)
8.61	Describe election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how campaigns reflected sectional turmoil in country. (C, G, H, P, T)
8.62	Describe outbreak of Civil War and resulting sectional differences, including: (C, E, G, H, P, T) • Economic, geographic, and technological advances • Military strategies • Roles of President Abraham Lincoln and Jefferson Davis • Significance of Fort Sumter • Geographical divisions within states
8.63	Explain significance of following battles, events, and leaders during Civil War, including: (G, H, P, T) • First Battle of Bull Run • Surrender at Appomattox Court House • Battle of Shiloh • David Farragut • Battle of Antietam • Nathan Bedford Forrest • Battle of Gettysburg • Ulysses S. Grant • Battle of Vicksburg • Thomas “Stonewall” Jackson • Sherman’s March to the Sea • Robert E. Lee

8.64	Analyze significance of Emancipation Proclamation and Gettysburg Address. (H, P)
8.65	Describe African American involvement in Union army, including Massachusetts 54th Regiment at Fort Wagner and 13th U.S. Colored Troops in Battle of Nashville. (T.C.A. § 49-6-1006) (C, G, H, T, TCA)
8.66	Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated daily life of common soldier. (C, H, T)
8.67	Analyze immediate political impact of assassination of President Abraham Lincoln and Andrew Johnson’s ascension to presidency. (H, P, T)
8.68	Explain significance of 13th, 14th, and 15th Amendments to U.S. Constitution. (E, H, P, T)
8.69	Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and Radical Republican Plan for Reconstruction. (C, E, G, H, P, T)
8.70	Identify significance of Tennessee Constitution of 1870, including right of all men to vote and establishment of poll tax. (T.C.A. § 49-6-1028) (H, P, T, TCA)
8.71	Analyze conflict between President Andrew Johnson and Radical Republicans, including Johnson’s veto of Tenure of Office Act and his impeachment. (H, P, T)
8.72	Explain restrictions placed on rights and opportunities of freedmen, including: racial segregation, black codes, and efforts of Freedmen’s Bureau to address problems confronting newly freed slaves. (C, H, P, T)
8.73	Trace rise of Ku Klux Klan and vigilante justice in South and in Tennessee, including role of Governor William Brownlow. (C, H, P, T)
8.74	Explain roles carpetbaggers and scalawags played during Reconstruction. (C, E, G, H, P)
8.75	Explain Compromise of 1877 and its role in ending Radical Reconstruction. (C, H, P)

1.5 Phase In/ Turnaround Planning

Not Applicable.

1.6 High School Graduation and Postsecondary Readiness

Not applicable.

1.7 Assessments

(a) Assessment System

With ambition and joy, Bluff City Collegiate ensures all students in grades 6 to 8 meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership. Through a robust curriculum, aligned assessments, and joyful and predictable environment, students will matriculate from Bluff City Collegiate prepared to take on the challenges of high school and college, and prepared to be leaders in their community.

Nationally recognized educational expert Grant Wiggins is clear: “Learners need endless feedback more than they need endless teaching.”¹²⁷ Assessments play a vital role in the learning process

¹²⁷ <https://www.newenglandssc.org/wp-content/uploads/2015/12/Quotes-for-Critical-Considerations-Instruction-presentation.pdf>.

and the success of our young people. A clear and aligned assessment system across our school community allows teachers and leaders to obtain a crystal clear view into the learning inside the classroom and the teaching techniques that are being utilized that are working and not working. It also allows teachers and leaders to work collectively together to ensure that all students are being provided with the exact supports that they need to meet a high academic bar and be prepared for the academic challenges of high school and college. According to the US Department of Education, “The increasing use of student assessments throughout the school year has contributed to a rise in the use of student data in school improvement efforts.”¹²⁸ The use of a connected assessment and data system will allow our school to gain a clear and comprehensive understanding of the specific needs of each student enrolled. Assessments, which provide clear data and information about what students specifically need, allow teachers to “spend more time on certain topics, differentiating instruction by grouping or regrouping students to receive additional help in certain areas, or using new ways of teaching difficult material based on best practices identified by teaching colleagues.”¹²⁹

Bluff City Collegiate believes that through a robust and connected assessment system, we can accurately calculate the progress that our students are making, in relation to the goals that are outlined in **Section 1.4**. Our mission, which is our driving force, states that *all* students in grades 6-8 will meet a high academic bar, and we leverage this belief in all our young people by utilizing multiple assessment systems throughout the year, and aligning that system with each of its elements to our exit standards for each grade level and the goals and metrics outlined in our Accountability Plan. Our assessment system includes: (1) state criterion-referenced assessments implemented annually; (2) national norm-referenced assessments implemented three times per year; (3) interim assessments four times per year, aligned to the rigor and format of the state-criterion assessments; (4) unit assessments, included with the curriculum, outlined in **Section 1.3**; (5) weekly assessments that clearly display the learning as a comparative from week to week; (6) daily exit tickets which display the learning from the day. As stated in *Driven by Data*, “Assessments are not the end of teaching and the learning process; they’re the starting point.”¹³⁰

TCAP

The TCAP is the Tennessee State assessment that allows schools to measure their growth and achievement within that specific year. The TCAP will allow us to show progress and performance we are making towards goals and against metrics outlined in **Section 1.4**. While we will use benchmark assessments throughout the year to track our progress, the TCAP will be our ultimate annual measure of success.

NWEA MAP Assessments

We will implement nationally normed NWEA MAP assessments in Reading and Mathematics for multiple reasons: (1) This allows us to demonstrate within year and across years growth and achievement and compare that growth and achievement to students locally and across the

¹²⁸ “Evaluation of Support for Using Student Data to Inform Teachers’ Instruction.” U.S. Department of Education, Sept. 2019, <https://ies.ed.gov/ncee/pubs/20194008/pdf/20194008.pdf>.

¹²⁹ Hamilton, Laura, et al. *Using Student Achievement Data to Support Instructional Decision Making*. What Works Clearinghouse, 2009, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf.

¹³⁰ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010.

country; (2) Shelby County Schools utilizes NWEA MAP throughout the year, which would provide a comparative for our school to the district; and (3) This provides data that is formative twice per year prior to summative data at the close of year, which provides a comparative from year to year. The data, which is produced from the MAP assessments, will be used to gain clear understanding of where students are. (1) We will have average percentile growth of students from two formative assessments and one summative assessment; (2) We will be able to analyze the performance and progress of all subgroups; (3) We will be able to monitor growth in RIT scores as a comparison to college readiness standards. The data provided from these three data sources, produced by MAP, will allow school leaders and teachers to provide specific support for each individual student throughout the school year.

WIDA Assessment

The WIDA Assessment¹³¹ allows us to measure the development of the English language. It will be utilized at the beginning of the school year to identify our English Language Learners in order to provide them with the supports that they need throughout the school year. The WIDA Assessment provides three different types of scores¹³²: (1) Raw Score – the number of questions or tasks that the student responded to correctly; (2) Scale Score – the item difficulty in order to examine whole groups of students; and (3) Proficiency Level Score – provides an interpretation of the scale score in relation to the six WIDA English language proficiency levels. The information provided from these three reports will allow our English Language teacher to provide the specific supports need for each student as they develop their comprehension of the English language.

Interim Assessments

For Bluff City Collegiate to gain a comprehensive view of how our students are progressing in their mastery of Tennessee State Standards in all core contents (ELA, math, science, and social studies) throughout the year, we will utilize internally created assessments that will mirror the rigor and format of the state assessment (TCAP). The interim assessments, utilized four times per year, and at the end of each quarter, will be a key lever of understanding the progress of our young people throughout the school year, and will also be utilized as benchmarks towards our end of year goal outlined in our accountability plan. After each interim assessment, the data will be analyzed by the teacher and shared with the Head of School in Y1, and the Dean of Curriculum and Instruction in Y2. This data will be the foundation for the weekly meeting between the teacher and the HOS or the DCI to identify specific trends within the classroom, and within specific students. On Friday of the next week, Professional Development will be focused on utilizing this data to identify trends within the grade level, in order to identify the supports needed for both teachers and students within the grade level.

Unit Assessments

A clear and robust assessment that provides a snapshot of the learning that has taken place within standards-aligned units will be incredibly important to the progress of student learning. By using a backwards design model, teachers will first begin with the unit assessment, which has

¹³¹ <https://wida.wisc.edu/assess/access>.

¹³² <https://wida.wisc.edu/assess/access/scores-reports>.

itself been mapped backwards from the Interim Assessments, aligned to the End-of-Year assessments, and from this will plan objectives, lesson plans, and student-facing materials including weekly assessments (see below) to ensure standard alignment. These assessments will be created by the Head of School and Dean of Curriculum and Instruction.

Weekly Assessments

To truly understand the level at which students are understanding and mastering the content and developing the skills needed at discreet points in time, and the effectiveness of the instruction within the classroom, a weekly assessment will be given in all core academic classes. These assessments will be teacher-created and reviewed by the Head of School in Y1 or the Dean of Curriculum and Instruction in Y2 and beyond during weekly professional meetings. Utilizing a backwards design model, the teacher will first create the assessment, and that assessment will be the driver of lesson plans and the daily objectives, all of which will be standards-aligned.

Daily Assessments

Daily assessments (exit tickets) capture the daily performance taking place within the classroom and allows the teacher to make an informed decision about altering the current lessons in response to the data. During the weekly meeting with the Head of School or Dean of Curriculum and Instruction, the teacher will create weekly assessments, and from those, will create lesson plans and daily objectives, and these daily assessments (exit tickets). The Head of School or Director of Curriculum and Assessment will work with each teacher to ensure rigor and standards-alignment of the exit tickets

Comprehensively, to measure progress towards academic goals and metrics outlined in **Section 1.4**, please see the full outline of our assessment program below.

Figure 1.7(a): Bluff City Collegiate Assessments

Type	Frequency	Purpose & Rationale
TCAP State Assessment	1 time per year	TCAP is Tennessee state assessment required of each public school one time per year.
NWEA MAP	3 times per year (Fall, Winter, Spring)	NWEA MAP is a nationally normed assessment that measures proficiency and growth within a year and across years and against the performance of a national cohort.
WIDA Assessment	3 times per year (Fall, Winter, Spring)	The WIDA Assessment provides clear data that articulates two things: (1) proficiency level of the individual student; (2) the supports that each student needs within the classroom.
Interim Assessments	4 times per year (every 9 weeks)	Interim assessments allow the school to see the progress that is being made throughout the year and informs PD, instruction, curriculum, and supports.
Unit Assessments	At the end of each unit (6-8 times)	Unit assessments measure the learning that has taken place for each individual student, within that specific unit and informs PD, instruction, curriculum, and supports.
Weekly Assessments	Once per week	Weekly assessments capture the learning from that specific week in order to incorporate the feedback into the planning for the following week.
Daily Assessment	At the end of each lesson	Provides snapshot into the learning from the day, in order to adjust meet the needs of all students for the following day.

Surveys

Along with the academic data and growth which will be the driver of all instructional decisions within the school, we recognize that there is additional data that will inform us about the overall success of our school. Our goal is to have 90% of parents and guardians complete the annual Family Survey conducted at the end of each year, with at least 90% of the parents and guardians being satisfied with the overall academic program and communication between school and home, and addressing reasons for staying with Bluff City Collegiate or choosing to enroll in a different school. Each year, survey results will be utilized by the leadership team in order to learn how we can improve our school for families and students. This information will be shared in a timely manner with our school's Board of Directors, as well as the parents, guardians, and families of Bluff City Collegiate.

Alignment to Curricular Choices

The foundation for all assessments will be directly drawn from the curricular choices as determined by the Head of School. Assessments will be aligned with the curriculum in each subject and the needs of all subgroups to measure students' growth and learning, as well as measure the effectiveness of our curricular choice.

(b) Academic Progress

Part of our key design for the school is that we believe excellent teaching drives exemplary results; in order for this to happen, we must do an excellent job of consistently monitoring the work that our young people are doing on a daily, weekly, monthly, and yearly basis. Throughout the school year, there will be opportunities for teachers and leaders to obtain analyze, and action plan from academic data that is showing their progress and performance throughout the school year, as well as across years (particularly with NWEA MAP which gives a year-to-year picture of student, subgroup, and cohort growth), whether through the assessments that are part of the curriculum, internally created interim assessments, or the NWEA MAP. Data is not separate from our daily academic program, but an integral daily component of it. We will train and equip our teachers to be taking data daily, weekly, and monthly to ensure we are making the progress necessary to ensure that we are making good on our mission and vision and meeting ambitious academic goals each year. We will also measure progress across various groups within the school, as outlined below.

Figure 1.7(b): Measures of Student Academic Progress

Levels of Measurement	Description
Individual	We will measure the progress of each student at the beginning of the year, consistently throughout, and at the end of the year to measure individual progress.
Student Cohort	We will measure data and progress of student cohorts from year to year to measure the progress and identify trends among the group, informing our continual improvement of content-specific and grade-specific development and inform our evaluation of individual teachers responsible for each cohort.
Subgroup	The Head of School in Y1 and Dean of Curriculum and Instruction in Y2 will work closely with the Special Education ("SPED") teacher until Y3 when a Dean of

	Student Supports is hired to analyze the data from all subgroups (economically disadvantaged, students with disabilities, English Language Learners, at risk, and gifted) to utilize as a comparison to overall student performance after each assessment and inform the Board, leadership, and staff on our success with all groups of learners and inform continual improvement of our program for all students and evaluate the efficacy of our student support staff.
Entire School	We will analyze the whole school performance on an absolute, comparative, and growth measures through each assessment and using external measures (NWEA MAP and TCAP) will have clear measures of performance against our own goals and the requirements of our mission and authorizer.

To fully support all young people at Bluff City Collegiate, we will know the data of each student and we will proactively respond to it. The Head of School in Y1 and Dean of Curriculum and Instruction in Y2 and in all subsequent years will invest in the development of our teachers beginning in the summer and continuing throughout the year, training them to collect, analyze, and action plan based on the data, and as specifically outlined below.

Figure 1.7(c): Bluff City Collegiate Response to Student Academic Progress

Response to Academic Data	Description
Individual	We will utilize the data obtained from assessments in order to inform the instruction happening daily in the classroom. The data will allow the teachers to work directly with the Head of School or Dean of Curriculum and Instruction starting in Y2 to plan, modify, and accommodate the work to meet the needs of all young people.
Student Cohort	Teachers work directly with the Head of School or Dean of Curriculum and Instruction starting in Y2 to plan, modify, and accommodate instruction to meet the needs of all young people in each content area and in all grades. Data will also be utilized by the leadership team to plan Professional Development for teachers and staff.
Subgroups	The Head of School, Dean of Curriculum and Instruction (Y2), and SPED teacher will work together to create and implement an action plans to support all subgroups. The Board of Directors will monitor the progress of all subgroups through the Academic Dashboard.
Entire School	We will utilize the data obtained from assessments to see overall trends from year to year, to inform the professional development needed for teachers, measure the success of the Head of School, and for the Board to ensure we are on track to meeting our annual goals.

We believe deeply that all young people, regardless of their socioeconomic status, background, home language, or disability can meet a high academic bar. With this belief, it is our duty to ensure that all young people are receiving the supports that they need to be successful, and we do that through data in order to be able to truly provide our young people with what they need to be successful now and in the future.

(c) People, Positions, and Entities Responsible for Building Testing Coordination_____

The Head of School and Dean of Operations will be responsible for coordinating all testing that happens within the building. For all assessments that have the possibility of disrupting the daily schedule, the Head of School will be the Building Test Coordinator in Y1; in all subsequent years that role will be handled by the Dean of Operations. The Building Test Coordinator will work with a group of two teachers to form the Testing Committee, which will be responsible for schedule changes, test security, handling of all test equipment or materials, and ensuring all testing

procedures are clear and supportive of teachers and students. The committee will meet six weeks prior to test administration to determine all necessary protocols, will reconvene two weeks prior to finalize plans, and will distribute plans to the school community at least one week prior to test administration.

(d) **Collection, Analysis, and Communication of Student data**_____

We will begin our coaching around the effective use of data in our Summer Institute, in order to highlight why we make an intentional investment in understanding data, to ensure that everyone has a clear understanding of the system that will be utilized throughout the year, and to provide the leadership team an opportunity to know and understand what teachers may need additional support. There are multiple operational layers to the collection, analysis, and communication of student data, and clear roles within such layers. Simply said, the acquisitions and analysis of the data is a team effort. Throughout the process, the Head of School in Y1 or Dean of Curriculum and Instruction in Y2 and all subsequent years will provide support and guidance in student work and data analysis and creation actionable plans for moving forward. Through weekly meetings with teachers, the leadership team will track trends within the class and grade level to inform the professional developments that will be offered at weekly teacher meetings. The data will be utilized not only during weekly coaching meetings between the teacher and the school leadership team but will be utilized daily to inform the instruction that is happening in the classroom.

Figure 1.7(d): Collection, Analysis, and Communication of Data

Assessment	Collection	Analysis	Communication
<p>TNReady (TCAP)</p>	<p>The Department of Education provides schools the results of the TNReady assessment between the month of September and October.</p>	<p>The Head of School in Y1 and the Dean of Curriculum and Instruction in Y2+ will collect and analyze the TNReady results in order to gain a comprehensive understanding of the performance of all students.</p>	<p>Teachers: The results of the TNReady will be shared with teachers once the analysis is complete. Teachers and school leaders will work collectively to create action plans and student cohorts based on the data. Students: The results from the TNReady will be shared with students in order to provide a clear understanding of their score. Parents: Parents will be made aware of the scores as soon as the analysis is complete. A TNReady guide, which is provided by TDOE, helps parents understand their student’s scores. Board: The results from the TNReady will be made available to the board as soon as the analysis is complete. The Head of</p>

			School will work directly with the Academic Committee, which will then share the results with the full Board of Directors.
NWEA MAP	NWEA MAPS, provided to students three times each school years (Fall, Winter, Spring). Results will be collected by the HOS in Y1, and the DCI in Y2+, and distributed to teachers.	The Head of School in Y1 and the Dean of Curriculum and Instruction in Y2+ will collect and analyze the MAP Results, which are made available immediately, in order to gain a comprehensive understanding of the overall student performance.	<p>Teachers: Results from the NWEA MAP assessments will be made available to teachers immediately. The results will be analyzed by the HOS and the DCI, who will work collectively with teachers to action plans for all students.</p> <p>Students: Students will receive their score the week of the assessment, in order to celebrate their growth, and to create new goals for the next assessment.</p> <p>Parents: The results from the MAP assessment will be shared with parents immediately through a letter that will be sent home. Parent’s capacity to know, understand, and interpret the results will be built during the Bluff City Collegiate Family Nights.</p> <p>Board: The results will be shared with the Academic Committee immediately after the assessment. The details will then be shared with the full Board of Directions by the Head of School and the Academic Committee. The Head of School will speak to growth between assessments, areas of growth, and how the school will support all students before the next assessment.</p>
Interim Assessments	Interim Assessments provided to students four times each school year (at the end of every quarter). Results will be collected by teachers, shared with with HOS in Y1 and the	The teachers will administer the Interim Assessment four times each school year and will immediately share the results with the Head of School in Y1, and the	Students: The results of the assessment will be shared with the student once (1) the assessment has been graded; (2) it has been analyzed, in order to provide the teacher the

	DCI in Y2+.	Dean of Curriculum and Instruction in Y2+. The analysis of the data, which is completed by the teacher, unless support is needed.	<p>opportunity to speak in detail to the student about things they did well, and how they will be supported moving forward.</p> <p>Parents: The results of the assessment will be provided through PowerSchool, which is accessible for parents via the website and the app. If parents have additional questions, they may contact the teacher for guidance.</p> <p>Board: The results from the interim assessments will be provided to the board in the month of the assessment. The Head of School will share the results with the Academic Committee and the Full Board.</p>
Daily/Weekly Assessments	Teachers are responsible for the collection of all daily and weekly assessments.	Teachers are responsible for the collection and the analysis of the daily and weekly assessments, which will be shared with the HOS in Y1 and the DCI in Y2+ during the weekly coaching meetings to discuss trends among classes, among specific students, and how the teachers needs support in moving forward in supporting all students, based on the data.	<p>Students & Parents: The results from the daily and weekly assessments will be recorded in PowerSchool, which is accessible via the website or the app. Students and parents who have questions about specific daily and weekly assessments may contact the teacher for guidance.</p>

Our school will use PowerSchool¹³³ to track behavior, allowing parents to have access to their child’s information through their website or smartphone app that can be downloaded to a cell phone. We want to be transparent and honest with our families and believe that the use of the PowerSchool platform and helping parents gain access to the app or website prior to the start of the school year will increase the knowledge and transparency between families and the school.

(e) Responsibilities for Data Collection and Analysis

Teachers will collect and analyze student and class level data daily with exit tickets, weekly assessments, and unit assessments. The Director of Operations will collect interim assessment data, and the Head of School in Y2 and Dean of Curriculum and Instruction beginning in Y2 will train and support teachers in data analysis and action planning from data provided through

¹³³ <https://www.powerschool.com/>.

interim assessments, NWEA MAP, and TCAP. The leadership team will have weekly meetings to look at data and discuss school wide level trends of achievements and shortcomings with more comprehensive focus when major assessment data is available. Leadership team members will use the data to inform what priorities must be set for the coming week or academic cycle (Tier intervention cycles and next six weeks for whole school) and how leadership team needs to support teachers to continue to excel in areas of achievement and change directions in areas of short comings. Student data will be presented to the Board each month during regularly scheduled monthly Board meeting. Data will be shared with Board Chair and Academic Achievement Committee at monthly Academic Achievement Committee meetings and provided in the Board packet to all Board members at least one week prior to Board meetings.

(f) Process for Collecting and Interpreting Data

Data collection and response is a daily, ongoing process. Through taking small amounts of data daily, i.e. small entry or exit tickets, teachers can gain a firm understanding of where students are throughout each day and week. At the end of each week, teachers will provide the students with an assessment that allows the teacher to get a clear picture as to what students know and can do, where they may be struggling, and how they can and need to be supported immediately and throughout the school year. Ongoing professional development, individually per teacher with a member of the leadership team, and collectively as a school around data collection and analysis, will be part of weekly professional development. Our goal is to empower teachers to be in a position where they not only feel extremely comfortable collecting and analyzing the data, but that they have the skills to make informed decisions around what students need in response to the data.

In order to ensure that we have a clear and consistent way for collecting, organizing, and analyzing data, we have created the following processes:

1. Interim Assessments: After each interim assessment, given at the end of each quarter, four times per year, teachers will analyze the data, and will review data with the Head of School in Y1, and the Dean of Curriculum in Y2 and all subsequent years, and will create an action plan, based on the data, of the supports that are need for each individual student. The next week, during the weekly coaching meeting, the teacher and the Head of School will review the created plan in order to see clear alignment between the assessment data and intellectual prep needed in planning to provide the supports of all students in the classroom.
2. NWEA MAP: The NWEA MAP assessments, given twice throughout the school year and once at the end of the school year, provide a comparative for teachers and leaders to look at two things: percentile growth from test to test, or from year to year, as well as the growth of their specific RIT score in correlation to college readiness. Once completed, data will be distributed to students to allow them to celebrate growth between school years and assessments. The teachers and leadership team will analyze, during Friday professional develop, the individual students who have grown, the students who have not grown, and create an action plan of what is needed for each student moving forward.
3. TNReady (TCAP): The TNReady TCAP results are shared with schools between

September/October, depending upon the school year. This data will allow the Head of School and the Dean of Curriculum and Instruction to make strategic choices based on what score a student had from the previous year, in order to know what specific subject they need the most support.

In order to ensure we are not leaving any students behind in lagging skills or not properly identifying students who could be academically at-risk students, we will consistently collect academic data through classroom monitoring of progress, active lesson intellectual preparation, and formalized assessments as described in [Section 1.7\(a\)](#). Ongoing coaching of teachers will empower them to analyze and use student data to inform instruction in their classroom by targeting checks for understanding questions and ensuring students are getting appropriate work that is rigorous and scaffolded with supports. Data analysis will also inform the small groups (intervention and tutoring) formed by teachers. Our continual investment in and development of teachers will occur through weekly touchpoint meetings with the Head of School or the Dean of Curriculum and Instruction, as well as Friday all staff professional development. The all staff professional developments scheduled for Friday afternoons will be a combination between instructional strategies, classroom management techniques, and the best practices and support around data analysis.

[\(g\) Professional Development and Support for Data Analysis](#)_____

Support for data collection and analysis begins during our Summer Orientation. Our teachers spend time in the summer not only internalizing the core values of the school, understanding what it means to be part of the Bluff City Collegiate team, and deeply studying the curriculum, but also understanding the data protocol that takes place within the school. The leadership team recognizes that not all teachers will have the tools and skills necessary to obtain, analyze, and create a corrective action plan based on the data, and the Head of School will begin this investment during the 18 days of Summer Orientation. This professional development will continue throughout the school year through weekly professional development days and our nine full professional development days with the Head of School in Y1 and the Dean of Curriculum and Instruction in Y2 and beyond to ensure that teachers have the tools and skills they need to be successful in analyzing data through weekly observations and coaching meetings. Our nine full professional development days are tentatively scheduled for the following dates, which are subject to change: September 7, October 18, and November 29, 2021 and January 3-4, February 4, March 21, May 6, and June 8, 2022. These days will be led by the Head of School in Y1, with the support of the Dean of Operations and will be led by the Head of School and the Dean of Curriculum and Instruction in Y2 and in all subsequent years. Our full professional development days will be an opportunity for the leadership team to build the capacity of the teachers and staff to analyze data deeply, create clear and concrete action plans for each student, and to identify high level trends among grade levels in order to provide supports for all students.

The school leadership team will be active in finding ways to continually improve the understanding, capacity, and execution around data collection, analysis, and actions. As stated, the investment from the Head of School in Y1 and Dean of Curriculum and Instruction in Y2 begins in the summer and continues throughout the school year with 1:1 coaching each week, providing

opportunities for teachers and the leadership team to review curriculum in light of current data, and plan supports for all students, including our students with disabilities and EL students. The Head of School and the Dean of Curriculum and Instruction (Y2) will work with teachers to identify the student and teacher strengths and gaps, and action plan accordingly. Throughout the year the leadership team will be in constant communication about the data from each classroom. During weekly leadership meetings, the leadership team will discuss trends from different grades and subjects to know two things: (1) What teachers need the most intensive supports (and types of supports) to ensure a high level of teaching and learning is happening daily; (2) What students need the most supports (and types of supports) so that they are being put in the correct RTI/Focus group each month. The leadership team will take a step back in mid-year and end of year to ensure that they are getting a clear picture of where students are, what supports they need, and changes that need to be made for the coming school year.

Through its Follow On Support, BES will assign a coach who will work directly with the Head of School to coach on all aspects of school leadership, including analyzing and responding to the school's academic data and ensuring the effective planning and implementation of systems for data collection and analysis. As pre-work to data days, teachers will receive assessment reflection templates that guide them to identify high level takeaways from assessments that include target students, target standards, and preliminary planning of remediation for identified students and standards. School leadership will meet with teachers individually during allotted professional development days, each Friday throughout the school year, and at weekly coaching meetings to go over their plan and identify any areas of weakness in lesson plans before creating full implementation plan for remediation, reteach, and tutoring.

1.8 SCHOOL CALENDAR AND SCHEDULE

(a) Annual Calendar _____

Please see **Attachment A**.

(b) Academic Calendar Rationale _____

Bluff City Collegiate aims to be a school where families feel valued, supported, and affirmed for who they are. We aim to be a school that recognizes the incredibly hard work that our teachers put into ensuring all young people meet a high academic bar daily. Most importantly, we aim to be a school that ensures all young people, regardless of learning style, disability, or experiences are provided with a school that supports their growth and development. We believe that all of these aims are intertwined and will create a synergy that supports our ambitious goals, and can be accomplished through a laser-like focus on four things that make our school not only unique, but distinct, and all of which must be reflected in the way that we build our annual calendar: (1) Extended school year to provide students more time developing their academic ability and character; (2) Professional development that prepares and equips teachers to meet the needs of all students and provides them with the tools and skills necessary to meet a high academic bar; (3) Assessment system providing frequent and relevant data rooted in rigorous, standards-aligned academic content to know and understand where our young people are, what supports

they need, and how we can ensure that they are measurably growing them to take on the challenges of high school and college; and (4) Family engagement that strengthens the relationship between home and school and focuses our communication to ensure that all of our young people develop into individuals who can meet the rigor of high school and college, and be leaders in the community. To achieve our ambitious goals outlined in **Section 1.4**, our school calendar and daily schedule will reflect these priorities.

Extended School Year

Three years of research on the assessment results of students showed that the more time individual students spent in reading and math, the higher their scores were in those specific subjects.¹³⁴ By creating a school calendar that provides students with more time daily AND with more days within the school year, we will have the strongest opportunity to (a) close academic gaps within some of our most at-risk and vulnerable neighborhoods, (b) provide deeper learning opportunities daily, and (c) deliver higher levels of achievement for our young people.

Our extended school year provides: (1) 185 school days, as compared to 175 of the local school district; (2) 27 professional development days for teachers, as compared to the 15 provided by the local school district; (3) 18 Saturday Schools – offered for all students to provide additional support, outside of the 185 school days, all of which provide us more time to invest in providing the tools and skills needed to take on the academic challenges of high school and college.

Professional Development

Above all else, research shows that the best indicator of how a student will grow and perform within a specific school year is the capacity of the classroom teacher.¹³⁵ By investing significantly in our teachers, we will position them to perform at a higher level for our young people and will want to stay at Bluff City Collegiate over time as well as in the teaching profession. Our teacher investment begins in the summer with 18 days of intense professional development and continues throughout the school year with weekly 1:1 coaching, and abbreviated school day each Friday to provide additional time for the investment in teachers.

Summer Institute

Summer Institute is an opportunity for teachers, staff, and leaders to prepare to operationalize our mission, vision, and beliefs, and plan to work strategically to meet our ambitious goals. Leaders will walk staff and teachers through the school's academic, cultural, and operational systems and structures, daily routines and procedures, examine our assessment program and approach to data, and begin to internalize the curriculum. Leaders begin to provide teachers with the tools and skills to obtain and analyze data and create action plans to support all of our young people. Summer Institute, a significant part of our extended year for our professional and instructional team, is the foundation for the school year.

¹³⁴ Farbman, D. (n.d.). "The Case for Improving and Expanding Time in School: A Review of Key Research and Practice." *National Center on Time and Learning*. February 2015. <https://files.eric.ed.gov/fulltext/ED561994.pdf>.

¹³⁵ https://tntp.org/assets/documents/TNTP_GreenhouseSchoolsinBoston_2015_Web.pdf.

Weekly Coaching Conversations

The TNTP Greenhouse report¹³⁶ shows that teachers in environments where they received direct, actionable feedback from their school leaders are able to help their students achieve at a higher level. Investing in teachers is incredibly important for their overall growth and the growth of their students. In these weekly meetings, teachers will be provided feedback from observations, receive guidance and oversight in the internalization of the curriculum, plan future lessons, discuss how to modify and accommodate curriculum and instruction to support all learners, and discuss, analyze, and create corrective actions plans based on data.

Friday Professional Development

Each Friday we release students at 2:00pm, providing the leadership 120 minutes to invest in our teachers and staff. The 120 minutes each week will be spent investing in the development of specific pedagogical tools and techniques that need to be incorporated into the classroom based on observations, an continual investment in our development and growth in the school's taxonomies, or a comprehensive look into the student data that is being produced in the classroom.

Assessment System

Assessments provide the school clear and measurable data about strengths and gaps in teaching and learning and enable teachers and leaders the opportunity to address their own practice. Assessments are an essential component of our school that provide us the data we need to ensure that each student is receiving the support they need. Though the assessments are incredibly important in allowing us to understand what students know, where they need help, and what we can do to ensure they are receiving that help, they do take time away from instruction in the classroom, thus we want to ensure that everyone is aware of when the assessment is taking place. Our school calendar clearly lays out when we will be administering assessments throughout the year. Our belief is that data should drive all our decisions within the school, and that data needs to come from quality assessments.

Family Engagement

Families are an integral part of what we do, how we teach and engage with our students, and how we ensure that all young people are meeting a high academic bar throughout the year. With this belief, we have created a school calendar that provides for the significant investment in building a strong relationship with our parents, as well as building their capacity to invest in their student in their home. Our investment in our families is outlined below.

- **Summer Home Visits.** Home Visits will begin in the month of May and will continue through the end of June. Home visits are a way for the Head of School to build relationships with families and with students.
- **Family Orientations.** Family Orientations are on August 5-6, 2021, with parents being able to choose which day to attend. Family Orientation will be an excellent time for parents and families to meet and learn more about the Head of School, the Dean of Operations,

¹³⁶ Ibid.

and the teachers in the building. Parents and guardians will be given the Staff and Family handbook, which clearly outlines expectations for students, families, and the school.

- **Bluff City Family Nights.** The first Bluff City Family Night will be on September 2, 2021, and will be a time for the school and families to build their relationship, for the parents and guardians to have time with their child, and for the school to build the capacity of the all families in order to ensure they can continue the learning in the home.
- **Teacher/Parent Conferences.** Conferences happen three times throughout the school year and are placed at the beginning of each new quarter. The tentative dates for our Teacher/Parent Conferences are October 21, 2021, January 6, 2022, and March 24, 2022. These conferences serve as an important way for parents and teachers to talk through progress that students are making, supports that are still needed, and how the teacher and parent can work collectively to ensure that the student is working towards meeting a high academic bar.

Our school calendar has a Family Night scheduled each month, which will allow us to bring our families into the school to invest in their relationships, glean wisdom about their young person, and learn how we all can work together to ensure the success of each student. Outside of our nine Family Nights throughout the school year, our leaders and teachers are continually reaching out to our families, communicating how students are displaying our core values and being positive members of our school community, how they are being successful in the classroom, and also to reach out for guidance of how we can support all students when we are struggling. We recognize that parents, families, and guardians are the experts in their children, and we will work incredibly hard to leverage that expertise.

(c) Daily Schedule

Our daily scheduled was created to ensure we can reach our ambitious academic goals and grow the character of all students; given achievement data of the surrounding community and the foundational needs that we must address to place students on a trajectory for success in high school on their way to college and other post-secondary opportunities, we prioritize three particular elements within our daily schedule: English, math, and daily interventions/supports. Our daily schedule allows for 100 instructional minutes of English and another 100 in math (compared to 50 minutes in local schools), plus the additional 50 minutes each morning in RTI²/Focus, which will allow us to provide each student with data-driven individual supports. Our extended school day allows for students to invest in themselves, allows for our teachers and leaders to invest in the growth and development of our students, and allows for the school community to grow together through the Morning Meeting, where we focus on our core values and being individuals who become community leaders. Outside of our traditional school day, we will offer Collegiate Plus, an intentional tutoring hour, offered four times per week after school, for all students, which affords an opportunity to support students with homework completion and provide additional tutoring as may be needed.

Figure 1.8(a): Bluff City Collegiate Monday - Thursday Schedule

Sample Schedule		
Time	Mins	Activity
7:35am - 8:00am	25	Student arrival + Breakfast
8:00am		START OF DAY
8:00am – 8:10am	10	Morning Meeting
8:10am – 9:00am	50	RTI ² /Focus
9:00am – 9:50am	50	Math 1
9:50am – 10:40am	50	Math 2
10:40am – 11:30am	50	Physical Education
11:30am – 12:00pm	30	Lunch
12:00pm – 12:50pm	50	Reading
12:50pm – 1:40pm	50	Writing
1:40pm – 2:30pm	50	Social Studies
2:30pm – 3:20pm	50	Science
3:20pm – 3:45pm	25	Afternoon Advisory
3:45pm		Dismissal
4:00pm – 5:00pm	60	Collegiate Plus (tutoring)
Total Minutes	550	

Figure 1.8(b): Middle School Friday Schedule

Sample Schedule		
Time	Mins	Activity
7:35am - 8:00am	25	Student arrival + Breakfast
8:00am		START OF DAY
8:00am – 8:10am	10	Morning Meeting
8:10am – 8:55am	45	Math 1
8:55am – 9:40am	45	Math 2
9:40am – 10:25am	45	Physical Education
10:25am – 11:10am	45	Reading
11:10am – 11:30am	20	Lunch
11:30am – 12:15pm	45	Writing
12:15pm – 1:00pm	45	Social Studies
1:00pm – 1:45pm	45	Science
1:45pm – 2:00pm	15	Afternoon Advisory
2:00pm		Dismissal
Total Minutes	385	

(d) Schedule Rationale

Our schedule provides the time needed to ensure that students have the extended, prioritized, and individualized instruction needed to ensure their success each day, week, month, and school year. Our young people need time to efficiently close gaps, deeply invest in their learning, focus on their personal development, and experience how they can positively impact our school community and the Memphis community through their growing leadership in service of others.

We also deeply believe that our schedule provides teachers need the dedicated time and support to ensure that daily classroom instruction will allow all students to learn, grow, and develop.

Through 425 minutes of daily instructional preparation time, teachers can meet and work with the Head of School in Y1, and Dean of Curriculum and Instruction in subsequent years. Through daily planning, structured and purposeful coaching, along with a robust professional development schedule that begins in the summer (18 days) and extends to every Friday of the school year (120 minutes per week), and nine full days dedicated to the professional development of our teachers in their pedagogical skills, and their ability to analyze classroom and assessment data, we can ensure teachers are equipped to provide students with the instructional and data-driven supports they need to meet a high academic bar.

Schedule details are directly informed by the need in our target community. Over the last three school years, students from 38122 and 38111 have not scored above 20% proficiency in either reading or math; our daily schedule responds to this challenge, with a double block (100 total minutes) in ELA and another double block (100 total minutes) in math. Teachers will utilize data daily and weekly to help inform which specific RTI group students need to be part of.

Beyond our weekly schedule, we will provide the opportunity for all students to receive additional instruction through eighteen Saturday School days, which will further their development and growth.

Figure 1.8(c): Schedule Components with Rationale

Component	Rationale
Morning Meeting	To ensure our young people begin each day with the right mindset and attitude, we will take time to invest in them through Morning Meeting - a time for our Head of School to explore our core values, what it means to be an individual of character, and explore who they are and how they can impact the school, Memphis, and the world.
RTI²/Focus	To ensure we are providing each student with the individualized supports that they need to meet a high academic bar, we will utilize a RTI/Focus hour Monday through Friday. Our RTI ² / Focus groups are created utilizing data from classrooms, through which students are placed in each specific group every month, to ensure that are not only growing, but are receiving the specific services and supports that they need.
Math 1 & 2	To ensure our young people are developing their brains mathematically and can see connections between what they are learning in class and the real world, we dedicate 100 total daily minutes to math each day, broken into two 50-minute blocks. This allows the teachers in grade 6 to quickly address lagging skills and provides teachers in grade 8 to push students towards high school readiness.
Reading & Writing	To ensure our young people are developing into individuals who can read and analyze high level texts and write a coherent and sound text-based response as well as other forms of writing aligned to state standards, we have dedicated 100 total daily minutes of English, broken into two 50-minute blocks, Reading and Writing. This allows teachers to provide rigorous and engaging fiction and non-fiction materials for our students to read and provides the time for each student to learn how to effectively write in response to their various readings.
Lunch	We believe that students need a nutritious lunch and opportunity to socialize with their peers every day.
Social Studies	To ensure our young people are developing their equity, empathetic, and global perspective lens for the world, our Social Studies teachers will utilize the Tennessee Social Studies standards, as well as resources from Teaching Tolerance ¹³⁷ , an organization that

¹³⁷ <https://www.tolerance.org/classroom-resources>.

	emphasizes anti-bias and social justice resources to encourage young people to be active members in a diverse democracy. Through these resources, our young people will explore, discuss, and write in response to current social justice issues, and learn how we as individuals can approach these situations with equity, empathy, and a global perspective.
Science	To ensure our young people are prepared for a world and the future is ever changing, and with the desire to see them change it, our science classrooms will provide opportunity to explore new ideas, learn how the world works, and provide them with standards-aligned scientific knowledge that can help them impact and change their community and world.
Specials (PE)	To ensure our young people are healthy individuals who know and understand how physical activity can impact our long-term health, students will participate in a 50-minute physical education (PE) class daily. Through this class, our young people will not only have the opportunity to exercise, but will learn about nutrition and healthy eating habits as well. This will also provide opportunity to teach and reinforce core values that lend themselves well to the various activities within a values-rich PE classroom.
Advisory	To ensure our young people are not only developing academically, but as individuals who can be leaders in their community, our young people will invest in three things each week in PM advisory: (1) Extension of the core value learning and development from the AM community meeting; (2) Understanding current social justice issues and how to respond to them in an equitable and empathetic way; and (3) Working with their advisory group to create a service project for the school, community, or City of Memphis.

(e) Typical Day for Student/Teacher at Bluff City Collegiate _____

Typical Day for 6th Grade Student at Bluff City Collegiate

Morning Routine/Breakfast/Morning Meeting

John wakes up at 6:45am to the sound of his mother singing in the kitchen. He quickly puts on his Bluff City Collegiate polo with his khaki pants, tucks his shirt in, and puts on his belt. He looks at himself in the mirror to ensure his polo is tucked in and his pants look clean, and then he heads into the kitchen to see his mom. “Isn’t today the day that you have the opportunity to lead the warm-up in your English class? I know how excited you have been,” his mom says as she gives him a hug. “Yep. I am so excited. The other students have gone; I’m excited it’s finally my turn.” John puts his independent reading book and homework into his backpack and heads to the car.

At 7:30am, John’s mother pulls up in front of the school, and as she does, John can feel the excitement growing inside of him. He quickly says goodbye to his mother and follows the sea of navy-blue polo shirts heading to the front of the school where the Head of School is standing, waiting to greet each student by name. John looks over his uniform one more time before walking up to Mr. Savidge. “Good morning, John, I am so glad you are here. How many pages of your IR book did you complete last night?” Mr. Savidge asks. “My goal is five, but I was able to read seven before bed last night,” John replies, beaming with pride. Mr. Savidge smiles and says, “Proud of you John. Keep working hard. You can change the world.” John smiles, quickly walks into the cafeteria, and follows the line of students to the front where he quickly picks up his breakfast and sits down. John sits down at his assigned table and assigned seat, begins eating his breakfast, and quietly talks to his friend Eric about IR books, football, and what they are excited about today.

Our 6th grade ELA teacher, Mr. Boykin claps three times at 7:55am, which prompts students to begin cleaning up their space. As he has been taught, John wipes down his area, puts his milk

carton and cereal box in the trash, and looks around the table to see how he could be helpful to the rest of the group. As the class finishes cleaning their table, John sits up straight and looks to the front of the room where Mr. Savidge is waiting to greet the students. John loves the Morning Meeting because Mr. Savidge not only makes him feel important but helps him learn more about himself. "Good morning, BCC!" Mr. Savidge says, and all students, in the loudest and proudest voice, respond: "Good morning, Mr. Savidge!" Mr. Savidge smiles and says, "Why are we here?" John smiles, because this is one of his favorite parts of the day. John says, with the rest of the students, "We are here because WE LEARN – WE LEAD – WE EXCEL." Mr. Savidge explores the core value of Fortitude, helping students understand why Fortitude is crucial for them, how it can be lived out daily in our school, and how it can be impactful to our community. At one point during Morning Meeting, Mr. Savidge asks students to turn and talk to a neighbor about how they have shown Fortitude, or a time that they have seen someone else show Fortitude. John turns to Eric and says, "Yesterday in math, we were working out different ratios and their impact, and I was struggling to understand. But I asked Ms. Birgs for help, and I showed Fortitude when I was able to finish my classwork." Eric shares how he saw his brother show Fortitude last night as Mr. Savidge brings the school back together. "Remember, I am proud of each of you. We are here because..." All the students shout, "WE LEARN – WE LEAD – WE EXCEL." Students begin to silently line up in their RTI groups in order to transition to their specific area of focus for the week.

RTI/Focus

John quickly walks to line up in his Math RTI group, which he feels excited about because he knows that he needs some extra help. The group walks down the hallway and lines up outside of the class waiting for Ms. Birgs to come and greet each student. At exactly 8:10am, Ms. Birgs walks to the doorway, looks at the RTI group and says, "Good morning! Today is a new day. It is another opportunity to get better." Ms. Birgs greets each student as they enter the room while John checks to make sure his shirt is tucked in before getting to the front of the line. Ms. Birgs says, "Good morning, John. You have made tremendous progress this week. Keep growing that brain." John smiles, says good morning, and quickly walks to his assigned seat as he feels the pride swelling inside of him. John pulls out his RTI math work for the week, his pencil and sharpener, and puts them on the right corner of his desk as he has been taught in order to be prepared for class. Ms. Birgs leads the class through the focus for the week, which is standard 6.RP.A.1, which is not only being able to understand a ratio, but being able to explain it as well. John feels like he is beginning to understand the concept of a ratio but is having trouble explaining it. Ms. Birgs reminds the class, "Remember, everyone is at different places in their understanding. It is okay. We are all here to get better together." Then they focus in and get to work, with Mr. Birgs circulating the room purposefully and working with individual students for the next 45 minutes.

Math

1

At 9:00am John transitions with his class to his homeroom teacher, Ms. Casey, who is also his Math teacher. Though Math is challenging for John, he is excited to be in class because he likes Ms. Casey and feels valued when she is teaching. The class begins with a Do Now, a problem about the relationship between two different ratios and the importance of knowing and understanding that relationship. John works through the problem, wanting to be able to share what he knows with his neighbor and with the class. Though Math is hard for John, he always wants to share so that he can be proud of the work he is doing. Ms. Casey has the class turn and

talk with a neighbor about their thinking, and then brings the class back together to walk through the problem as a whole group. Ms. Casey utilizes a Show Call, utilizing Jasmine's work at the front of the class, in order to share her thinking while she worked through the problem and to discuss how the problem and the learning connects to the real world. The class transitions into the specific math work for the day, which John likes because Ms. Casey always has them in groups, showing their work on small white boards, and talking about their answers to deepen their knowledge about the relationship between ratios.

Math 2

The students in John's class stand, stretch, and use the restroom before Math 2 begins at 9:50am. This is something John loves about this school. Though Math is hard, he feels like all the teachers want him to learn a lot, which is why they have two math classes each day. John sits back down and ensures that he has the materials that are needed to be prepared for the beginning of class. Ms. Casey begins Math 2 by utilizing a problem from the previous lesson. The question reads: "Answer the question below, along with a written explanation for your answer. "In a bag of red and green candy, the ratio of red candy to green candy is 3:4. If the bag contains 120 green pieces of candy, how many red pieces of candy are there?" John takes time to read the question and highlight the important information. He draws two columns: 1 with green candies at the top, and one with red candies at the top. Underneath, he writes all the information he knows, and then pauses to think to himself. "I know that the ratio of red candy to green candy is 3:4. I also know that there are 120 pieces of green candy in the bag. If I use x to represent the red candies, which I don't know how many there are, and I write a fraction, I can cross multiply and divide to get the correct answer." John completes the problem and figures out that there are 90 red pieces of candy, as Ms. Casey circulates the rooms, she glances at John's paper and says, "Excellent John. I am going to use your work for the show call. Ms. Casey brings John's work to the front of the room, shows the students the John's work, and then allows John to walk the class through his thinking while he was completing the work. John does, smiles, and thinks to himself that though math is tough, he did it correctly and was called on. Ms. Casey has the class move back into groups and work through problems before they transition at the end of the class to their Exit Ticket. John works diligently through the Exit Ticket, taking his time and ensuring that he has shown his work and given a clear written example of how he got his answer. Before transitioning to his next period, John collects his materials in order to ensure he is prepared for transition.

Physical Education

Mr. Finley arrives at Ms. Casey's door at 10:35am to transition the class to the PE classroom. Students line up and walk quietly down the hallway with anticipation for the game that they are going to be able to play. Mr. Finley has the students walk into the room, line up in their normal spots, and stretch before beginning. John quickly looks around the room for Eric in order to see who will be on his team for the dodgeball game. John loves dodgeball. Though it is just a silly game, John feels as though it helps him become a better teammate, friend, and a critical thinker, all of which embody the core values of the school: joy, empathy, dignity, fortitude, community, and critical thinking. Once the class is finished stretching, Mr. Finley has the students do multiple laps around the gymnasium as a warm-up and then splits the students into different groups. John, to his dismay, is on the opposite team of Eric, but still has fun and plays hard to win the game. At the end, though John's team lost, he is left with a smile on his face from the fun that he had in

PE class. The winning team does not gloat about their victory but goes across the gym to shake the hands of the other students, telling them “good job” and “good game”. The students quickly line up at the door for transition. Mr. Finley stops and says, “I am really proud of each of you for your effort today. To the winning team, even though you had a chance to brag about your victory, you didn’t, you went and congratulated the other team. Can anyone tell me what that core value that an example is of?” A girl in the back of the line, Monique, raises her hand quickly and waits to be called on. “That is an example of dignity, Mr. Finley. The winning team provided dignity to the losing team by not making them feel bad about losing,” says Monique. Mr. Finley smiles, and says, “You are absolutely correct. Thank you, Monique. Proud of you class. Let’s go.” Mr. Finley walks the class out of the gymnasium and transitions the class to the cafeteria for lunch.

Lunch

At 11:30am, John and his class transition from PE to the cafeteria for lunch. John loves this part of the day. They are not only provided delicious food for lunch, but Mr. Savidge always has classical music playing in the cafeteria while the students eat and talk quietly with their friends. John sits between Jasmine and Eric, two of his good friends, and then talk about their IR books and what is happening in *The Lord of the Rings: Fellowship of the Ring*, which is the first in the series, and about the weekend. At 11:50pm, Mr. Savidge asks tables to throw away their trash and clean the table in order to ensure that we are showing pride and dignity in our space. At 11:55, teachers enter the classroom and begin the transition to 4th period, for which John has reading, his favorite class.

Reading

At exactly 11:55pm, Mr. Boykin walks to the front of the table where John is sitting and silently motions for the students to stand and begin walking to the exit of the cafeteria. John is in the middle of the line and walks quickly with the rest of the class. Before reaching the door, John checks his uniform to ensure that it is tucked in. He feels an immense bout of pride when looking down at his Bluff City Collegiate polo, because he knows that his school is a special place. Mr. Boykin greets each student at the door. As John approaches the door, and before Mr. Boykin could speak, John blurts out, “Mr. Boykin, I read seven pages in the IR book last night!” Mr. Boykin’s smile grows wide and he says, “John, you are doing such a good job of pushing yourself to grow and get better. Keep going. I am so proud of you.” He shakes John’s hand and John quickly moves to his desk. Mr. Boykin already has the Do Now on the board for the students to complete at they enter the class, and they all quickly get started on it. The question is about the reading yesterday in *The Giver* to ensure that the students know exactly what is happening. John loves exploring the intricate details of dystopian societies and thinks that *The Giver* could be one of his favorites. The students complete the Do Now and moves into the reading portion of the class. The class reads together specific pages, and then turns and works with their shoulder partner to answer questions and probe their understanding of what is happening. Towards the end of class, Mr. Boykin brings the class back together and asks multiple students to share out their takeaways and understanding of the text. The students complete their Exit Ticket, pass it to the front, and wait for Mr. Boykin to dismiss them to break.

Writing

John quickly gets up, takes the pass, and walks to the restroom. He ponders the differences

between our society and a dystopian society, like the one in *The Giver* from reading class. He is grateful to be in a reading class that feels fun, that allows him to discuss big ideas and small details from the book with the class, and to write about what they are feeling and thinking. John returns to the class and takes his seat next to Eric. He knows that reading isn't Eric's favorite class but asks him about the differences between the current world and a dystopian society and if he likes *The Giver*. Mr. Boykin brings the class back together and they immediately transition to their writing class, which is an extension of the work they were doing with *The Giver* in Reading. As the class pulls out their writing journals and opens to the page where they left off from the day before, John writes about Jonas, the protagonist, and his interactions with other characters throughout the story, and how those interactions shape who Jonas is. John often pauses throughout his writing to think about how he is like Jonas, someone who is thoughtful, caring, and wants to take care of other people. Throughout the class period, each student has a peer review from one of their classmates before having their work checked individually by Mr. Boykin. Though sometimes being vulnerable is scary, John knows that his writing is improving throughout the class. 1:40pm comes quickly and Mr. Boykin helps the class quickly moves to the door for their transition.

Social Studies

Students quietly walk out of Mr. Boykin's class and down the hallway to Mr. Pogue's class, where they wait outside the door for Mr. Pogue to greet them. John thinks through their learning in the last week in Social Studies, specifically about Egypt and their economic growth due to their strong agriculture within the city and wonders how that relates to Memphis and his current community. John walks to his assigned seat, sits down, and begins on the Do Now. Mr. Pogue circulates the room, checking on students, pushing their thinking, and identifying students he would like to share. Though John isn't one of the students identified to share, he loves listening to other people's opinions, because it helps him develop an empathetic lens, like the core value empathy, for other people and perspectives. Mr. Pogue ensures that all the young people are track throughout the class period. At the end of class, Mr. Pogue provides an Exit Ticket for the students, which John quickly completes and raises his hand, hoping to be identified as the first student completed with his work. Mr. Pogue walks over to John, picks up his Ticket, looks it over, and smiles. "Good work today, John. Proud of the progress you are making." John smiles, overcome with pride, as Mr. Pogue walks away to collect the rest of the students work. 2:30pm comes quickly, and Mr. Pogue instructs the students to line up and walk to the door to transition to their next class period.

Science

At 2:30pm, students walk down the hallway to Mr. Morrow's classroom for Science. Mr. Morrow greets each student by name and shares a fist bump as they walk into the classroom. John likes Mr. Morrow a lot but doesn't feel like science is his best subject. Though he really loves how Mr. Morrow lets them learn with their hands, he knows that science class is always a challenge. Today they are talking about energy, and how there is a difference between potential energy and kinetic energy. Mr. Morrow asks students to work independently at first to write down what they believe is a clear definition and delineation between the two, and then to share with a neighbor when the timer rings. John feels stuck and doesn't really know how to begin. After a minute, Mr. Morrow comes over and bends down next to John and says, "Hey, my man, what is going on?"

You haven't started yet." John looks like at his paper and says, "I just don't feel like I know how to get started. I am not sure I know a clear difference." Mr. Morrow draws a quick diagram on John's page and says, "See if this will help." He smiles at John and walks away to help the other students.

Advisory

At 3:20pm, all students transition back to their homeroom class for afternoon advisory. John loves this time of the day because it allows him to slow down and think back through the day to all of the positive interactions that he has had to leave on a positive note. Ms. Casey stands at the front of the class and says, "Two things you and your neighbor need to focus on for today's advisory: (1) What is one positive thing that happened today that you are proud of and (2) What is one way that you displayed fortitude today? Who can quickly remind us of the definition that Mr. Savidge gave us for our core value, Fortitude?" Sarah quickly raises her hand and says, "Fortitude is the ability to move forward, even though something is challenging, without giving up." Ms. Casey affirms Sarah for her contribution, and allows the class to turn and talk with a neighbor. John, almost always sitting by Eric, listens to him first talk about his day, what he is proud of, and how he displayed fortitude. John shares that he is proud of the progress he is making in math class, that science was challenging but he showed Fortitude, and he is excited about tomorrow. At 3:35pm, Ms. Casey brings the class together to provide them with the homework from each class period, ensuring that each student has the correct assignment written down, before the dismissal process begins.

Dismissal

At 3:45pm, dismissal begins, and John is escorted by his Ms. Casey to the parking lot, where parents and families are waiting to pick up their students. John sees his mom and walks over and gets into the car. John pulls away from school in his mom's car, looks out the window, smiles and waves at the students, teachers, and leaders that are standing in front of the school. He loves his school because he knows that each person believes in his ability to learn, believes in his ability to lead, and believes in his ability to excel in the future.

Typical Day for a Teacher at Bluff City Collegiate

Mr. Boykin begins his day just like every day, a steaming cup of coffee and an apple as he heads out the door to school. He knows that if he is in the car by 6:20am sharp, that he will be at school by 6:30am, which will allow him to be one of the first teachers in the building, allowing him to not only get into the right mindset, but allowing him to get his classroom exactly the way he needs it to be to ensure that all young people are meeting a high academic bar in the classroom.

Mr. Boykin walks through the quiet hallways to his classroom, sets down his coffee, and immediately updates his white board for the day. Date, Standard, Agenda, Exit Ticket, and Quote of the Day need to be updated each morning. Though it takes time, Mr. Boykin knows that this allows his students to know exactly what is expected for the day. Mr. Boykin quickly walks around the classroom making sure that all desks are lined up correctly, materials needed for the day are prepared, and extra pencils, paper, and any other materials are easily accessible for all students.

Mr. Boykin heads to the cafeteria at 7:10am for the morning huddle. Mr. Savidge greets each teacher and asks the staff if there are any shout outs from the previous day. Ms. Casey gives Mr.

Finley a shout out for being willing to go above and beyond and help her carry heavy items to her car at the end of the day. The staff all snap in recognition of the shout out from Ms. Casey, and a couple of other teachers share their praise for their peers. Mr. Savidge jumps in and says, "I want to give a shout out to everyone in the room. A founding year can be challenging, and all of you have contributed to our early success. Thank you for all of your hard work." Mr. Johnson, Dean of Operations, explains a couple of announcements for the day that related to the schedule, and before ending the meeting, Mr. Savidge asks if they have any questions. Staff quickly move to their locations in the cafeteria and right outside the cafeteria, as Mr. Savidge heads outside to greet the students and let them into the building.

Students quietly walk into the cafeteria, grab their breakfast, and head to their homeroom's table. Mr. Boykin greets each student by name, gives them a fist bump, and takes their homework. He quickly flips through each subject in their folder, marking down on the homework completion report for each cohort, which is collected by the Dean of Operations before breakfast is complete, ensuring that they have all their assigned homework, and then placing it into the homeroom bin that he will take back to the room. As one student does not have their homework complete, Mr. Boykin probes the student to understand why, and then marks down what subject's homework is missing of the homework completion report. Mr. Boykin walks to the front of the cafeteria, claps three times, and the students begin silently cleaning up their space. Mr. Boykin smiles, and is grateful to be given a leadership role in the morning. He knew that when he moved from his previous school to Bluff City Collegiate, that he wanted to take on more of a leadership role. The students quickly finish cleaning up and Mr. Savidge comes to the front of the cafeteria to lead students in the Morning Meeting, where he makes announcements that the students need to know and leads them through one of the core values. This month is Fortitude. Mr. Boykin circles his table listening to the students talk during the turn and talk, giving fist bumps and encouraging students. Mr. Savidge ends Morning meeting by saying, "Remember, I am proud of each of you. We are here because..." All the students shout, "WE LEARN – WE LEAD – WE EXCEL." Students begin to silently line up in their specific RTI groups in order to transition to their specific area of focus for the week.

Mr. Boykin leads his RTI²/Focus group from 8:10am-9:00am before he has his first planning period. Mr. Boykin is focusing specifically with his group this week on utilizing context clues within sentences to identify the meaning of unknown words. For the work today, Mr. Boykin hands out a half sheet of paper to each student, which has two five-sentence paragraphs, and in each paragraph, two different words are highlighted, which are the words students need to define and utilize in the sentence. He explains to his group that he would let them work for five minutes independently, while he circulates and sits with each student for a moment to provide help and guidance. Once this task is completed, Mr. Boykin pulls out *The Giver*, which is being read in class, and turns to a specific page within the text, pulling out specific words, and working with the students on understanding the context and the clues to figure out the meaning. At 8:55am, Mr. Boykin quickly transitions his students to their class to begin period 1.

During his first planning period of the day, Mr. Boykin has a coaching meeting with Mr. Savidge, where they will debrief the observation from earlier in the week. At the end of RTI, Mr. Boykin transitions his students to their 1st period class, before heading to Mr. Savidge's office for their

coaching meeting. Mr. Boykin walks into Mr. Savidge's office at 9:05am and says, "Hey Mr. Savidge, I hope that you are doing well this morning." Mr. Savidge tells Mr. Boykin how grateful he is for his hard work and his contributions to the school, and shares how excited he is about the growth and development Mr. Boykin is making. Mr. Savidge opens the coaching conversation by saying, "I have some observations from Tuesdays' observation, but I would love to hear your thoughts about it." Mr. Boykin thinks for a second and says, "I was proud of the questioning throughout the class. I think that pre-planning the questions is definitely helping and really driving the rigor in the class, but I am not sure I am getting everyone involved. It bothers me. I want to honor students who want to share, but I also want to get everyone involved." Mr. Savidge acknowledges his observations by agreeing with the rigor in the questioning and how it drives student thinking, and then asks, "What are some ways that you could easily keep track of who is speaking and who isn't speaking in the class? Also, is there another way a student could be involved in the class, do all the same cognitive work, yet not share out loud with the class?" Mr. Boykin thinks for a moment and then says, "Well, I could easily print a class roster and put check marks by students name who share to keep track, but to your second question. I could put the questions that I know I am going to ask verbally on the board or in my PowerPoint and ask students to answer on paper before sharing with a neighbor or the class." Mr. Boykin and Mr. Savidge finish up the meeting and set goals for next week. As Mr. Boykin walks out of the office, he thinks to himself, "I am grateful for the coaching because I feel like I am the one doing the cognitive work. I am the one who must work through what can be done to improve, instead of just being told. I feel like I am actually growing here." Mr. Boykin walks into his room, sets up his computer and turns on the projector, and stands at the door ready to greet his students for his next class.

Students silently exit Ms. Casey's classroom and come down the hallway to his class. He waits until they are all lined up and their eyes are towards the front of the line, and then says, "Good morning, class. The Do Now is on the board, silently head to your seat and get started. The expectation is that we will be done with this in five minutes." Mr. Boykin greets each student by name and gives them a fist bump as they walk into the classroom. The timer goes off and Mr. Boykin leads the class through the Do Now before jumping into the work for the day, which is one of his favorites, *The Giver*. Mr. Boykin leads the class through a chapter, stopping to ask questions, having students complete multiple turn and talks with their peers, and asking students to write in response to each one of the questions. Mr. Boykin thinks, "This is a tough job, but I am grateful to be in such a supportive and calm environment."

Mr. Boykin straddles the door to his classroom as Mr. Savidge monitors the hallway to ensure that students are safe and following hallway expectations. As the next class approaches, he smiles, and says, "Good morning, grateful you are here. The Do Now is on the board, please silently head to your seat and begin immediately. You have five minutes." Mr. Boykin shakes hands with each student, greets them by name, and watches as the students walk to their desks and begin to ensure they are following the classroom expectations. The question on the board for the students to complete for the Do Now is from their reading from the previous night and will launch them into the work for today. It reads, "Explain the behavior and values of the people of Jonas's community. What is their culture and lifestyle like? What things are missing from their lives that are important to us?" The students work quickly to answer the questions, flipping

through their pages to provide evidence to support their answers. The five-minute timer goes off as Mr. Boykin walks to the front of the room. As this happens, the students put their pencils down, and turn their attention to Mr. Boykin. He says, "Good morning class! I am ready to teach" and in unison, all students say, "We are ready to learn." Mr. Boykin smiles and gives directions for the students to quietly have a conversation with their shoulder partner about their answers in order to see if their partner had anything different, the same, or what they could learn from each other through the conversation. Mr. Boykin circulates as the students talk, listening to their conversations, and then brings the class back together. He leads the class through a discussion about the questions, probes their answers, and challenges their thinking with intentional planned questions about the reading. Mr. Boykin transitions the class to their reading for the day, leading them through the chapter, stopping multiple times to ensure comprehension for the content, and finishes with their exit ticket for the day. Students quickly complete their exit ticket before lining up for lunch.

Mr. Boykin quickly walks the class down the hallway to the cafeteria, where Mr. Savidge is at the door ensuring that students walk into the room silently, pick up their lunch, and quickly make their way to their seat. Mr. Savidge says, "I've got it from here Mr. Boykin. Enjoy your lunch." Mr. Boykin turns and heads back to his room to eat some lunch and go through the exit tickets from the first two periods in order to see the accuracy of their answers. He sees that some of the students have the answer but are not accurately supporting it with evidence. He quickly makes a note in his lesson plan for tomorrow, and heads back to the cafeteria to pick up his students.

Mr. Boykin leads his next two classes through the work in *The Giver*, asking questions to deepen their understanding of the text, challenging their thinking and understanding of what they are reading, and providing them with time to respond to questions through writing. He provides each class with opportunities to write what they are thinking, share it with their shoulder partner, and then to share answers with the class. Mr. Boykin leads both classes through the exit tickets for the day to continue to collect data about what the students are understanding, what they are doing well, and ways that his instruction can change and improve to ensure that each student in meeting a high academic bar.

To finish the day, Mr. Boykin stands at his door, waiting to receive his advisory class. He is grateful for this time, because it provides an opportunity to invest in the relationships with his students, and to explore the core values of the school. Because it is Monday, the students will deepen their understanding of fortitude, and how that specific core value can be displayed by students, teachers, staff, leaders, and family members, both in and outside of school. At 3:35pm, Mr. Boykin brings the advisory group's attention to the front of the room to provide them with the homework that they need for the night from each class, circulating the room to ensure that each student has written down their assignments for the night. At 3:45pm, Mr. Boykin walks his advisory class out of the room and towards the front of the building for dismissal.

At exactly 4:00pm, Mr. Boykin walks into the cafeteria and picks up his five students who have stayed for Collegiate Plus, the tutoring offered to students four times throughout the week. For today's tutoring, the group is working on paragraph structure, and how details need to be supported with strong evidence from the text. Throughout the hour, Mr. Boykin has time to work with each student individually, providing each of them an opportunity to work 1:1 with him.

At 5:00pm, Mr. Boykin walks his five students to the front of the building where Mr. Savidge is waiting to help each student get into the car with the family member. Mr. Boykin walks back to his classroom, gathers his bag, his coffee mug, and the papers that he needs to grade tonight before heading to the car.

(f) Extra-curricular Activities

Our young people will have the opportunity to engage in multiple classes outside of the traditional core classes throughout their time at Bluff City Collegiate. In 6th grade, students will have the opportunity to engage in Physical Education each day, focusing on developing their bodies, knowledge around healthy living, and providing them with the opportunity to have fun through exercise. Our 7th grade students will have the opportunity to engage in Creative Arts each day, focusing on expressing themselves creatively through the arts, whether that be drawing, painting, or recording music. Our 8th grade students will have the opportunity to engage in Facing History and Ourselves, a program that allows students to understand history, how it relates to us, and what we can do moving forward to ensure that we are impacting our communities positively. As represented in our budget, we have allowed for enrichment teachers as part of our operating expenses. We when are fully operationalized, with grades 6-8, we will have three enrichment teachers: a Physical Education teacher, Creative Arts teacher, and a Facing History and Ourselves teacher. Finally, we will seek out strategic community partnerships with after school programs and athletic organizations to offer our students and family an opportunity to participate in additional extra-curricular offerings. These will not be part of our core curriculum and will not impact our budget. We anticipate developing partnerships with Memphis Athletic Ministries, Girls Inc., Young Life, and the Grizzlies organization to further impact our young people beyond our core program and school-based extracurricular activities.

(g) Saturday School

As part of our academic calendar, we have built-in eighteen Saturday School days throughout the year. Saturday School is a time that will be utilized to provide students with additional time working on specific skills and content that is needed to ensure that they are successful within the classroom. All students are invited to attend Saturday School, but parents will be responsible for ensuring that each student who is attending has proper transportation. Our Academic Calendar, available at [Attachment A](#), shows Saturday Schools disbursed throughout the year. Saturday School will begin promptly at 9:00am, with the expectation that students will arrive and be seated by 8:55am and will end promptly at 12:00pm. Teachers will lead the students through specific intervention strategies, utilizing small group instruction, and if possible, working 1:1 with students. The specific materials and intervention strategies that will be utilized during Saturday School will be overseen by the Head of School in Y1, the Dean of Curriculum and Instruction in Y2 and in all subsequent years and will be provided additional help from the Dean of Student Supports in Y3+. ¹³⁸

¹³⁸ As we cannot currently know how many students will attend Saturday School, we have not dedicated specific dollars as stipends for it; however, our reserves each year provide ample reservoir from which to make final decisions regarding personnel costs for teachers as they may take on one or more Saturdays through the year.

All students are welcome for Saturday School, but based on specific classroom or assessment data, specific students may be asked to attend Saturday Academy in order to receive additional time, instruction, and support in both ELA and math. Students who will be asked to join Saturday School will have already been receiving consistent and targeted intervention through our RTI²/Focus group, are in the bottom 15%, but have still not shown enough growth to ensure that they are on track to meet a high academic bar.

1.9 SPECIAL POPULATIONS AND AT RISK STUDENTS

(a) Comprehensive Plan to Serve All Students

Bluff City Collegiate’s mission is to ensure that all young people in grades 6-8 meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership. Our mission is rooted in the deep belief that all students, regardless of socioeconomic status, cultural background, or disability can learn at a high level. We have designed an academic program and staffing model that is equipped to provide the necessary supports for all students, no matter the level of disability, to meet a high academic bar.

Support for Special Education

First, our academic program is designed to meet the needs of all students, including those with special needs, which begins with our strategic scheduling. Each day, each student in the building, specifically students with special needs, will be placed in an RTI²/Focus group, that will allow for students to be supported in a small group setting, receiving instruction that is tailored to meet their specific needs. These specific needs are identified through classroom assessments, the NWEA MAPS assessments, interim assessments, and the TNReady assessment. For more information on how we utilize data to inform and support instruction for all students, see **Section 1.7**. Additionally, students with special needs will be placed in classes that will allow for our certified Special Education teacher to push into the classroom, helping assist each student to ensure that their needs are being met, and that they are being provided with the supports needed to ensure they are meeting a high academic bar. Each teacher, through 18 days of summer professional development, with weekly professional development, have worked extensively with the Head of School and the certified Special Education teacher to develop their knowledge for providing accommodations and modifications to the work, in order to ensure that the grade level instruction is accessible to all students.

Our staffing model was created to ensure that we have the capacity to provide the necessary supports for all of our young people, regardless of need. In Y1 of operation, we have projected one certified Special Education teacher, who can write IEPs, maintain records, and provide individualized instruction. We recognize that a student may enroll that has needs that are beyond the current staffing model, and because of this, we have allotted \$13K in the budget¹³⁹ to cover services such as a 1:1, speech and language services, occupational therapy, and counseling services. In order to further mitigate this issue, the Head of School and the Dean of Students will

¹³⁹ See **School Budget** – TAB 6) Year 1 Budget – line 132.

work diligently to hire each year a dual-certified teacher, who can provide additional support, in the case our special education enrollment goes above our projected numbers. Each additional year until we are at full capacity in Y3 with 360 students, we will add an additional certified Special Education teacher, totaling three in 2023-2024. When at capacity, our three Special Education teachers will be overseen by the Dean of Student Supports, who will be also be a TN licensed special educator, who will ensure that all supports that are needed for our young people are being provided. In Y1 and Y2, the Head of School will work directly with the Special Education teachers to ensure compliance and support with paperwork and students. In Y3 and beyond, the Dean of Student Supports will assume responsibility of managing the supports team.

Post authorization, the Head of School will pursue this additional Special Education licensing, in order to ensure that we have the staffing model and supports to provide all special education students with the services they need to be successful.

Regulatory Compliance

Bluff City Collegiate will comply with all laws, guidelines, policies, and best practices to educate our students in compliance with the federal Individuals with Disabilities Education Act and T.C.A. § 49-13-102. Bluff City Collegiate will provide a Free and Appropriate Public Education (“FAPE”) and comply with all applicable state and federal statutes. This includes Title II of the Americans with Disabilities Act of 1990 (“ADA”), the Individuals with Disabilities Education Act (“IDEA”), and Section 504 of the Rehabilitation Act of 1974. Bluff City Collegiate will educate students with disabilities in the least restrictive environment (“LRE”) and with their general education peers as informed by the student’s Individualized Education Plan. In accordance with 34 C.F.R. § 300.111, we will ensure and implement Child Find, as we identify students receiving special education services, locate applicable records, and evaluate children who need special education and related services when s/he is suspected of having a disability.

Section 504

Bluff City Collegiate will not discriminate based on disability and will adhere to all requirements stated under Section 504 of the Rehabilitation Act of 1973 and under the Individuals with Disabilities Education Act (“IDEA”). Section 504 requires all public schools receiving federal funding to provide students with disabilities the appropriate and adequate services they require to meet their needs to the same extent as the needs of students without disabilities are met. Bluff City Collegiate will efficiently identify and evaluate all incoming students protected under Section 504. This protection includes any student determined to (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The Head of School and Dean of Student Supports (Tennessee licensed special educator) will be responsible for ensuring all students protected by Section 504 receive the legal services and supports they require.

Support for English Learners (ELs)

Our mission and vision are for all children, and together inform the way that we support our young people, including our EL community. Our EL students will be provided with 50 minutes of small group instruction every day, focused on language acquisition, reading comprehension and

fluency, and understanding of vocabulary. Our EL teacher will work with the Head of School to determine the time and period each day that these students will be pulled from their regular schedule in order to provide them with the specific support that they need. In Y1 of operation, we have projected 15% of our students to be identified as EL students¹⁴⁰, which equates to 18 students, when enrolled at 120. In Y2 of operation, we have projected 15% of our students be identified as EL students, which equates to 36 students, when fully enrolled at 240. In Y3, we have projected 15% of our students to be identified as EL students, which equates to 54 students, when fully enrolled and at capacity at 360 students. In Y1, we have budgeted for one certified EL teacher, to provide services for our 18 students who will need support, and in each additional year, we will add a certified EL teacher, until we are fully enrolled and have a total of three certified EL teachers to supports the needs of our students. In Y3 of operation, our Dean of Student Supports, who will have a Tennessee special education certification to support individual students and have the experience and track record to show that they are someone who can ensure success of our EL and SPED students. In Y1 and Y2, before Bluff City Collegiate has a full time Dean of Student Supports, the Head of School will work directly with the EL teachers to ensure compliance and support with paperwork and students.

Support for Special Populations and At-Risk Students

We believe that all students can meet a high academic bar, and though some students may require more support than others for a variety of reasons, it is our responsibility to provide those supports. Across the City of Memphis, our young people are facing challenges, and because of that, we have many individual students who are missing school and are currently at risk of dropping out. Bluff City Collegiate has identified four main reasons that we believe lead a young person to drop out of school, and we have created a plan and will put systems in place to support our students and their families in response to these challenges.

Chronic Absenteeism

According to Communities In Schools Tennessee¹⁴¹, more than 13% of students are chronically absent, defined as having missed 10% of the school year, which is typically 18 or more days, for any reason (including excused absences and suspensions). Many of these children are living in poverty, facing enormous challenges outside of the classroom. Our role as a school and as educators is to utilize community organizations, such as Communities In Schools for their resources and guidance around supporting individuals who are chronically absent from school or who are at-risk from dropping out. With utilizing the resources from Community in Schools, along with the staff members of Bluff City Collegiate, we will do constant telephone calls to ensure that parents are informed of school and are coming, we will drop by homes to do home visits to learn about the barriers that are preventing them from getting their children to school, and find ways to support them in order to ensure their child is attending school. We will establish strong relationships with all families (see **Section 1.12** for additional details) and follow an immediate plan to intervene with families when there are early signs of absence challenges. We will remain close to those families to solve this challenge (see **Section 1.4** for additional details).

¹⁴⁰ <https://reportcard.tnk12.gov/?lang=en>.

¹⁴¹ <https://www.cistn.org/program>.

Homelessness

According to the Memphis Poverty Fact Sheet, 19% of Memphians are living in poverty, and within the 38111 and the 38122 neighborhoods, 31% of residents are living in poverty.¹⁴² Because of this, many residents face issues with stable housing that can provide an environment that is conducive to support the high levels of learning need to achieve a high academic bar. Though this is a challenge, Bluff City Collegiate believes that all students need to have a school environment that will not only support their learning but support their family. Currently in Memphis, there are two organizations doing excellent work to combat family homelessness: Community Alliance for the Homeless and Mid-South Peace and Justice Center. Both organizations are working with homeless families to provide them stable living options across the City of Memphis, and Bluff City Collegiate would work with families and these two organizations to ensure that families who experience homelessness are supported. We know that students and families in our school will struggle with homelessness, and our program has supports in place to ensure that students are cared for both academically and relationally. Outside of our extended school day and school year, we provide students with the opportunity to attend daily tutoring and Saturday School twice per month. And we invest in the relationships with our students through our afternoon advisory period, exploring the core values of the school, and what it means to be an empathetic individual who can care for other people.

Academically At Risk

Bluff City Collegiate recognizes that as a 6th grade student enrolls there is a significant chance that they will be academically behind. The National Assessment of Educational Progress (“NAEP”)¹⁴³, a nationally normed assessment, provided to 27 large urban districts around the country, provides a national comparison of how students are performing in specific subjects and grade levels, and assigns a score between 0 and 500 to each urban district. Based on the most recent Memphis NAEP results, Memphis students are ranked in the bottom third in the country¹⁴⁴. According to the data, 8th grade math ranked 18 out of 27 large urban districts, with a score of 265, which has only moved up eight points since 2017. 8th grade reading ranked 18 out of 27 large urban districts, with a score of 249, only moving up one point since 2017. Though there is progress, it is not fast enough. With students enrolling at Bluff City Collegiate academically behind, there will be robust and systematic supports in place to ensure their success. If a student is at-risk of dropping out because of performance, or because they are lacking the necessary skills to complete grade level work, our Head of School and certified SPED teacher will work together to ensure that the student receives the supports needed through our RTI² process, which is detailed below. Clear and constant communication between the Head of School, SPED teacher, general education teachers, and the families or guardians will best ensure the success of a student who is academically at-risk.

Free and Reduced Lunch

¹⁴² <https://www.memphis.edu/socialwork/research/2017povertyfactsheetwebversion.pdf>.

¹⁴³ <https://nces.ed.gov/nationsreportcard/>.

¹⁴⁴ <https://www.commercialappeal.com/story/news/2019/10/30/memphis-students-improve-national-test-lag-behind-other-urban-districts/2496395001/>.

We recognize and acknowledges that poverty presents real challenges, and one of those is providing healthy food options throughout the day. We will utilize the Shelby County Schools' breakfast and lunch program to provide free and healthy breakfast and lunch options to each student who enrolls in the school.

Professional Development

In alignment with our core belief that exemplary teaching drives exemplary results, targeted teacher development for supporting students who need additional support begins in the summer with the 18 professional development days allocated for Summer Institute and continues throughout the year for steady investment and development. In each week of Summer Institute, there are days specifically dedicated to ensuring that all members of Bluff City Collegiate are clear on how we support all of our students, including those with disabilities, those designated as EL, and who have other risk factors including but not limited to poverty and homelessness. In week 1, we review in detail our mission and vision, and how we will work collectively as a group to support all students, regardless of need. In week two, we have a day dedicated specifically to understanding how to support our students that are identified as Special Education or who are English Language Learners. This day will be led by the Head of School and Special Education teacher to help teachers and staff understand our school wide systems and the specific tools that can be utilized in the classroom to ensure that each student is receiving the support that they need. In week three, all days are spent understanding the curriculum, unit plans, lesson plans, and internalization processes for the intellectual preparation needed to ensure that all students are receiving high-quality instruction. Through this week, our Head of School and Special Education teacher will work with teachers to internalize lessons and understand how the content can be modified and accommodated in order to meet the needs of every student within our school.

The Head of School will work directly with the Special Education teacher and the EL teacher prior to our 18 professional development days in the summer to ensure promptly that they are prepared to train teachers with the skills and tools needed to support special education and EL students. The Head of School, the Special Education teacher, and the EL teacher will work closely together, developing the materials needed for the 18 professional development days, to train, develop, and grow each teacher in their ability and knowledge of how to support special education and EL students. Because development is not a one-time event, but an ongoing investment in all individuals, we will continue to support and grow teachers in their knowledge, understanding, and implementation of SPED and EL supports, specifically with building lesson plans that modify work to accommodate the needs of our learners. To ensure that our teachers are preparing for and providing the accommodations and modifications needed to support all learners, our Head of School will observe each teacher at least once per week, and spend time during their weekly meeting with the teacher to debrief lesson execution, discuss planning that went into the lesson, and review how the lesson was made accessible to all learners. If the Head of School sees that there is a teacher who needs additional support and guidance for supporting all students, they will have that specific teacher watch a model lesson with the corresponding lesson plan, debrief with the teacher and the SPED teacher, and make a plan on how to move forward to ensure the same level of planning and intentionality is happening in the classroom.

As a follow up to these planning meetings, the Head of School will follow up with the SPED teacher and general education teacher to ensure that the feedback and lessons learned from the observation are being put into planning and are translated into classroom practice. As the Head of School completes classroom observations each week, if there is a need for an additional professional development for all teachers, the time allotted on the shortened Friday will be made available for the SPED teacher to provide additional support to all teachers.

(b) Capacity to Serve All Students

Luke Savidge, Lead Founder and proposed Head of School, has worked with ELLs, students with disabilities, intellectually gifted students, students with Section 504 plans, and at-risk students since 2010. Mr. Savidge has served as a teacher's assistant, high school and middle school teacher, teacher leader, and instructional coach in district public schools and charter schools. As a teacher, Mr. Savidge worked collaboratively with special education teachers to co-plan and co-teach 7th and 11th grade inclusion classrooms, aligning accommodations and modifications to testing and instructional needs, analyzing student data and creating action plans, and communicating with families about academic performance and IEP goals. Mr. Savidge has leadership experience as an instructional coach, overseeing the implementation and execution of the RTI² program at Westside Middle School. Mr. Savidge, who holds a current 7-12 English certification in the State of Tennessee, has served in urban district public and charter schools where he has coached teachers, communicated with families, and created, implemented, and managed teachers and programming to ensure that all students received an appropriate, quality education.

Anne Thomas, Founding Board Member, has worked with and supported students with disabilities, intellectually gifted students, students with Section 504 plans, and at-risk students since 1997. Mrs. Thomas has served as teacher, Assistant Principal, Founding Principal, Principal, Manager of Student Access and Support, and Director of Instruction. As Principal at Kingsbury Elementary School from 2008 to 2012, Ms. Thomas led a diverse student population that included approximately 25% special education and over 50% ELL, and experienced great success implementing significant levels of inclusion for both populations, including significant student achievement gains in the subgroup for Special Education. This experience was informed by her collaborative work with teachers and other leaders to learn best practices, and how to support all students within the school. Mrs. Thomas joined the New Leaders team in 2018 as Senior Executive Director of Program Implementation and Adjunct Trainer Corps and now leads the work of the organization's Executive and Senior Directors of Program Implementation, as well as the Adjunct Trainer Corps.

Dr. L. Sha Fanion, Founding Board Member, began her career in public education in 2004 as a special education teacher in Atlanta, GA where she taught elementary and middle school students with disabilities. She chose to work with students with emotional and behavior disorders, intellectual disabilities, and learning differences because there was a significant teacher shortage in special education and she deeply believed in the capacity of all students to learn and grow. She quickly rose as a young leader for students with disabilities as well as English Language Learners in the Dekalb County School District by her peers, Principal, and Superintendent which led to her transition from the classroom to serve as a special education

district leader where she oversaw special education programming in multiple elementary schools, which included: (a) focusing on instructional programming; (b) ensuring compliance with state and federal laws; and (c) providing ongoing professional development to teachers and leaders. After working in Georgia and rural Arkansas in multiple roles, Dr. Fanion relocated to Memphis and was selected to serve as Principal of Aspire Hanley Elementary, located in her childhood community of Orange Mound. Under her leadership and through the amazing work of her staff, Hanley was removed from the state's priority list and the school received the highest TVAAS rating, reflecting the diligence of her leadership and her staff's work growing their students academically in English language arts and mathematics.

(c) Staffing, Schedule, and Student Support _____

Staffing

During the planning year, the Founding Team, led by our Head of School, will recruit a highly qualified, capable, and mission-aligned individual to serve as our founding special education teacher. We will interview candidates with at least three years of experience successfully working with high needs populations in schools serving a similar projected demographic as our school. This person must have experience working with students with IEPs, Section 504 plans, and EL students. Once hired, if this individual proves highly successful in their role with us, they will be grown into the role of Dean of Student Supports in our third year of operation, and will then manage all components of our high needs and gifted populations for the school. If our special education population exceeds the projected population of 13%¹⁴⁵ of our student body, which equates to 16 students in Y1, 31 students in Y2, and 47 students in Y3 and on, we will hire a special education assistant to work with our special education teacher, directly under his/her management to support the needs of our students. This teacher will be licensed and highly qualified as a special education teacher in Tennessee. In Y2, we will have two special education teachers who will work directly with the Head of School and Dean of Curriculum and Instruction. In Y3, we will hire one additional special education teacher, as well as hire a full-time Dean of Student Supports, who will oversee the development of our young people needing additional support. We will adapt as necessary to be responsive to the needs of our specific student body. In addition, our special education staff will have training on Easy IEP to ensure we maintain accurate and up to-date records of all students with IEPs as a part of our comprehensive and thriving special education program. For specific student needs that arise that are outside of our capacity, we will contract with outside licensed and qualified service providers for additional services that are outlined in a student's IEP. These services include but are not limited to Speech and Language, Occupational Therapy, or individual counseling. In order to prepare and provide for these services, we are allocating \$13K, which can be found in **Section 3.1**, with more detail provided in **Section 3.2**.

Schedule

Our extended school day, which totals 425 minutes of instruction, will provide an additional 4.5

¹⁴⁵ <https://reportcard.tnk12.gov/> - This number is calculated based on the average % of SPED students enrolled within the targeted neighborhood.

hours of support each week for all our young people. Embedded into each day is a 50-minute RTI²/Focus, which will provide our young people with specific and targeted instruction for their specific needs. For young people with IEPs, ILPs, and 504s, this time may be used towards completion of IEP/ILP-related goals or to receive support services. Our schedule allows for 100 minutes of English instruction each day for all students, along with 100 minutes of daily math instruction. This time, along with the additional support from our RTI²/Focus, will allow for all students to be supported.

(d) Data Informed Decision Making

Data collection, analysis, and action planning are central to our practice and necessary to ensure students grow academically throughout the year and across years. (For details, please see [Section 1.4](#)). As an achievement-oriented, mission-driven school, data will inform instruction at all intervention levels and for all whole class cohorts, small targeted groups, and individual students.

Data Driven RTI² Framework (Academics)

We will provide all students with the supports necessary to access and succeed with our rigorous curriculum. We align ourselves with guidelines published by Shelby County Schools (“SCS”) in implementation of the RTI² protocol, ensuring that all students who enroll are given the adequate supports they need to meet a high academic bar. This protocol will be overseen by the Student Support Team (“SST”), consisting of the Head of School, a certified Special Education teacher, Dean of Curriculum and Instruction in Y2, EL teacher, and general education teacher. We will follow all steps outlined by SCS to ensure that the RTI² protocol is being implemented with fidelity. **Step 1.** Bluff City Collegiate will utilize and administer a nationally normed, skills-based universal screener as part of the school screening process, such as NWEA MAP to all students. **Step 2.** Our SST will analyze data from the NWEA MAP assessments, along with other classroom-based assessments to determine how the student needs to be supported. **Step 3.** Students identified as “at risk” based on NWEA MAP, which is any student that is performing in the bottom 10%-25% of the grade level, will be given a diagnostic assessment to provide information about what specific interventions the student needs. **Step 4.** We will determine, based on data, what instruction materials and supports are needed, along with the corresponding Tier need for the student. Data obtained from the four steps above will allow the Bluff City Collegiate team to create a plan to ensure every student is making adequate progress towards end of year goals in every subject, as outlined in detail in [Section 1.4](#). Tiers of support are outlined in detail below.

Tier 1

Our academic model provides multiple layers of support for all students within Tier 1. We provide extended time in both our ELA and math classrooms (100 minutes each daily). We believe in providing students with more time in the classroom with English and math, which has also been shown to lead to academic increases in other content areas¹⁴⁶, and as outlined and detailed in [Section 1.4](#). Our leadership team will invest significant time in our teachers through professional development and 1:1 coaching in order to develop the skills and tools needed to be successful

¹⁴⁶ Andersen, S. C., Humlum, M. K., & Nandrup, A. B. (2016). “Increasing instruction time in school does increase learning.” *Proceedings of the National Academy of Sciences*, 113(27), 7481–7484. doi: 10.1073/pnas.1516686113.

with all students. We will focus our coaching and professional development on our school's key taxonomies, outlined in **Section 1.3**, helping teachers maximize the time that they have within the classroom. Tier 1 interventions provided to students include: (1) Daily literacy – 100 total minutes; (2) Daily math instruction – 100 total minutes; (3) Blended Learning in both RTI²/Focus and the general education classroom; (4) Daily small group support totaling 50 minutes during the RTI²/Focus.

Tier 2

Students who fail to make adequate progress with Tier 1 interventions after 6-8 weeks or deemed “at-risk” using NWEA MAP and classroom data¹⁴⁷ - students in the bottom 10%-25% of their grade level - will receive additional Tier 2 interventions delivered through small group instruction within our daily RTI²/Focus. This time will be tailored specifically to the students in each small group and their needs based on data collected from the NWEA MAP assessment, the Interim Assessments, or weekly and daily assessments that were administered in the classroom. As outlined in our daily schedule, **Attachment K**, the RTI²/Focus provides 50 daily minutes for teachers to deliver more targeted supports to students than in whole group classroom time. Tier 2 interventions provided to students include: (1) A continuation on all Tier 1 supports; (2) Weekly after-school tutoring; (3) Strategic seating with the classroom; (4) Daily small group instruction; (5) Saturday school, offered twice per month.

Tier 3

Students who fail to make adequate progress with Tier 2 interventions, as measured by NWEA MAP data, which would show them making growth out of the bottom 10%-25% or specific growth on interim assessments, and/or students who continue to score in the bottom 10%-25% on daily, weekly and unit assessments in the classroom, after 6-8 weeks of intervention will then receive additional support through Tier 3 interventions. Tier 3 interventions will be provided in RTI²/Focus hour daily, as well as being provided throughout their regular class schedule, which would be accommodated and modified work or additional supports as identified by our certified SPED Teacher. Both the RTI²/Focus and general education classes will provide specific data to the Head of School, Dean of Curriculum and Instruction in Y2, and SPED teacher to support the growth and success of the student. After this has taken place, and if a student is still not making progress over a 6-8 week period with Tier 3 supports in place, a meeting will occur with the school and the family to determine whether or not evaluation will be conducted to determine presence of a disability and potential eligibility for special education services. If the need for an evaluation is determined, and with parental written consent, the Head of School and SPED teacher will ensure that the evaluation occurs within 30 days of the original meeting. Throughout this process, families will receive constant and continual communication from the Head of School, SPED teacher(s), and general education teachers about the supports being provided to their child(ren), progress being made, and what parents can do at home to support their student's growth.

¹⁴⁷ “At-Risk” students will be any student whose performance is in the bottom 10%-25% based on the NWEA MAPS assessments and classroom assessments.

Bi-Weekly Student Support Team Meetings

While SST meetings are required monthly per guidelines for RTI² implementation, in accordance with our ambitious mission and accountability goals for all students, Bluff City Collegiate will hold bi-weekly meetings for data analysis and progress monitoring. These more frequent SST meetings will allow our team to more closely analyze and evaluate student progress, to better ensure that interventions are sufficiently effective, and to make adjustments as needed. Our team will work collectively to discuss the supports being offered throughout the day, including pull-out services and Tier 3 interventions. If the team determines that changes are needed to the current supports being offered within the school, we will customize those supports on behalf of our students' growth and success.

(e) Identification and IEP Development ---

To ensure we are identifying and providing the correct services, we will be proactive about our screening and evaluation, protecting families and students from possibly being misidentified or receiving incorrect services. Between the time that a student's name is pulled from the lottery, and the first day of school, the Head of School and staff will conduct Home Visits, which will take place primarily during the months of May and June, and Student and Parent Orientation, two days in August, to ensure that parents and guardians are receiving the information and the paperwork that they need. Though it is optimal for parents to be involved, our staff and teachers will be well equipped to determine when a student may have a disability, who must be notified, and what the process is, and will consistently engage families in that process and as the law requires.

The school will conduct our universal screening processes, including RTI², parent/family interviews, and review of attendance, grades, and results from nationally norm-referenced assessments such as the NWEA MAP. We will also analyzing formative in-class assessments, collect feedback and data from general education teachers and families, and consistently check to test whether or not the interventions put into place are sufficient and working. Our team will schedule frequent RTI meeting to ensure that we are working towards identifying students as early as possible in the school year. If a referral has been submitted by a family member, teacher, or a staff member, the school will obtain consent from the parent or guardian, our school will utilize the existing student data to determine what other assessments/data might be needed to make a fully informed decision on the services needed for the student. Existing data may include teacher or staff observations, classroom assessments, the NWEA MAP assessment, results from the TNReady, or the grades in each class produced by the student. If a young person has been identified to receive services, based on their disability, the student's IEP will be fully implemented with fidelity. Our staff will create quarterly reports with the same regularity as reports for all students, and communicate clearly and often with parents and Head of School about the progress being made towards IEP goals.

(f) Providing for English Learners ---

Shelby County Schools has a growing EL population; most recent data on the SCS website shows

that 6.3% of the SCS student population has an EL designation. While not an anticipated majority of our student population, with our mission to prepare all students who enter our doors with a rigorous and supportive academic program, we will support our EL students with all necessary accommodations for their success. These supports will manifest in three main processes: identifying, serving, and assessing all EL students. The Head of School and Dean of Operations will be responsible for all administrative functions within these processes. Throughout the enrollment process and before the first day of school, each family will be given a home language survey to gather information about a student's language background. Once data is obtained from this survey, students whose first language is not English will take an English Language proficiency exam through WIDA to determine if the student needs EL support within the school. Our goal is to ensure that students are identified and receive services from the first day of school. The WIDA program will be utilized for the assessment of our students who might receive services for English language services. If previous data of the student is available from the student's school, district, or the state that the student and family recently relocated from, Bluff City Collegiate will request it to know exactly how to best support our ELs. If a student is new to the country, or recently enrolled at Bluff City Collegiate, we will use the WIDA Screener for students and families who have identified as individuals who may need additional support for language acquisition. All students, regardless of their identification, will take the NWEA MAP, interim assessments, and any unit assessments that are embedded within the curriculum being used within the classroom, with appropriate accommodations and modifications being utilized. Teachers will be provided with tools, skills, and strategies to utilize in the classroom, such as anchor charts or graphic organizers or specific visual representations that can enhance the learning happening in the classroom, discussion based learning through purposeful turn and talks that pair specific students together, and providing dictionaries to support ELs' learning and development in the classroom. Our current plan is to hire a Student Support Coordinator in Y3, who will oversee all services related to EL, and we will have a full time EL teacher on staff beginning in Y1.

(g) Serving At-Risk Students

Our academic plan and staffing model allow us to provide the supports needed for all individuals to be developed and supported to reach measurable goals as outlined in our Accountability Plan. We will consistently and frequently look at data to inform our decisions around students at risk of academic failure. We believe that students who are at risk of failing need additional support and encouragement, and the systems that we have created and intend to put into place starting in Y1 and through all years will allow them to be supported. Two different systems will support the learning, growth, and development of all students, including students identified as being at risk. Our Response to Intervention for Academics allows our team to work collectively to find the correct support system for students identified as being at risk of failing, which would be performing in the bottom 10%-25% of their grade level. The Head of School, a certified SPED teacher, a general education teacher, and parents/guardians will work together to ensure that there is a clear and appropriate system in place to support the individual student. The supports that this system may include are weekly check-ins with the Head of School to ensure that all homework has been submitted, a phone call home to discuss progress with parents, or the need for the student to attend Saturday School. Once the system is put into place, there will be check-

ins with the team every 6-8 weeks to see the degree to which the system is working, if it needs to be adjusted, or if additional support is needed. For individual students identified as at risk based on their behavior, our Response to Intervention for Behavior, outlined in **Section 1.9(h)**, will allow all team members at Bluff City Collegiate to work together to create a Behavior Intervention Plan to ensure the student have a system to support them. Finally, data will allow our team to make informed decisions on how to best support all students, including those at academic risk. Weekly classroom data, interim assessment data, and NWEA MAP data will be analyzed to understand individual needs. Students will be identified and placed within a specific Tier within the RTI² framework, which will allow them to receive appropriate services and supports. Students receiving Tier 2 or Tier 3 supports will be reevaluated every six weeks, unless the team determines that a reevaluation is needed earlier. Detailed supports provided within the RTI² framework are provided in **Section 1.9(h)**.

(h) Serving Gifted Students

The National Center for Gifted Children¹⁴⁸, an organization dedicated to helping parents and K-12 schools support individual students who are intellectually gifted, provides a vast amount of research and materials that can be utilized to support gifted students. The Center has identified multiple strategies and tools that schools can implement to support our gifted young people: (1) identification of gifted individuals; (2) acceleration of materials and curriculum compacting of materials; (3) grouping specific gifted students together to work on or through specific projects; and (4) pulling out gifted students to provide them with extra practice or projects. These four practices will allow us to support our gifted students within the school. At the beginning of the school year, the NWEA MAP and baseline assessments, created by the Head of School and the Dean of Operations prior to teachers arriving for summer professional development, will be used to identify gifted students. Using data to inform these decisions will allow us to clearly communicate with all stakeholders and parents about the decisions being made to support our students. **Section 1.4** clearly outlines the ambitious goals that we have for all our young people, including those identified as gifted. Through Tier 1 instruction each day, along with the RTI²/Focus 50-minute period that happens daily, we can challenge our gifted students with work that is beyond or more rigorous, as modified by the classroom teacher and overseen by the Head of School in Y1 and Dean of Curriculum and Instruction in Y2 and beyond.

(i) Response to Intervention

Our RTI² Implementation is directly aligned with SCS policies and procedures. To ensure we have the data necessary to provide students with the correct amount of support, we will use the NWEA MAP assessment three times per year (Fall, Winter, Spring), and AIMSWeb, a system that allows us to place students in the correct Tier of supports. Throughout the year, we will utilize easyCBM to track student progress. To ensure fidelity in implementation of RTI² procedures, we will create an RTI² team, composed of the Head of School, Student Supports Coordinator, a certified Special Education teacher, as well as a classroom teacher. We will follow all guidelines outlined in the RTI² SCS District Implementation Guide to accelerate student growth through targeted student

¹⁴⁸ <https://www.nagc.org/>.

support. Data from NWEA MAP assessments and classroom-based assessments will allow our team to develop and implement a plan geared to ensure every student is making adequate progress towards end-of-year goals in every subject, and as outlined in detail in [Section 1.4](#). More specifically, in [Tier 1](#), our academic model provides extended time in both our ELA and math classrooms. Each student will be provided with two back-to-back blocks of both ELA and math, providing a total of 100 daily minutes of instruction in each. By providing students with more time in the classroom with English and math, we expect to see an increase in other content areas¹⁴⁹, as outlined in [Section 1.4](#). Other [Tier 1](#) interventions that are provided daily to our students who need additional support is the implementation of our RTI²/Focus time each day, which utilizes technology to provide students access to intervention programs, like i-Ready, which targets the student's specific academic needs. Each student ends the school day with an afternoon advisory period, where the teacher explicitly works to develop strong relationships with students, as well as invest in their understanding of the school's core values. Additionally, our leadership team will invest a significant amount time in our teachers through professional development and 1:1 coaching in order to help develop the skills and tools needed to be successful in the classroom. We will focus our coaching and professional development on our school's key taxonomies, as outlined in [Section 1.3](#), helping teachers maximize the time that they have within the classroom. More specifically in [Tier 2](#), students who fail to make adequate progress with Tier 1 interventions after 6-8 weeks or deemed "at-risk" using NWEA MAP and classroom data, students who are in the bottom 10%-25% of their grade level, will receive additional Tier 2 interventions, delivered through small group instruction within our daily RTI²/Focus. As outlined in our daily schedule, [Attachment K](#), the RTI² block is 50 minutes within the daily schedule allowing teachers to deliver more targeted supports to students than otherwise might be possible within whole group classroom time. More specifically in [Tier 3](#), students who fail to make adequate progress with Tier 2 interventions, as measured by NWEA MAP data, which would show them making growth out of the bottom 10%-25% or specific growth on interim assessments, and/or students who continue to score in the bottom 10%-25% of NWEA MAP after 6-8 weeks of intervention, will then receive additional support through Tier 3 interventions, which will be provided in RTI²/Focus daily as well as within their regular class schedule, which would include accommodated and/or modified work or additional supports as identified by our certified SPED Teacher. Both the RTI²/Focus and general education classes will provide specific data to the Head of School, Dean of Curriculum and Instruction in Y2, and SPED teacher(s) to work with the student and the family to ensure that the student is receiving the supports needed to be successful. After this has taken place, and if a student is still not making progress over a 6-8 week period with supports in place, a meeting will occur with the school and the family to determine whether or not evaluation will be conducted to determine presence of a disability and potential eligibility for special education services. If the need for an evaluation is determined, the Head of School and SPED teacher will ensure that any evaluation occurs within 30 days of the original meeting. Throughout this process, families will receive constant and continual communication from the Head of School, SPED teacher(s), and general education teachers about the supports provided to all students, progress being made, and what parents

¹⁴⁹ Andersen, S. C., Humlum, M. K., & Nandrup, A. B. (2016). "Increasing instruction time in school does increase learning." *Proceedings of the National Academy of Sciences*, 113(27), 7481–7484. doi: 10.1073/pnas.1516686113.

can do at home to support their student’s growth. **Figure 1.9** details the RTI framework we will use to inform RTI² Academic and RTI² Behavioral interventions to support student success.

Figure 1.9(a) RTI Framework

Requirements	RTI ² Academic	RTI ² Behavioral
Diagnostic Data	NWEA MAP - Fall, Winter, Spring AIMSweb Universal Screening (beginning of the year, and as new students enroll)	Data Tracking System for behavioral issues
Benchmarking Tool	AIMSweb (T2 and T3 Students)	Continual tracking with Merit/Demerit Behavior System
Progress Monitoring Tool	easyCBM (T2 and T3 Students)	Merit/Demerit Behavior System
Data Meetings	Monthly - last Friday each month	Monthly - last Friday each month
File Folders	Kept by RTI - Academic Teachers	Kept by Counselor and Student Support Coordinator
RTI Coordinator	Head of School (Y1) Dean of Curriculum and Instruction (Y2 forward)	Certified SPED Teacher (Y1-Y3) Dean of Student Supports (Y3 forward)
RTI Lead/Chairperson	Head of School (Y1) Dean of Curriculum and Instruction (Y2 forward)	Certified SPED Teacher (Y1-Y3) Dean of Student Supports (Y4 forward)
Fidelity Checks	Conducted weekly by RTI ² Coordinator on rotating basis	Conducted weekly by RTI ² Coordinator
Creation of Intervention Plans	Intervention plans created by RTI ² Academic Team during data meetings based on NWEA MAP, easyCBM, and AIMSweb data	Intervention plans created Head of School or SPED teacher, general education teacher, and parent; Behavioral Intervention Plan (BIP) created during SST Meeting
Ineffective Intervention Plan - Step 1	Collect progress monitoring data points and adjust intervention plan during data meetings	SST will have manifestation meeting to address behavior, all agree on new plan, move forward
Ineffective Intervention Plan - Step 2	If data continues to show adjusted intervention plan is not effective, make referral to SST during data meeting	SST will have second manifestation meeting to address behavior, all agree on new plan, and decide on how there will be more serious intervention should there be a next issue

Figure 1.9(b): Tiered Support for Academic¹⁵⁰/Behavior¹⁵¹

Requirements	RTI ² Academic	RTI ² Behavioral
Tier 1	<ul style="list-style-type: none"> Daily literacy – 100 total 	<ul style="list-style-type: none"> PBIS - Positive Behavioral

¹⁵⁰ https://www.tn.gov/content/dam/tn/education/special-education/rTI/rTI2_implementation_guide.pdf.

¹⁵¹ <https://tennesseebps.org/wp-content/uploads/2016/03/RTI2-B-Overview-Brief.pdf>.

Interventions	<ul style="list-style-type: none"> minutes • Daily math instruction – 100 total minutes • Daily small group support totaling 50 minutes during the RTI² • Blended Learning • Saturday School • Strategic Seating 	<ul style="list-style-type: none"> Intervention System • Bluff City Collegiate - Code of Conduct • Weekly Community Meetings - Character Development Focus • Advisory - Character Development Focus
Tier 1 Staff Support	<ul style="list-style-type: none"> • Summer PD Orientation (18 days) • Professional Development (2 hours weekly) • Weekly coaching between teacher and Head of School/DCI • Weekly Instruction/Planning Observations and Coaching Sessions • Weekly Instructional Planning, Observations, and Coaching 	<ul style="list-style-type: none"> • Professional Development - Taxonomies • Teacher Culture Observations, Feedback, and Coaching • Character Development/Behavioral Management Training
Tier 2 Interventions	<ul style="list-style-type: none"> • Weekly after-school tutoring • Strategic Seating • Daily Small Group Instruction • Saturday School (twice per month) 	<ul style="list-style-type: none"> • Continuum of Supports from Tier 1 • Individualized Interventions and Supports • Evidence-based Interventions • Data-based Identification of Students • Input from All Team Members • Progress Monitoring of Interventions
Tier 2 Staff Support	<ul style="list-style-type: none"> • Weekly Fidelity Checks¹⁵² and Feedback • RTI-Academic Professional Development (as needed) 	<ul style="list-style-type: none"> • Weekly fidelity checks on data tracking system and feedback • RTI - Behavioral and Academic Training (as needed)
Tier 3 Interventions	<ul style="list-style-type: none"> • Individual Pull-Outs (Fluency, Phonetic Awareness) • Small Group Pull-Outs (Comprehension) 	<ul style="list-style-type: none"> • Behavior Intervention Plan - BIP • Individualized Support • HOS, SPED Teacher & Student Support Coordinator(Y3) interventions

¹⁵² The Head of School will check-in with each staff member providing T2 and T3 support to ensure that the interventions put in place are appropriate, are supporting the student, or to know what needs to change to put the correct supports in place.

	<ul style="list-style-type: none"> I-Ready (Math) Fluency and Computation skills (Math) 	
Tier 3 Staff Support	<ul style="list-style-type: none"> Monthly Fidelity¹⁵³ Checks and Feedback RTI-Academic Professional Development (as needed) 	<ul style="list-style-type: none"> Weekly fidelity checks on data tracking system and feedback RTI - Behavioral and Academic Training (as needed)

1.10 School Culture & Discipline

(a) Student and Family Handbook _____

Please see Bluff City Collegiate’s Student and Family Handbook in **Attachment B**.

(b) School Culture _____

For students to learn and grow, school must be a place where young people feel safe, encouraged, and supported by all the adults in the building.¹⁵⁴ Bluff City Collegiate will create an ambitious and joyful school culture that affirms students for who they are as individuals in order to help them achieve academically and develop personally as leaders equipped to address challenges of the future.¹⁵⁵ In our academically ambitious culture, we will intentionally develop students’ global perspective, strength of character, and leadership mindset to rise to the academic challenges of high school and college and be individuals who positively change and shape our communities. We do this through the investment and development of our six core values: **Joy, Dignity, Empathy, Fortitude, Community, and Critical Thinking**. By exploring these core values each morning in our Morning Meeting, highlighting student examples throughout the day with merits, celebrating when teachers, staff, and students go above and beyond to be individuals of character, and discussing them in our PM advisory groups, we will help our young people be individuals who can reach the academic goals we have set out for them in middle school, take on the academic challenges of high school and college, and become leaders and change agents in their communities.

(c) Creation, Implementation, and Sustainability of School Culture _____

Bluff City Collegiate intends to provide a predictable, joyful, and diverse learning environment that allows students to be known and valued for who they are, fosters their growth academically, socially, and emotionally to help them grow into individuals prepared for high school and college success and community leadership. We will create, implement, and sustain a positive and

¹⁵³ The Head of School will check-in with each staff member providing T2 and T3 support to ensure that the interventions put in place are appropriate, are supporting the student, or to know what needs to change to put the correct supports in place.

¹⁵⁴ Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). “School organizational contexts, teacher turnover, and student achievement: Evidence from panel data.” *American Education Research Journal*, 53(5), 1411–1449.

¹⁵⁵ Friesen, S. (2009). *What did you do in school today? Teaching Effectiveness: A Framework and Rubric*. Toronto: Canadian Education Association.

affirming culture for teachers, families, and students through: (1) explicitly teaching character development; (2) celebrating and affirming the identities of all members of our school community; (3) ensuring a safe and predictable learning environment; and (4) directly serving the community as a school community. We engage all stakeholders – students, teachers, administrators, and parents in building this culture and to establish it starting on day one.

1. Explicitly Teaching Character Development

To create and develop individuals prepared for the academic challenges of high school and college, and prepared for roles of leadership in the community, we will center our school community around a specific set of core values: **Empathy, Joy, Dignity, Fortitude, Community, and Critical Thinking**. These values will be lived out daily from the day the first **students** arrive to the moment that the last students leave to go home, **Administrators** will create a clear and detailed culture handbook and operational handbook for the team, design professional development sessions to bring these to life, train **teachers** to operationalize, ritualize, and communicate these values as part of our daily school routines, and create a strong student orientation that together the team will implement. Values will be introduced to **parents** at Home Visits and Family Orientations in the spring and summer before the school year begins. **Students** begin to internalize and understand these core values at our two-day orientation before the first day of school. During this time, our Head of School will define each core value, explain why it was chosen for our school, and describe what it looks like each day in the classrooms, hallways, and for all interactions in the building. Daily celebrations and affirmations of students displaying our core values will help encourage and sustain their importance throughout the year. **Administrators** will live our core values daily in the way that we speak with family members, in the way that we encourage and provide respect to teachers and students, and in the way that we serve the school community. **Teachers** begin to internalize these core values at our summer professional development, understanding why they are core to achieving our mission, how each value impacts our school community, what modeling them to students looks and feels like, where they will be lived out daily in team interactions, how they will be communicated to students, and how they are embedded in various components of our school day. As a community and a group of leaders, we will model our core values daily as we expect students to internalize and live them in and out of school as well.¹⁵⁶ **Parents** will begin to internalize the school's core values as they read the Family and Student handbook, as they attend the Parent Orientation in August, prior to the first day of school, and as they help their students complete school work at home. Parents build their knowledge and investment in our school's core values through the monthly Bluff City Family Night, where leaders and teachers facilitate a time for parents and students to invest in each other, for the parents and students to invest in building a solid relationship with their leaders and teachers, and for the school to intentionally build the capacity of the parents in their ability to support their student in the home.

Across all stakeholders, we will create a clear vision of what these values look like in our school community, starting on day one, and as outlined below.

¹⁵⁶ Salisu, Abdullahi, and Emmanuel N Ransom . *The Role of Modeling towards Impacting Quality Education*. SciPress Ltd. , 2014, *The Role of Modeling towards Impacting Quality Education*.

Figure 1.10(a) – Bluff City Collegiate Core Values and Corresponding Student Actions

Core Value	Examples of Behaviors Displayed in School
Empathy	<ul style="list-style-type: none"> • We listen to better understand individuals’ experiences and perspectives that are different from our own. • We demonstrate respect for all people in our words and actions. • We recognize and can articulate how our decisions impact others and our school community.
Joy	<ul style="list-style-type: none"> • We smile in order to experience and give joy in the classroom. • We interact with all members of our school community with kindness. • We find joy in learning new things and the process of growing as leaders.
Dignity	<ul style="list-style-type: none"> • We treat all members of our school community with kindness and respect. • We keep our classrooms neat, clean, and organized. • We assume the best in and of one another.
Fortitude	<ul style="list-style-type: none"> • We show resilience when facing challenging tasks. • We ask for support when needed to finish specific tasks. • We display courage in our daily tasks.
Community	<ul style="list-style-type: none"> • We apply an asset-based mindset when learning about and interacting with members of our community. • We interact with members of our school community with kindness and respect. • We dedicate time to directly serve our community.
Critical Thinking	<ul style="list-style-type: none"> • We ask questions in order to develop our knowledge and understanding. • We speak up when issues arise that do not align with our values. • We challenge thinking and build knowledge in order to grow and develop.

Figure 1.10(b): Bluff City Collegiate Core Values and Corresponding Adult Actions

Core Value	Examples of Behaviors Displayed in School
Empathy	<ul style="list-style-type: none"> • We view all students, families, and stakeholders with an asset-based mindset. • We work diligently to understand experiences that are different from our own. • We engage in the community in order to better understand how we can serve. • We are understanding of student experiences daily.
Joy	<ul style="list-style-type: none"> • We interact with each other in a way that displays kindness and respect. • We create classroom environments that support high levels of learning through joy and excitement. • We value and celebrate each other at Morning Meetings.
Dignity	<ul style="list-style-type: none"> • We treat all individuals as valuable people in our community. • We work diligently to understand other people’s perspectives and backgrounds in order to foster a deep and profound respect and appreciation for who they are. • We ensure that curriculum choices provide dignity and respect to our students and families. • We speak to students in a way that will provide an example of how to interact with their peers. • We keep our space clean, neat, and organized.
Fortitude	<ul style="list-style-type: none"> • We are solutions-oriented individuals when we are faced with challenges throughout the year. • We are devoted to our students’ continual academic and personal development. • We model fortitude for our students when faced with a challenging classroom task. • We work diligently through challenges because all students can learn and achieve at a high level.
Community	<ul style="list-style-type: none"> • We recognize that individuals make communities great. • We serve each other and the school community.

	<ul style="list-style-type: none"> • We treat each stakeholder as a unique and important individual to the school community. • We serve the school community and our city, and through that we have a deeper appreciation for who are students are and their experiences.
Critical Thinking	<ul style="list-style-type: none"> • We value questions and challenges in order to understand more. • We deeply study curriculum and data to help all students achieve at a high level. • We are solutions-oriented people who first rely on the school community for the answer to challenges. • We are continual learners who are curious to always know and development more.

Our core values are paramount to creating the culture necessary for students at Bluff City Collegiate to grow academically and personally. Leaders will recognize and celebrate those core values in students and adults whenever they are displayed. Teachers and leaders will celebrate and honor our young people throughout each week as they display core values in their classroom, during interactions with their peers, and in the work that they produce. Parents will be invited to our Morning Meetings and will receive frequent communication on their student’s demonstration of these values.

2. Affirming the Identities of All Members of Our School Community

We believe that all people have inherent worth, and that each person within our school community deserves to feel honored, valued, and known. For **students** specifically, our goal is that they will feel valued and respected for who they are, to help them develop their equity and empathy-based global perspective, in order to ensure that our young people are individuals who can positively impact their community. The investment in our young people and their global perspective, which is an equity-based lens used for solving problems, interacting with people, and using information and tools in an effective and responsible way, is rooted in our Social Studies and PM advisory periods of the day. Through our social studies classes, our teachers will lead students through current social justice issues utilizing the resources of Teaching Tolerance¹⁵⁷, an organization dedicated to providing K-12 schools open source resources to develop young people into individuals who know themselves deeply, are able to see others clearly, and have a leadership mindset within the school and their community. We believe that through this investment in our young people through our social studies classes, coupled with the learning they will do aligned to the Tennessee Social Studies Standards, we will help develop individuals who know and understand how history impacts our current culture, and how they can be equity- and empathy-based change agents for the future. Coupled with the resources from Teaching Tolerance, we will utilize resources from Valor Collegiate¹⁵⁸, a high-performing charter school in Nashville, Tennessee to continue to invest in our students. Valor utilizes a curriculum called Compass, which is the foundation for how they believe children should be educated, which is educating and investing in the whole child. The Compass model¹⁵⁹ shows that creating a school that is centered around the whole child results in specific outcomes: (1) students who are prepared to lead strong, purposeful lives; (2) a strong and positive school culture; and (3) a strong sense belonging and relationships, and (4) amplified school results.

¹⁵⁷ <https://www.tolerance.org/classroom-resources>.
¹⁵⁸ <https://valorcollegiate.org/>.
¹⁵⁹ <https://valorcollegiate.org/the-valor-compass/overview/>

Our **Teachers** are honored, valued, and affirmed for who they are through the investment that begins in the summer with our 18 days of professional development and continues throughout the school year. Our belief is that each teacher, regardless of their need for support and development, brings a unique perspective and experience, which can be offered to both the school community, and to the students in the classroom. Along with our teachers, each **Administrator** provides a specific set of tools, skills, and perspectives that shape who they are and why they are working diligently each day to ensure that students have access to an education that will provide them options when they graduate high school. Our belief is that as teachers and administrators work collectively around a goal – to provide students with an education that will prepare them for high school, college, and community leadership roles – and work to affirm the unique experiences and perspectives that shape each individual within the community, we will achieve our goal.

Jack Vuylsteke, Founder and Executive Director of Memphis Rise Academy Charter School¹⁶⁰ in the Raleigh neighborhood, said, “We need to have a reverence for our students and families, and that looks like finding ways daily to invest in who they are in order to develop them into individuals who will be prepared for the future.” Our **parents**, like Mr. Vuylsteke said, deserve to know that their children are in a school environment that values who they are, where they come from, and will work diligently to overcome challenges in order to ensure that meet a high academic bar. We believe that our parents are the experts in their children, knowing their specific study habits, the subjects in school where they excel, and the areas that they need additional help, and our goal is to affirm our parents for being assets to our school community, and to leverage the expertise that they can provide. At Bluff City Collegiate, we will take this incredible example and leverage the expertise from Memphis Rise Academy in order to create an environment that values and respects families and students, because we believe that each parent has the right to send their child to a school that will prepare them to take on the challenges of high school and college, and a school that will value and respect who they are as individuals.

3. Ensuring a Safe and Predictable Learning Environment

Research shows that when **Students** feel and know that they are in a safe learning environment, they learn more than their peers who are not in a safe and structured environment.¹⁶¹ Bluff City Collegiate believes that students need to be in an ambitious and joyful learning environment that is safe and predictable. This safety and predictability can look like school leaders welcoming scholars each day with a handshake at the front doors, followed by a warm welcome from teachers consistently standing at their classroom thresholds with a room ready for entry. Though this may seem like a simple act, it allows the student to know what to expect, and it sets the tone for the entire school day.

Our **Teachers** will have opportunities in summer professional development, and our professional development each Friday throughout the school year to practice and develop classroom routines and procedures, as well as the school wide routines and procedures, in order to help our young

¹⁶⁰ Memphis Rise Academy – 6th-12th grade independent charter school under SCS. www.memphisrise.org.

¹⁶¹ Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). “School organizational contexts, teacher turnover, and student achievement: Evidence from panel data.” *American Education Research Journal*, 53(5), 1411–1449.

people know and understand that their school is both safe and predictable. Research from Arizona State showed that when schools implement consistent routines, it boosts academic growth by providing an environment for students that allows them to simply focus on their work.¹⁶² Prior to school beginning, teachers will work together in their grade level teams to plan lessons for the first week of school to specifically address classroom and school routines and procedures. Throughout the first week of school, teachers will focus specifically on building culture within their classrooms, practicing the routines and procedures throughout the classroom and building, setting expectations, and providing encouragement and merits to students as they follow directions and expectations.

Our **Administrators**, specifically our Head of School and Dean of Operations, work collectively throughout the summer to ensure that there are clear systems, structures, and procedures in place to provide a safe and predictable learning environment for both teachers and students. These systems, structures, and procedures will be explained in detail and practiced throughout summer professional development to ensure readiness for the first day of school. Throughout the first week of school, both the Head of School and the Dean of Operations will be providing feedback to teachers and students about the implementation of the systems, structures, and procedures within the building to ensure all instructional time can be maximized throughout the school day.

Parents want to know that when their child exits their vehicle, gets on the bus for school, or walks out the front door of their home on their way to school, they will be safe. According to a recent Gallup poll¹⁶³, 34% of parents are concerned about their child's safety in school. Our role as a staff is to consistently communicate expectations with parents for their children when they are at school, to clearly show and demonstrate the systems, structures, and procedures within the school that are focused on ensuring a safe and predictable learning environment at our Bluff City Family Nights or visits to the school throughout the school day.

4. Demonstrating our Leadership through Service

Communities thrive and flourish when individuals collaborate with a common purpose. Our school not only believes in the equipping of our **students** with the tools they need to be leaders in the community but providing them with the opportunity to directly serve, invest in, and provide leadership for our neighborhoods and our city. We believe that this investment and service to the community will sustain our positive culture and learning environment, and will not only be another opportunity for our **teachers** and **administrators** to model our core values for our young people, but for our students to have the opportunity to live out our core values on a daily basis. Our mission, which is rooted in the belief that all young people can meet a high academic bar and can be prepared for college success, is also anchored in the idea of our students becoming community leaders. Throughout the year, our young people will meet daily with their afternoon advisory group, which is made up of one **teacher** and a group of students. Collectively, they will create a service project each quarter (four times per year), to develop their leadership

¹⁶² Benitez, Viridiana L. and Jenny R. Saffran. 2018. "Predictable Events Enhance Word Learning in Toddlers." *Current Biology*. DOI:<https://doi.org/10.1016/j.cub.2018.06.017>.

¹⁶³ <https://news.gallup.com/poll/265868/parents-concern-school-safety-remains-elevated.aspx>.

skills, and to see how individuals collaborating and working together around a common purpose can impact a school and a community. Outside of our quarterly service projects, students will work with their advisory groups to complete service projects around the school: setting up breakfast or lunch, taking out trash at the end of the day, organizing the library, or cleaning up classrooms throughout the school day. We want our students to recognize simple ways they can serve the school, to recognize that a leader does not always have to be at the front of the room but is someone who sees something that needs to be done and does it. As we work to build the capacity and the relationship with our **parents**, and work to provide opportunities for them to be involved in the school,

(d) **Creating a Culture for All** _____

We believe that all students are unique, gifted, and deserve to be in an environment that affirms who they are. This belief drives us to instill in each one of our students a global perspective, which develops their empathic lens for difference of opinion, cultural backgrounds, and abilities. Our school culture embraces differences and diversity and will work diligently to instill this within our school community. Our young people who have special needs, limited English proficiency, and any other classification will be seen for what they are - valuable individuals who contribute to our school community – and treated with dignity. All young people will participate in all aspects of the day, including our Morning Meeting centered on school core values, our weekly celebrations, and our Community Meetings, and all will be able to fully participate in all curricular and extra-curricular activities. We will do this by creating a school culture that understands that our collective community is made stronger because of each individual. Whether students have a disability, are English Language Learners, or are academically underperforming, we celebrate each student as unique, capable, and worthy of dignity and every opportunity to succeed and be embraced by our school community. We will value each member of our community by building and fostering a sense of personal identity and pride. We will provide time in community gatherings and advisory sessions for students to share stories and perceptions about their experiences in school and in life. We will pose questions to and spark discussion between students to understand how they see and experience the world: How do they perceive similar situations differently? How do different students connect to different characters or stories we explore during reading in class and at home? Each of these questions offers an opportunity to let students with perceived differences share, discuss, and be heard.

(e) **Philosophy for Discipline** _____

Bluff City Collegiate believes in the power and the unique ability of each individual. We believe that as people, as we grow and develop and understand more about ourselves and the world, that they are opportunities for us to learn. We learn through the investment in our brain and our knowledge around specific subjects within a class, and we learn through our service to the school and to the community. With this learning, growing, and developing, we all make mistakes, and when we do, we must learn from them in order to get better. There is an English proverb that says, “He who makes no mistakes never learns anything.”¹⁶⁴ Bluff City Collegiate believes that

¹⁶⁴ <https://www.forbes.com/quotes/2657/>.

mistakes are part of growing and developing, and our discipline system is a way to help our young people learn and get better.

Bluff City Collegiate believes in implementing a fair and consistent student discipline system, rooted in the idea that students have choice. Within this system, merits and demerits exist in order to help students in two ways: celebration and learning. A merit is a way for a leader, teacher, or staff member to recognize and honor an individual within the school when they are doing something right, when they are demonstrating one of our core values, or they are going above and beyond to serve the school community as a whole. It is a way for an individual to be honored and celebrated for their actions, with the hope and desire that they will continue to repeat those specific actions. In a similar way, a demerit is a way for a leader, teacher, and staff member to provide a reminder to a student within the school when they are doing something that is not representative of a student at Bluff City Collegiate. We do not provide demerits to be punitive, but to help an individual **learn** from their mistake, in order to help them grow and develop into leaders within the school and the community.

As stated, merits are a way for the Head of School, teachers, and staff to highlight the positive student behavior being displayed throughout our school. The positive behavior will be recognized through the frame of our six core values: **Joy, Empathy, Dignity, Fortitude, Community, and Critical Thinking**. As adults observe one of our students displaying a core value in the classroom, hallways, cafeteria, or at arrival/dismissal, they will be given a merit. Our goal is for students to feel honored and celebrated, and that they will continue to grow in their internalization of that value. Merits serve as an ‘in the moment’ way to celebrate one of our students for doing an excellent job of living out our core values each day. At the end of each month, student merits will be totaled, and if they reach a specific amount, they will get to participate in a specific incentive activity at the school. For example, if a student has 20 merits at the end of January, that specific student would have the opportunity to participate in an afternoon snow cone day, where students get to enjoy a snow cone outside and play for an hour. This will provide our young people an additional way to be recognized for doing an excellent job displaying the core values of Bluff City Collegiate consistently. Demerits are a way to provide reminders and choices for our young people. Our team recognizes that everyone is a learning, growing, and developing individual, and with that, mistakes will happen. Demerits are not used in a punitive or dogmatic way, but as a reminder that the behavior they are displaying is not appropriate and aligned with our core values, and now they have a choice to make: continue to display the misaligned behavior, or change their behavior to display the Bluff City Collegiate core values. Our goal is to affirm students for who they are, the fact that they are children growing and developing, and to help them grow and become individuals who will positively impact their community. Through our demerit system, we will track their specific behavior and assign consequences appropriately.

Figure 1.10(c): Behavior Management System - Demerits

Stages	Description of Behavior	Consequences
1	Not following directions after teacher; disruption of class; not exhibiting core values; violations of school rules; out of	Demerit in recorded in Kickboard ¹⁶⁵

¹⁶⁵ <https://www.kickboardforschools.com/>- Kickboard is an online platform that allows schools to track the behavior of specific students, see overall grade level trends, and support students as they display continual behavior that is not aligned with the school’s expectations.

	seat without permission; out of uniform; talking out of turn	
2	Repeat behavior in Stage 1; Inappropriate behavior - rolling eyes, defiance towards staff; insubordination	Demerit in Kickboard with notations and details to parent; (student-teacher check-in conversation)
3	Repeated Stage 2; Engaging in name calling; in unauthorized area w/out permission; Inappropriate use of computer	Demerit in Kickboard for core value violation (1st violation- phone call to parent + 2nd violation – parent and student conference with the HOS
4	Repeat behaviors from Stage 3; Aggressive name calling, use of profanity; stealing; cheating; plagiarism; inappropriate remarks or contact to staff or student; Theft under \$500	Demerit in Kickboard; Mandatory Parent Conference; Referral to HOS; out of school suspension may be issued
5	Repeat behaviors in Stage 4; hitting or inappropriately touching another student, threatening of physical violence to teacher or students; bullying; Theft at or above \$500; aggravated assault; Fighting; possession of weapon; possession of drug paraphernalia; gang activities; sexual harassment; bomb threat	Demerit in Kickboard; Immediate removal from learning environment and referral to HOS; Out of School Suspension; Mandatory Support Team Meeting with Parent; Depending on violation the HOS may contact the Police Department

Our goal is to ensure that students are held accountable for their behavior and have opportunity to internalize their actions, see how it hurt the community or community member, and identify the core value their negative behavior was undermining by their actions.

Suspensions

A suspension is a time when one of our young people is required to be excluded from the school and cannot be in attendance for a specific amount of time. To establish and maintain a safe, fair, and consistent school culture, Bluff City Collegiate will suspend young people from school when they commit specific infractions that go against what is clearly outlined in the student discipline code. The Head of School will make the decision to suspend a student if the student has displayed behavior that is a serious breach to the student code of conduct. If the suspension is longer than three days, the Board of Directors will be notified, and the parents or guardians will be informed of the suspension and asked to attend a meeting between the Head of School and any other staff member that needs to be present. Our goal is to always have a fair and equitable learning environment for all students and we will ensure that all disciplinary action aligns with any and all rights according to a student’s disability, IEP, or Section 504 plan. More details can be found in our Student and Family Handbook in [Attachment B](#).

Expulsions

Bluff City Collegiate reserves the right to expel a student from the school when the conduct is a danger to the physical wellbeing of students and staff. Bluff City Collegiate will implement a zero tolerance policy for bringing any sort of deadly weapon on campus. In any situation, expulsion will be the absolute last resort considered when all other options and efforts have been implemented. For a student to receive an expulsion from Bluff City Collegiate, the process will begin and will be overseen by the Head of School, and will include conversations with the teachers, staff, and the parents or guardians of the student. Any student expelled from the school will receive due process under Tennessee state law, and the Bluff City Collegiate due process,

upon Board approval, will be: The Head of School follows standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures. If the Head of School believes expulsion is warranted, the student will be expelled. The Head of School reports to the Memphis Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309. Any decision to expel a student will require the Board's approval, and families may appeal the decision to the Board. Additional detail on the expulsion process can be found in our Student and Family Handbook in [Attachment B](#).

Appeals Process of Suspensions and Expulsions

Parents reserve the right to appeal a suspension or expulsion decision first with the Head of School in writing. If the appeal is not resolved, the parent reserves the right to appeal to the Board of Directors in writing within 10 days of the suspension or expulsion. Bluff City Collegiate has the following policy as a guide for parents and guardians to hear their appeal in the most effective manner. This policy serves as a guideline, but the Head of School has the final decision in all matters that take place under the management of the school. The following procedure will be followed whenever a parent/guardian has an appeal: (1) The parent/guardian sets an appointment to meet with the Head of School within 48 hours of the suspension issuance. (2) Head of School presents evidence and data related to incidents and hears the parent concern and appeal of suspension and/or expulsion. Head of School and family discuss the rationale for decision and come to a resolution to uphold or remove the decision. If the issue is not resolved, the parent/guardian may ask for a grievance process with the Board of Directors. (3) If the issue remains unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board Chair of Bluff City Collegiate's Governing Board of Directors for final decision. (4) Parent is notified about decision to uphold or remove the suspension or expulsion. Details for the appeals process is provided in our Student and Family Handbook, found in [Attachment B](#).

Protecting the Rights of Students with Disabilities

Bluff City Collegiate will comply with all laws and regulations, including IDEA and Section 504, when applying discipline to students with disability to ensure we are adhering to all accommodations and modifications specifically outlined within a student's IEP or 504. Our role is to work with the student, family, and any outside agencies to create a plan that with help and support the student as s/he learns and grows at Bluff City Collegiate. If a student receives 10 days or more of suspension, our school will hold and utilize a manifestation meeting to determine if the disruptive behavior was a manifestation of the disability. A parent or guardian will be notified of the manifestation meeting 10 days prior to the meeting. The parent or guardian is encouraged to attend the meeting in order to be informed and to advocate for the student. The Student Support Team must determine the following: (a) Whether the misconduct was related to the student's disability; (b) If the student was receiving adequate services; and (c) If an alternative placement is necessary. If the conduct is determined not to be a manifestation of the student's disability, the school may discipline the student as it would a non-disabled child. However, the student will continue to receive services during any period of removal. We will review and modify as necessary any behavior plan which might be in place to address the behavior so that it does not re-occur.

Informing Students and Parents

Bluff City Collegiate believes that parents and guardians are a strength to our school community and will always communicate honestly and frequently. Before the beginning of the school year, parents, guardians, and students will receive a copy of the Student and Family Handbook in their home language to provide an overview of the Bluff City Collegiate Discipline Plan. In accordance with our grievance policy to be adopted by the Board of Directors, any complaints and comments regarding the discipline policy, or regarding discipline actions or practices taken, will initially be addressed to and by the Head of School. The Head of School will make final decisions on updates or changes to the discipline policy and will submit any such policy changes or updates to the Board of Directors for final review and approval.

(f) [Bluff City Collegiate Discipline Policy](#)_____

For our Discipline Policy, please see the Student and Family Handbook in **Attachment B**.

(g) [Adoption of Local Policy or Other School Policy](#)_____

We do not intend to adopt the local district's policy or other school's policy.

1.11 Marketing, Recruitment, and Enrollment

(a) [Enrollment Policy](#)_____

Bluff City Collegiate's Enrollment Policy is provided as **Attachment D**.

(b) [Informing Parents and Families](#)_____

Bluff City Collegiate believes in the power of people, their voice, and utilizing their voice to create a school that is reflective of the wants, needs, and desires of the community. Since September 2019, Bluff City Collegiate has invested in listening to the community, finding ways to serve the community, and simply being part of the community. The investment that we have made, that we currently are making, and that we will continue to make is outlined below.

Pre-Authorization

1. Our school website www.BluffCityCollegiate.org
2. Three community information sessions¹⁶⁶ hosted by the Lead Founder
3. Tabling events at the Randolph Library¹⁶⁷
4. Facebook and Instagram
<https://www.facebook.com/bluffcitycollegiate>
<https://www.instagram.com/bluffcitycollegiate/>
5. Monthly Newsletters since January 2020
6. Building strong community partnerships with the Heights CDC, Su Casa Memphis, City Leadership, Randolph Library, Gaisman Community Center, LITE Memphis. (6)

¹⁶⁶ Central BBQ – September 10, 2019, Muddy's Coffee Shop – Wednesday, October 9, 2019, Inspire Community Café – Wednesday, November 20, 2019.

¹⁶⁷ November 12, 14, 19, 21, 2019, December 9, 12, 17, 2019, January 7, 9, 14, 16, 21, 23, 28, 2019.

Collaborating with Renewal Church and Berclair Baptist Church

Pending Authorization

1. Our school website www.BluffCityCollegiate.org
2. Three additional community information sessions hosted by Proposed Head of School¹⁶⁸
3. Tabling events continuing at the Randolph Library¹⁶⁹
4. Facebook and Instagram
<https://www.facebook.com/bluffcitycollegiate>
<https://www.instagram.com/bluffcitycollegiate/>
5. Monthly newsletter since January 2020
6. Building strong community partnerships with individuals within the targeted zip codes, such as Michael Philips, Jared Meyers, and parents through weekly volunteer work at Su Casa Memphis
7. Collaborating with local churches, such as Renewal Church and Berclair Baptist. We are working to build a relationship with Iglesia Bella Vista

Post Authorization

Throughout the planning year and leading up to our launch in August 2021, we will continue to leverage the relationships with the Heights CDC, Su Casa Memphis, Randolph Library, Gaisman Community Center, Renewal Church, and local business owners in the city, all of whom have written Letters of Support, which can be found in **Attachment E**. Our Founding Board and Lead Founder will be a consistent presence in the community, working with these organizations and building relationships with others to expand the knowledge of the mission and vision of Bluff City Collegiate within the neighborhood. To ensure we are prepared for day one of school and have 120 students enrolled at Bluff City Collegiate, we will utilize the wisdom and expertise of two members of the Founding Board who bring both start up and school leadership experience. Ann Thomas was the longtime Principal of Kingsbury Elementary, a school in our proposed neighborhood, which gives her excellent perspective on how to invest deeply with families and students in the neighborhood. From a marketing perspective, we will leverage the expertise of Founding Team member Christina Colon, a marketing expert at FedEx to ensure that families and community members are hearing about Bluff City Collegiate. Marketing strategies to ensure that individuals within the community and across the city of Memphis hear about our school will include: (1) door-to-door canvassing and events within the neighborhood to pass out flyers; (2) social media such as Facebook and Instagram, where we are a consistent online presence; (3) tabling events at the Randolph Library; (4) information sessions and community input sessions at the Randolph library with community members; (5) posting print material (i.e. flyers and postcards) about the school, enrollment, and who to contact in order to speak with someone in English and Spanish in local businesses; (6) continuing to build relationships in and with the community. As a Founding Team, we fully understand that full enrollment will depend on energetic mobilization of the relationships and connections within our community. Finally, we also will leverage the expertise of Founder and Executive Director of Memphis Rise Academy,

¹⁶⁸ March 18, 2020 – Randolph Library, April 1, 2020 – Su Casa Memphis, April 15, 2020 – Randolph Library .

¹⁶⁹ February 11, 13, 18, 20, 2020, March 17, 19, 24, 26, 31, 2020, April 7, 9, 14, 16, 21, 23, 2020.

Jack Vuylsteke, who does an excellent job recruiting and investing in families each year, who has written a Letter of Support for the Lead Founder and Bluff City Collegiate, which can be found in **Attachment E**.

(c) Recruitment

Bluff City Collegiate plans to utilize all resources available to the Founding Team and the Lead Founder in order to recruit families and students to be part of the inaugural year. Our Founding Team will leverage their personal connections and networks across the community, holding specific events for families to learn more about the school, the leader, and the mission and vision of Bluff City Collegiate, as well as continuing to be an online presence. Our outreach will include the following: (1) door-to-door canvassing and events within the neighborhood to pass out flyers; (2) social media such as Facebook and Instagram, where we are a consistent online presence; (3) tabling events at the Randolph Library; (4) information sessions and community input sessions at the Randolph library with community members; (5) posting print material (i.e. flyers and postcards) about the school, enrollment, and who to contact in order to speak with someone in English and Spanish in local businesses; (6) continuing to build relationships in and with the community.

Our Lead Founder moved to Memphis in 2013 to be part of the Memphis Teacher Residency and has taught at a school in the neighborhood since his arrival. Throughout his education career in Memphis - as teacher, teacher-leader, mentor teacher, and school administrator - he has built relationships across the city that will be helpful in learning how to communicate and recruit families to the school. Within six months post-authorization, the Board Chair will appoint a Community Engagement Task Force to reach our goal of applications at 150% of Y1 enrollment – allowing for 120 enrolled with 60 students on our waitlist.

Figure 1.11(a) – Recruitment Timeline

Timeline	Event/Strategy Description	Responsible & Potential Parties	Benchmark & Outcome
Spring/ Summer 2020	Build relationships w/ existing community businesses, leaders, community centers, and religious organizations	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder • Heights CDC • SU Casa Memphis • Randolph Library 	Recruit a board member that has specific ties to the Jackson/Treadwell and the Binghampton/White Station neighborhoods.
Summer 2020	Connect with families and residents of target recruitment area of the 38111 and the 38122 zip codes	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder • Randolph Library • Streets Ministries • Su Casa Memphis 	Host at least one BBQ event or cookout and one child focused event, speaking to at least 50 parents in order to secure 15 signatures from age eligible families.

Fall 2020	Neighborhood Canvassing	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder • Community Volunteers 	Knock on 150 doors and secure 15 signatures of age eligible families within the 38111 and 38122 zip codes.
December 2020	Send out first set of information cards throughout the winter break with the following information: (1) application deadline; (2) Information session dates; (3) mission and core beliefs.	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder • Volunteers 	<p>Mail out 500 flyers. Provide 20 different businesses, organizations, and neighborhood partners with at least 50 flyers to provide to community members.</p> <p>20 community members express interest through the flyers.</p>
January 15, 2021	Engage our early families to stay engaged.	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder 	60 completed applications
January 15, 2021	MLK Jr. Day of Service	<ul style="list-style-type: none"> • Board of Directors • Lead Founder • Volunteers 	The Lead Founder and Board Members with serve in a capacity at a community organization.
January– March, 2021	Neighborhood Canvassing and Family Information Sessions	<ul style="list-style-type: none"> • Community Engagement Task Force of Board • Lead Founder 	<p>Knock on 150 doors to secure 10 signatures from age eligible families.</p> <p>Host two family information sessions each month to secure 60 applications.</p> <p>The Lead Founder visit each home of early applicants' families.</p>
March 15, 2021	Early Application Deadline	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder • Dean of Operations 	120 complete applications collected
March 31, 2021	Early Family Celebration – celebrate families who have completed an application to Early Application Deadline.	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder • Dean of Operations 	<p>Have more than 80% of families that have submitted applications in attendance for the event.</p> <p>60 additional applications needed.</p>

March-May, 2021	Consistent engagement for families who completed early applications (monthly newsletter, school item – pen, sticker)	<ul style="list-style-type: none"> • Community Engagement Task Force • Lead Founder • Dean of Operations 	<p>Send two monthly updates to all early families.</p> <p>The Lead Founder will visit each home of early applicants.</p>
May 1, 2021	Application deadline – BCC lottery – 120 students needed for Inaugural class of BCC	<ul style="list-style-type: none"> • Board of Directors • Lead Founder • Dean of Operations 	200 applications collected for 120 seats
May 27, 2021	Founding Family Information Session	<ul style="list-style-type: none"> • Board of Directors • Lead Founder • Dean of Operations 	80% of families attend the BCC information session, complete enrollment packet, and receive the BCC uniform.

(d) Equal Opportunity

Bluff City Collegiate will target our recruitment efforts first in zip codes and neighborhoods that lack high-quality middle school options for students and families, and specifically within the 38122 and the 38111 neighborhoods. Through our outreach, identified above, we will continue to ensure community members that we are a tuition free, public school which will accept all students as long as we have seats available, including students with disabilities and those whose first language is not English. All outreach materials, presentations, and discussions will emphasize our commitment and ability to serve all students, regardless of ability, home language, or previous academic performance. We will continue our outreach methods outlined in **Section 1.11(c)** and will ensure that all outreach materials are available in both English and Spanish. To ensure that as a school and recruitment team are being inclusive of all of members of the community, all recruitment and enrollment materials will be available in English and Spanish, and other home languages as appropriate, and we will clearly explain our inclusive model for Special Education students and English Learners. As a public charter school, we will accept applications and enrollment of any student within our target grades living within the Shelby County Schools District. Within our target area of the Jackson/Treadwell and Binghampton/White Station neighborhoods, we will recruit in areas that are frequented by our community members. We will be active and present through our current community partners: Su Casa, Heights CDC, Randolph Library, and the Gaisman Community Center¹⁷⁰. We will utilize the expertise and the relationships that these organizations have built to be a continual presence in recruiting families to join the Bluff City Collegiate inaugural family. Outside of these organizations, we plan to recruit at Kroger, Big Lots, and other local businesses that are present on Summer Avenue.

(e) Community Organizations

Bluff City Collegiate believes in the power of people, in the power of community, and the power

¹⁷⁰ Found in **Attachment E**.

of citizens rallying together to support each other. With this belief, we have met with organizations throughout the city of the 38111 and 38122 neighborhoods in order to build relationships, connecting with parents and community members, and to share the mission and vision of our school. Moving forward, we will continue to connect and partner with these organizations in order to connect with families, guardians, and students.

Figure 1.11(b): Community Organizations

Organization	Purpose	Status
Heights Community Development Corporation	Community Engagement, Marketing	Partnership secured for marketing, recruitment, and engagement events.
Su Casa Memphis	Community Engagement, Marketing	Partnership secured for marketing, recruitment, and engagement events.
Randolph Library	Community Engagement, Marketing	Partnership secured for marketing, recruitment, and engagement events.
Giasman Community Center	Community Engagement, Marketing	Partnership secured for marketing, recruitment, and engagement events.
Memphis Lift	Community Engagement, Marketing	Partnership secured for marketing, recruitment, and engagement events.

(f) **Assessing and Building Community Demand**_____

To date, members of the Bluff City Collegiate team has actively engaged with Memphians from across the city in order to listen, learn, and actively engage. Our goal has been to be actively engage with a diverse group of individuals from across the city of Memphis to do three things: listen, learn, and engage. We have sought the opinion and beliefs of individuals from our city to learn what they truly believe that a school needs in order to be successful. We have wanted to listen and learn in order to ensure that our school design is something that the community not only needs but wants in a middle school option for parents and guardians. Bluff City Collegiate has also worked diligently to engage with the community through sharing our mission, our vision, and how we believe that our school model cannot only be transformational for our young people academically, but as leaders in the community.

Figure 1.11(c): Community Outreach Efforts to Date

Date	Organization	Type	Relationship/Outcome of Meeting
09/02/2019	Commercial Advisors	Real Estate	Meeting with Connor Walker, individual who works specifically with non-profits and has helped other charter schools secure facilities
09/03/2019	Simple Focus	Graphic Design	Meeting with Mike Jackson, individual who does website and logo design
09/04/2019	Beacon College Prep	Education	Meeting with Joe Bolduc, Founder and Head of School for Beacon College Prep
09/05/2019	Memphis Rise Academy	Education	Meeting with Gus Connelly, Principal of Memphis Rise Academy Middle School

09/06/2019	Compass Community Schools	Education	Meeting with Matt Cowan, Principal of Compass Community Schools; discussed possible observations and PD in the future
09/11/2019	City of Memphis	Government	Meeting with Michael Whaley, County Commissioner
09/16/2019	New Memphis	Non-profit	Meeting with Reggie Davis, member of New Memphis Institute
09/18/2019	Memphis Teacher Residency	Education	Meeting with current teachers interested in moving into school leadership in the future
09/19/2019	Heights CDC	Non-profit	Meeting with Jared Meyers, President of the Heights CDC to talk about investing/volunteering in community
09/20/2019	Memphis Teacher Residency	Education	Meeting with current teachers; led discussion on dynamics of traditional public vs. charter schools
10/07/2019	Randolph Library	Non-profit	Meeting with librarian to discuss possibility of utilizing space to speak with parents and students
10/08/2019	Vining Sparks	Finance	Meeting with Andrew Patterson, who works specifically with finance to gain insight into funding
10/08/2019	STAND For Children	Education	Public meeting to discuss educational equity across Memphis
10/09/2019	Choose 901	Non-profit	Meeting with John Carroll, Founder and CEO of Choose 901 to discuss marketing strategies
10/09/2019	Su Casa Memphis	Non-profit	Meeting with Michael Philips, CEO of Su Casa Memphis to discuss investing/volunteering in community
10/11/2019	Heights CDC	Non-profit	Follow-up meeting with Jared Meyers to discuss possibility of finding more ways to collaborate
10/14/2019	Inspire Community Café	Business	Information session with 5 members of community to share mission and vision
10/15/2019	Commercial Advisors	Real Estate	Meeting with Connor Walker and group of developers to walk through potential location for school
10/16/2019	Simple Focus	Graphic Design	Follow-up meeting with Mike Jackson to discuss updates around website and logo design
10/17/2019	Mimeo	Business	Meeting with Doug Wilson, individual who works for Mimeo to discuss collaboration in the future
10/17/2019	Networking Event	Business	Attended networking event for individuals across Memphis to discuss collaborating

10/21/2019	Chalkbeat	Non-profit	Attended Chalkbeat happy hour to network and meet with individuals working in education in Memphis
10/22/2019	New Hope Christian Academy	Education	Meeting with Lionel Cabel, Principal of New Hope Christian Academy in Memphis
10/22/2019	Tennessee Department of Education	Education	Attended meeting hosted by TDOE at Ed Rice Community Center to discuss future of ASD and education in Memphis
10/23/2019	Freedom Preparatory	Education	School visit and meeting with Roblin Webb, Founder and CEO of Freedom Prep
10/25/2019	Achievement School District	Education	Meeting with Lisa Settles, interim Superintendent for ASD to discuss education and collaboration
11/11/2019	Muddy's Coffee Shop	Business	Information session with 5 members of community to share mission and vision
11/12/2019	Food Future	Non-profit	Attended event titled "Food Justice for Memphis" which discussed food deserts and how we address them
11/12/2019	MICAH	Non-profit	Attended monthly MICAH meeting to discuss educational equity across Memphis
11/13/2019	Relay Graduate School of Education	Education	Meeting with Lisa Baldwin of Relay Graduate School of Education to discuss partnering and collaboration in future
11/14/2019	Memphis Rise Academy	Education	Meeting with Jack Vuylsteke, Founder and Executive Director of Memphis Rise Academy to discuss Math and English curriculum
11/15/2019	Believe Memphis Academy	Education	Meeting and school visit with Danny Song, Founder and Head of School for Believe Memphis Academy
11/18/2019	Central BBQ	Business	Information session with 6 members of community to share mission and vision
11/19/2019	National Civil Rights Museum	Non-profit	Attended "Memphis 101" class to learn and network with professionals across Memphis
11/20/2019	A Step Ahead Foundation	Non-profit	Attended lunch to learn about how A Step Ahead is making difference in education in Memphis
11/22/2019	Maya Consulting	Education	Meeting with Karen Weissinger, consultant with Maya Consulting
12/02/2019	Memphis Teacher Residency	Education	Meeting with David Montague, President of MTR to discuss partnership and collaboration in future
12/11/2019	Poplar Foundation	Philanthropic	Meeting with Tom Marino, CEO of Poplar Foundation.
1/02/2020	Memphis Lift	Non-profit	Attended Memphis Lift movie night at National Civil Rights museum to network

			and connect with education professionals across Memphis
1/04/2020	Shelby Farms Park	Non-profit	Volunteered with the "BuffaGLO Run" through Shelby Farms park
1/07/2020	STAND For Children	Non-profit	Attended January Leadership Coalition meeting to discuss facility issues and equity across Memphis
1/13/2020	Memphis Merit Academy	Education	Met with Lakenna Booker, Founder and Head of School of Memphis Merit, to discuss partnership and collaboration opportunities
1/14/2020	EdTech	Business	Met with EdTech to discuss possibility of utilizing EdTech as back office provider for Bluff City Collegiate once authorized
1/15/20120	Office of Senator Lamar Alexander	Government	Meeting with representatives from Senator's team to share mission and vision and to listen/learn his beliefs about education in Memphis
1/15/2020	City Council	Government	Met with City Council member Worth Morgan to discuss mission and vision
1/16/2020	Heights CDC	Non-profit	Met with Jared Meyers, ED of Heights CDC to discuss possible school location opportunities
1/16/2020	LITE Memphis	Non-profit	Met with Sam Hasty from LITE Memphis to discuss partnership and collaboration opportunities
1/21/2020	Su Casa	Non-profit	Volunteer with adult English classes
1/21/2020	County Commission	Government	Attended County Commissioner's meeting to hear about educational funding in Memphis
1/21/2020	Randolph Library	Government	Tabled at library to speak with families and students about Bluff City Collegiate
1/22/2020	Randolph Library	Government	Tabled at library to speak with families and students about Bluff City Collegiate
1/23/2020	Su Casa	Non-profit	Volunteer with adult English classes
1/23/2020	Randolph Library	Government	Tabled at library to speak with families and students about Bluff City Collegiate
1/24/2020	Office of Senator Raumesh Akbari	Government	Meeting with Senator Akbari to share mission and vision and to listen/learn about her beliefs about education in Memphis
1/27/2020	Office of Congressman Steve Cohen	Government	Meeting with Congressman Steve Cohen to share mission and vision and to listen/learn his beliefs about education in Memphis

(g) Pledged Support _____

Please see **Attachment E** for Bluff City Collegiate’s Pledged Support.

1.12 Community Involvement and Parent Engagement (after school opens)

(a) Post-Opening Recruitment _____

Several strategies for recruitment remain constant post-authorization: canvassing specific neighborhoods within the 38111 and 38122 zip codes, tabling at the library and community center, attending all community events as a way to speak with parents, and throwing multiple block parties for the neighborhood. We intend to engage with the community and families in an authentic way that allows us to continue to build trust and rapport with them as we grow our enrollment numbers for the school. Bluff City Collegiate has been a constant presence at the Randolph Library and Su Casa Memphis, as they are both in the heart of 38122; we will continue our efforts once the school has opened. Our block parties will allow the community to continue to get to know us, our school culture, our academic program, and the staff of Bluff City Collegiate as they hired in the planning year.

One of our core beliefs is that family partnerships improve student achievement, and we believe that strongly. Throughout the school year, we will have multiple parent-centered events within the school day, such as doughnuts with dad or muffins with mom, in order to engage with our current families, but also as a way for the community to get to know us, see our school, and engage with the school community. Through our continual efforts in order to involve parents within the school, we know that they will also be a powerful resource in helping us recruit more families to Bluff City Collegiate.

The one major shift is that we will be in operation and can have parents and families come and visit our school. We believe that with the opportunity to show parents what we are doing, the type of culture that we have created that is rooted in ambition and joy, and the academic excellence that is present in each classroom, the care from each teacher, Bluff City Collegiate will hit enrollment. We believe that when the community is able to see the school, as well as current parents and guardians sharing their experience and their belief in our mission and vision, we will be able to ensure that our school is fully enrolled each year.

Our Dean of Operations will be responsible for ensuring that there is a weekly schedule of times when parents can take facility tours and speak with the Head of School, and if so desirable, times and opportunities when teachers could be made available to speak to prospective parents about enrolling their child. We intend to be both inspiring and clear in expectations to families interested in enrolling at our school. As we invite people to ask questions, and as we are transparent in who we are, parents and students will know that they have found the right middle school to meet their needs. To ensure clarity around our academic program, our school culture, and our school, the Head of School will share information with prospective families and students so they can make an informed decision. Our Head of School will provide prospective families and students with detailed information such as: school schedule, classes offered, specific school model, introduction to staff and teachers, clear and detailed explanation around the culture and behavior expectations of students, and what details of the enrollment process. Our goal is that

prospective parents will walk away from the meeting feeling inspired by what they see but knowing with great certainty that Bluff City Collegiate is the type of school that will change the trajectory of their child's future.

Recruitment for students and families, and ensuring that we have clear enrollment targets, will be a central priority the Bluff City Collegiate team. In Y1, we aim to maintain at least a 50% waitlist for 6th grade enrollment, and in each subsequent year to have a 50% waitlist for enrollment in all grades, 6-8. With 50% of our enrollment in each of the grades within the school, we can shift our focus to ensuring that we have at least 90% of our families re-enroll from year to year. If a family chooses to leave Bluff City Collegiate in the middle of the school year or chooses not to return for the next school year, we will ask them to provide us with feedback in order to help us learn and grow from year to year. Trends within families and students choosing to move their child to a different school will be utilized to adjust our program and communication, in order to retain as many students as possible each year. The Head of School will report monthly to the Board on any changes in enrollment, providing reasons for each family who chooses to disenroll, allowing the Board to monitor and respond to any trends as needed.

(b) Family Partnerships and Engagement

Family partnerships are key in supporting and driving student achievement. Parents and families are the experts on their children, and we as a school need to continually find ways to leverage that expertise to ensure that students are meeting a high academic bar. Through family partnerships, we believe that all students can learn and achieve at a high level. Our community engagement efforts to date have been outlined in [Section 1.11](#), all of which have provided us the opportunity to listen, learn, and engage with members of the Memphis community. We believe that as Bluff City Collegiate works diligently to engage and work with parents, because they strengthen the work that we do, our student's achievement will increase.

Life of the School

As we open in August 2021, our Head of School and staff will work diligently to ensure that parents and guardians are involved in and a part of the life of Bluff City Collegiate. We involve parents from the very beginning with Home Visits and Parent Orientations, where our parents and guardians learn in detail the expectations of attendance, behavior, homework, and how they can support their students as they pursue academic success within the school. Once the school year begins, we believe that communication needs to be clear and constant with our families. All parents and guardians who have chosen to enroll in our school will receive our monthly newsletter that will provide important updates, events, assessment details, and opportunities for families to get involved within the school. Outside of our monthly newsletter, our teachers and Head of School will be in constant communication through email and phone calls. We know that the best way to advocate is to be well informed, and we want our parents to know what is happening in the school, in the classroom, and with their child. Our goal is to ensure that parents are not only communicated with frequently to ensure that they are part of the Bluff City Collegiate daily and weekly life, but that they have opportunities to get involved. Our afternoon advisory groups will work collectively to create a service project for the school, neighborhood, or City of Memphis, and our parents will have the opportunity to be involved in and serve alongside of their child as they complete their project with their teacher and peers. Parents will also have

the opportunity to be part of the life of Bluff City Collegiate by volunteering in classes, helping on field trips or school events, attending Morning Meetings and Community Meetings, or helping plan and organize the Bluff City Family Nights. We believe that our parents are assets to the school, and we want to involve and utilize them as much as possible.

Partnerships that Support Learning

Throughout our recruitment efforts for the school once the school has opened, we will hold information sessions to allow for both our current families and prospective families to learn more about the Head of School, the academic program, school culture, and what sets us apart as a middle school in Memphis. This will be an excellent time to ensure that parents know the details of the academic program and for them to ask questions in order to grow their capacity to help their children at home. We believe that the more our parents know about the academic program and what their child will be engaged in throughout each day, the more they can support and encourage at home.

(c) School Policies and Volunteer Opportunities

Parents will have the opportunity to speak to the Head of School daily, and there will be a monthly Newsletter that will be distributed for our parents to know about the events and programming happening within the school, different events that are coming up, and volunteer opportunities that are happening within the school. Outside of our monthly newsletter, we plan to ensure that parents and families are aware of all school policies through the following ways.

Home Visits

In the beginning of the month of May and continuing through the end of June the Head of School will conduct Home Visits to meet with parents, connect with students, and to beginning the early stages of building trust and rapport between the family and the school. Our goal through this is to learn more about the family (home language, learning styles, beliefs about education) in order to ensure that when their child arrives on the first day of school, we are prepared to provide them with the supports, tools, and skills needed to meet a high academic bar and begin to develop into an individual who can be a leader in the community.

Family Orientations

At the beginning of the school year, students will have the opportunity to go through student orientation, in order to get them acclimated to the school, to help them meet their teachers and Head of School, and to help them quickly learn and understand the routines, procedures, and systems of the school. Before the school year starts, parents and families will have the opportunity to learn the school policies, ask questions of the Head of School, and become familiar with the school building at Family Orientations.

Student and Family Handbook

Each family will receive the Bluff City Collegiate Student and Family Handbook, which will outline student, parent, guardian, and school expectations. This will be given to families before the school year begins and will be returned with parent signature before the school year begins in

order to ensure that going into the school year both the families and school are on the same page about expectations for the young people that enrolled at Bluff City Collegiate.

Monthly Family Nights

We believe that active and engaged parents and families will benefit our school. With this belief, we have monthly Family Nights scheduled throughout the school year. Through these Family Nights, we want our students, parents, and families to have time where they can spend investing in each other, investing in the relationships with the Head of School and the Bluff City Collegiate teachers and staff, and learning more about how they can support their young person to learn and achieve at a high level. Research unequivocally shows that when parents and guardians are involved in a student's education, the student not only learns more¹⁷¹, but their attendance increases¹⁷². Knowing this, we will utilize our monthly Family Nights not only as a time to build relationships with our family, but also as capacity-building time for parents. Our Head of School in Y1, and our Dean of Curriculum and Instruction in Y2 and in all subsequent years, will spend 30 minutes of our Family Night demonstrating strategies that can be used at home when supporting the student to complete homework. Our goal from these nights to have an opportunity to connect in a meaningful way with parents and students, and to invest and build the capacity of our families as they invest in their student at home.

(d) Family and Community Programs

Bluff City Family Council

Our Bluff City Family Council ("BCFC") is an avenue for our most active and involved families to stay completely engaged in the school. The BCFC will have elected positions, appointed by the Head of School in all years of operation and will meet monthly with the Head of School. Topics of discussion will include upcoming school events where parents will help organize volunteers, community engagement, or canvassing events for which they will help organize community support. THE BCFC will play a critical role when family voice, opinion, or support is required for policy or procedural changes within the school. The BCFC will support as ambassadors during Bluff City Family Nights and promote strong attendance at the events.

Bluff City Family Nights

Monthly, we will hold a Bluff City Family Night for the Bluff City Collegiate families and community members. Bluff City Family Nights will benefit families and community members by providing ongoing opportunities to learn how to best support their young people at home. We believe strongly that parents can impact their child's achievement greatly, and because of that we want Bluff City Family Nights to be a way for the school to invest in the parent. Some of the topics that might be covered at these nights are: how to support my child with reading non-fiction, how to support my child with math instruction, what can I do if my student is struggling to complete the work, and what can I do if I feel like my child needs additional support in the school? Our goal of these nights is for students and families to have the opportunity to invest in each other, invest in

¹⁷¹ Wilder, S. "Effects of Parental Involvement on Academic Achievement: a Meta-Synthesis." *Educational Review*, vol. 66, no. 3, Jan. 2014, pp. 377–397., doi: 10.1080/00131911.2013.780009.

¹⁷² Ross, Terris. *The Differential Effects of Parental Involvement on High School Completion and Postsecondary Attendance*. Vol. 24, Education Policy Analysis Archives, 2016, pp. 1–38.

the relationship with the school, and for their capacity to grow as they support their student at home. Bluff City Collegiate recognizes that not all parents or guardians will have the ability to attend Bluff City Family Night because of prior obligations or work, and because of that, the Dean of Operations will work to ensure that the resources that were made available to parents during the night are sent home with the students. If parents or guardians feels as though some of the material covered does not make sense or they need additional support, they can reach out to the school to speak with the Head of School or the Dean of Operations who can assist them to ensure that their capacity is built and invested in as well.

1.13 Existing Academic Plan (For Existing Operators)

Not applicable.

1.14 Performance Management (For Existing Operators)

Not applicable.

SECTION 2 OPERATIONS¹

2.1 GOVERNANCE

(a) Governance Philosophy

Bluff City Collegiate Charter School (“Bluff City Collegiate”) will be governed by a Board of Directors (“Board”) that will maintain active and effective academic, fiscal, and regulatory oversight of the school primarily through its relationship with the Head of School and will function in all years as stewards of the public trust. The Board will establish and guide a vision for the school, set specific policies and procedures for oversight, and entrust the day-to-day operations to the Head of School and other school-level management. The Board will be comprised of diverse, mission-aligned, high-capacity individuals with specific skills, tools, experiences, and backgrounds that will allow them to ensure oversight and accountability with fidelity. Our Founding Board, which will populate our Governing Board, will know and recognize their role to ensure the oversight and success of Bluff City Collegiate, which in the pre-opening year will be to hire a Head of School, set up all financial systems and fiscal policies, secure a facility, staff, and enrollment to be prepared on the first day of school, and approve all Board-facing, staff-facing, and student/family-facing policies to guide the school’s legal, sound, and successful functioning. As a Governing Board in all years, it will be responsible for the academic, organizational, and fiscal oversight of the school. The Bluff City Collegiate Governing Board will implement best practices outlined in Brian Carpenter’s *Charter School Board University*² to ensure academic fiscal, and organizational oversight, and approve policies that comply with all applicable local, state, and federal laws, in addition to meeting all authorizer requirements. The Board’s philosophy is one of governance and not management, and one in which the Board acts as stewards of the public’s trust. The Board accepts the legal responsibility for the charter in exchange for the accountability that it requires.

(b) Composition, Size, and Representation of Stakeholders

Composition. All members have varied skill sets including legal, education, finance, human resources, marketing, facilities, and community outreach. All skill sets allow us to populate active, goal-centered, and well-functioning committees and allow the various personal and professional perspectives to make sound decisions and take effective action on behalf of our mission and vision. All members have clear understanding of and alignment with the mission, vision, and core elements of the proposed charter school, and all members bring deep commitment to the needs and wants of our target community. All current members of the Founding Team, with the exception of Lead Founder Luke Savidge, will serve as members of the Governing Board; we intend Mr. Savidge to serve as our Founding Head of School. The Head of School will be the only staff member hired by the Board and the only school role to report to the Board. The Head of School will do this through monthly attendance at Board Meetings, Committee meetings, and Special Meetings, providing formal reports to the Board each month, and communicating

¹ We are grateful for the training and resources of BES and the BES Fellowship, as well as the generosity of and resources provided by Memphis Merit Academy, Memphis Rise Academy, and Believe Memphis Academy, all of which have informed a variety of materials within this section.

² Carpenter, Brian L. *Charter School Board University: An Introduction to Effective Charter School Governance*. National Charter Schools Institute, 2007.

regularly and providing additional information to the Board as it requires. **Size.** The Founding Board will have seven to 15 members. The Board currently consists of nine diverse, mission-aligned, high-capacity individuals, with a vested interest in ensuring the growth and success of Bluff City Collegiate. **Representation of Key Stakeholders.** All Board meetings will be open to the public in accordance with T.C.A. § 8-44-102, and Bluff City Collegiate will adhere strictly to Tennessee’s Open Meeting Act. The Board will ensure that there is time allotted for public comment, feedback, and questions in each of the Board meeting agendas that are made public via the website. Days, times, and agendas of all meetings will be posted on the Bluff City Collegiate website (www.bluffcitycollegiate.org) no fewer than 72 hours before the meeting. In accordance with T.C.A. § 49-13-109, our Governing Board shall include at least one parent representative whose child is currently enrolled in Bluff City Collegiate. Our parent representative will be added to our Governing Board within six months of our school’s opening date. The Board will meet at least 10 times each year, as specified in our Bylaws.

(c) **Evaluating Success of School, Head of School, and Board** _____

School Evaluation. The Board is responsible for the academic, fiscal, and organizational oversight of the school. To ensure stability and success in all areas, the Board will work closely with the Head of School to ensure all policies and procedures are implemented with fidelity and will examine data formally and regularly in each area. The Board is responsible for safeguarding the mission and vision of the school by monitoring, on a regular basis, academic progress, fiscal health, and overall health of the organization. The Head of School will be responsible for presenting academic and financial dashboards to the full Board to inform its work. The Academic Dashboard will provide data points from specific assessments, progress towards academic benchmarks, and discipline and attendance data, along with staffing data. The monthly Financial Dashboard will include financial statements that have been prepared by management with the support of our Back Office Provider. All financial statements will include all bank statements, balance sheets, cash flow statements, income and expense statements, and budget versus actual reports. The Board is responsible for ensuring an annual fiscal audit of the school, in addition to annual reporting of all academic metrics, financial health metrics, and overall school performance to the authorizer and all stakeholders of the school community.

Leader Evaluation. The Board will hire, set compensation for, support, and evaluate the Head of School. Each year, the Board will conduct a comprehensive, formal evaluation of the Head of School to determine his/her effectiveness in executing the mission of and delivering on the goals for Bluff City Collegiate as outlined in **Section 1.4**. This comprehensive annual written evaluation will be completed by a subcommittee of the Board, led by the Board Chair along with the Treasurer and Chair of the Academic Committee. The Head of School will be evaluated against a set of predetermined goals and criteria in the areas of Academic Performance, Financial Management, Fidelity to the Academic Program, Satisfaction of Families, Teachers, and Students, and Fundraising/Community Relations. Upon completion, this evaluation will be shared with the Head of School and a summary of its findings will be shared with the full Board, with the formal evaluation placed in the Head of School’s personnel file managed by the Board Chair. **Figure 2.1(a)** provides a sample evaluation rubric that will be adapted and used by the Board to evaluate the Head of School during the planning year, with focus on the roles and responsibilities required

for a strong school opening. A similar rubric focused on these areas and aligned to the priorities and goals of each operational year and the Accountability Goals outlined in [Section 1.4](#) will be used in all subsequent years.

Figure 2.1(a): Sample Leader Evaluation – Planning Year

Academic Program			
Responsibility	Planning Year Measurement	Evaluation	Comments
Create, monitor, and sustain a school culture of academic excellence through consistent implementation of systems and structures to maximize student learning.	<ul style="list-style-type: none"> • Culture Handbook • Operations Handbook • Home Visits • Family Orientations • Staff Orientation • Board Academic Dashboard 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Create, monitor, and sustain an exemplary 6-8 academic program that supports strong academic achievement for all learners.	<ul style="list-style-type: none"> • Curriculum/Assessment Handbook • Instructional Handbook • Curriculum Resources • Board Academic Dashboard 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Facilitate staff development and administrative meetings in coordination with other members of the leadership team, including Teacher Leaders.	<ul style="list-style-type: none"> • Staff Orientation Readiness 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Lead all student community meetings.	<ul style="list-style-type: none"> • Culture Handbook • Operations Handbook • Home Visits • Family Orientations 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Draft evaluation template for all staff members.	<ul style="list-style-type: none"> • Draft Evaluation Protocols 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Organize, plan, and prepare to lead orientation, training, and evaluation of all staff members.	<ul style="list-style-type: none"> • Staff Orientation Readiness 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Prepare to provide instructional leadership through regular observations, feedback, and meetings, and additional metrics of support to provide quality instructional program to students within the context of a disciplined school culture.	<ul style="list-style-type: none"> • Feedback Protocols • Meeting Protocols 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Analyze student	<ul style="list-style-type: none"> • Data analysis protocols 	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied 	

achievement data as well as teacher performance data on variety of metrics, quantitative and qualitative, and use information to collaborate with rest of school leadership team on strategic plan and short- and long-term vision for school.	<ul style="list-style-type: none"> • Data dashboard protocols • Board Academic Dashboard 	<input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Establish all student discipline, code of conduct, and behavior standards and policies with Dean of Operations and in conjunction with other administrative/teaching staff.	<ul style="list-style-type: none"> • Home Visits • Family Orientations • Student and Family Handbook 	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Prepare templates for student report cards and progress reports for general education and special education students.	<ul style="list-style-type: none"> • Report Card template • Progress Report template – Gen Ed • Progress Report template – SPED 	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Prepare to supervise and direct school culture through the monitoring of the academic program, as well as the BCC student discipline policies.	<ul style="list-style-type: none"> • Student and Family Handbook • Culture Handbook • Curriculum/Assessment Handbook • Instructional Handbook • Operations Handbook 	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	

Fiscal Management			
Responsibility	Planning Year Measurement	Evaluation	Comments
Manage and allocate school resources, including financial resources, in alignment with values of school and board-approved annual budget; work with Dean of Operations to evaluate accuracy of all financial documents.	<ul style="list-style-type: none"> • Annual Budget Monthly • Budget Operations Manual • Chart of Accounts Compliance • Reports Vendor Contracts 	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Supervise and monitor daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements,	<ul style="list-style-type: none"> • Policies/Manual Annual • Budget Monthly Budget • Monthly Management Reports 	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	

payroll/benefits, taxes, staff, and school supplies.			
Collaborate with Dean of Operations and back-office provider to prepare and submit required reports, evaluations, and data to all external and funding sources.	<ul style="list-style-type: none"> • Operations Manager hire • Compliance Reports Grants • Grant Reports Monthly • Management Reports 	<ul style="list-style-type: none"> ○ Not satisfied ○ Partially satisfied ○ Fully satisfied 	
Work with all school stakeholders, Board and its committees, to acquire and collect resources, financial and in-kind, for instructional, extracurricular, and enrichment needs.	<ul style="list-style-type: none"> • Grant Reports • Enrollment Targets 	<ul style="list-style-type: none"> ○ Not satisfied ○ Partially satisfied ○ Fully satisfied 	
Manage and work closely with Dean of Operations and all other staff on all responsibilities associated with positions, including representatives of all outsourced business functions.	<ul style="list-style-type: none"> • Vendor contracts • Staff Manual • Facility Readiness 	<ul style="list-style-type: none"> ○ Not satisfied ○ Partially satisfied ○ Fully satisfied 	
Manage and direct recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations.	<ul style="list-style-type: none"> • Fully hired staff • Background checks completed and clean • HR details in place for all hires, including all benefits • Monthly budget 	<ul style="list-style-type: none"> ○ Not satisfied ○ Partially satisfied ○ Fully satisfied 	
Organize and coordinate the lottery, admissions, enrollment, and waitlist procedures for the school.	<ul style="list-style-type: none"> • Completed lottery • Enrollment policy • Fully enrolled 	<ul style="list-style-type: none"> ○ Not satisfied ○ Partially satisfied ○ Fully satisfied 	
Implement all personnel policies.	<ul style="list-style-type: none"> • Staff Manual • Fully hired • Staff Orientation Readiness • Monthly Management Reports 	<ul style="list-style-type: none"> ○ Not satisfied ○ Partially satisfied ○ Fully satisfied 	
Serve as primary spokesperson for school to internal and external community members including media, community	<ul style="list-style-type: none"> • Monthly Management Reports • School Newsletter • Family and Student Handbook • Student Enrollment Packet 	<ul style="list-style-type: none"> ○ Not satisfied ○ Partially satisfied ○ Fully satisfied 	

members, parents, political leaders and representatives, and visitors.	<ul style="list-style-type: none"> • Family Newsletter Template • Visitor Guidelines and Welcome Packet 		
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Board Evaluation. Annually, the Board will conduct a self-evaluation which will be supported by BES, a national non-profit that will provide leadership training for the proposed school leader and Founding Team throughout the start-up process and first years of operation. The tool utilized to conduct the self-evaluation will be finalized by the Board no later than December 2020, and will be used to evaluate each Board member’s participation, attendance, and contribution to fund development. It will allow the Board to know its own strengths and weaknesses against a clear set of governance metrics, and will provide guidance on how the Board as a whole and its individual members can improve in the execution of its governance and oversight responsibilities.

(d) Expanding Board Capacity Over Time _____

The expansion, cultivation, and development of our Board is a critical responsibility that we carry as stewards of the public trust and legal holders of the charter and its promises. As the Board seeks new individuals for positions on the Board, it will be essential to not only find individuals who are mission-aligned and high-capacity, but also who have specific skill sets, experiences, and backgrounds that will play an integral part on the Board and its committees. Through guidance and support from BES, our Governance Committee will lead the charge in providing investment and development in our current Board members, and conduct an annual assessment of our membership, ensuring that we have the right skill sets and diverse experiences and perspectives in adequate number on the Board. Should there be a gap in knowledge or skillset, the Governance Committee will secure recommendations from the full Board’s membership, cultivate the interests of those individuals, and meet with them to determine potential eligibility, fit, and availability to commit the time needed for Board service. The selection of new Board members will be based upon mission alignment, commitment to oversight and accountability, needed skill set, and connection and commitment to our community. The Governance Committee will present viable candidates to the Board within a regularly scheduled meeting, and candidates will need a 2/3 vote of all sitting members of the Board to be installed on the Board. During our transition from a Founding Board to a Governing Board, our Board will maintain our current number of nine Board members, and grow to 11 total members by August, 2021. In our search for new members, we value individuals with experience in Board governance and the potential to serve as an officer on the Board as well as on one or more Board committees. All Board prospects must have: (1) an unwavering belief that all children can and will learn regardless of their demographics; (2) expertise in their current field of work and alignment to the mission and vision of the school; (3) deep commitment to providing their time and resources to support the mission of the school. Currently, we have all of the necessary professional skill sets and diverse perspectives to found the school and establish ourselves as the Governing Body; in further expanding the Board, we have identified two specific areas that can strengthen the Board even further: (1) commercial real estate experience and (2) additional finance experience. As clearly stated in our school’s By-Laws, the Governance Committee will be responsible for finding individuals who could serve on the Board, presenting these individuals to the full Board for

consideration, and providing them with the orientation and materials need when joining, such as a new member’s agreement, and the current Conflict of Interest Policy and Code of Ethics. Each Board member will work diligently, and utilize their personal and professional networks, to identify individuals that can become productive members of the Board, in service to the school’s mission. All new members will be provided with clear training, led by the Board Chair and member(s) of the Governance Committee, on the school’s mission and vision, the targeted neighborhood and need, and the responsibilities of Board governance. All new members will review the charter document, the Board’s Bylaws, Conflict of Interest Policy, and Code of Ethics. New members will read and review previous meeting minutes, financial statements, academic dashboards, and fiscal audits in order to best transition into an active and knowledgeable role as quickly as possible. Once the school is authorized, the Board will identify a parent that will serve as a member of the Board. We will clearly and frequently communicate the need and opportunity for a parent to serve on the Board and clearly define the roles and responsibilities of such service. Any prospective parent interested in joining the Board will join through a Board vote and will be placed within six months of opening the school.

(e) [Transitioning from Founding Board to Governing Board](#)

Upon authorization, all members of the Founding Board of Bluff City Collegiate will transition to a Governing Board, which will be composed of a minimum of seven and a maximum of 15 members, as stated in our Bylaws as provided in [Attachment F](#). Our first Board meeting will be held within 30 days of official authorization, in which we will install officers and establish committees. As stated in the previous section, the Bluff City Collegiate Board will seek to grow from its current size of nine members to 11 members in the months after authorization and before school opening. Once authorized, a Board meeting will be held within 30 days to vote and adopt the proposed Bylaws and Conflict of Interest Policy, install officers, and establish our committee structures. The Founding Board intends for Luke Savidge to serve as Founding Head of School, and once authorized, will formally approve the job description for the Head of School position, and will finalize guidelines for the formal evaluation of the role, establish compensation for the Head of School, and officially hire the Head of School position. The Board will be responsible for the annual evaluation of the Head of School, as well as consistently monitoring the progress being made throughout the year to ensure the success of the school. The Board will entrust the Head of School with all managerial duties for running a successful school, which include, but are not limited to, hiring, development, and evaluation of the school staff; design, selection, and implementation of curriculum; design, development, and implementation of school culture for families, staff, and students; and management of all day-to-day financial and operational needs of the school. Using a committee structure with four standing committees (Governance, Finance, Academic Achievement, and Development), the Board of Directors will be led by four officers to meet the specific needs of our school, which are outlined in [Figure 2.1\(b\)](#).

Figure 2.1(b): Board Officer Descriptions

Officer Title	Responsibilities
Chair	<ul style="list-style-type: none"> • Works directly with Head of School, other Board Officers, and Committee Chairs to create and develop the agendas for Board of Director meetings. • Presides over all board meetings. • Appoints the Committee and Task Force Chairs.

	<ul style="list-style-type: none"> Establishes and maintains systems for: planning organization’s human and financial resources, setting priorities for Board development, reviewing operational effectiveness, ensuring legal and ethical standards of the Board, hiring and evaluating the Head of School, and developing an effective pipeline of future members of the Board. In conjunction with the Governance Committee, manages development of the Board in order to help it work more effectively and efficiently. Serves as Governance Committee Chair. Works with the Head of School and the Board to develop goals and expectations for the Board that support organizational priorities and governance concerns. Ensures and exhibits effective Board communication.
Vice Chair	<ul style="list-style-type: none"> In Chair’s absence, presides at meetings of the Board and serves as an ex officio member of standing committees. Works with Chair to assist in developing agendas for Board meetings. Advises Chair on appointing volunteers to support the Board, including positions on Committees and Task Forces. Assists Chair in communication with Committee Chairs as needed. Supports and challenges Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in effective and efficient manner. Conducts other duties as delegated by the Chair.
Treasurer	<ul style="list-style-type: none"> Chairs Finance Committee. Provides direction for oversight of school's record-keeping and accounting policies. Ensures presentation of timely and meaningful financial reports to the Board to ensure that the full Board always understands the school’s financial condition. Ensures the development of annual budget and its submission to the Board for its approval and leads the monitoring of budget implementation. Oversees development and Board review of financial policies and procedures. With Finance Committee, monitors adherence to financial policies and procedures adopted by the Board. Develops and monitors any investment policies adopted by the Board. Leads Board in assuring compliance with federal, state, local and other financial reporting requirements. With Finance Committee, reviews and presents the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
Secretary	<ul style="list-style-type: none"> Certifies and keeps original or copy of Bylaws as amended or otherwise altered to date. Takes and keeps all minutes of all meetings of the Directors. Minutes will include a record of time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof. Presents all minutes for approval by the Board. Ensures all notices are duly given in accordance with the provisions of the Bylaws or as required by law. Maintains all records such as minutes and agendas and ensures timely notice of all meetings. Performs all duties incident to the office of the Secretary.

(f) Board Development

Bluff City Collegiate will work diligently to provide the development and growth needed to ensure the success of the Governing Board. To date, the Lead Founder, under the direction and with the support of the leadership team at BES, has invested and developed the Founding Board as outlined below.

Figure 2.1(c): Founding Board Development to Date

Date	Subject Matter	Content Delivered
12/11/2019	Our School & Our Community	Lead Founder Luke Savidge led the Founding Team in solidifying the mission and vision, key design elements, and core beliefs of the school. The Founding Team received an overview of the proposed neighborhood, the needs, and the rationale for proposing in the Jackson/Treadwell and Binghampton/White Station neighborhoods.
12/17/2019	Governance	Under the guidance and direction of BES, Lead Founder Luke Savidge provided the Founding Team with an overview of Board Governance to begin to help the team of mission-aligned, high-capacity individuals understand their responsibilities and roles of serving not only on the Founding Team, but also on the Governing Board.
01/08/2020	Governance vs. Management	Under the guidance, direction, leadership, and resources of BES, Lead Founder Luke Savidge led the Founding Team through an overview of the difference between a Founding Team and Governing Board, and provided details on Board Officer descriptions in order to help members understand their roles and responsibilities.
01/08/2020	Vision & Core Beliefs	Lead Founder Luke Savidge led the Founding Team through a detailed description of the vision of the school, its core beliefs, and the ways that Bluff City Collegiate is truly going to impact families and students in Memphis.
01/14/2020	Committees	Under the guidance, direction, leadership, and resources of BES, Lead Founder Luke Savidge led the Founding Team through the different committees that will be present during pre-opening and the committees that will exist once the Founding Team transitions to a Governing body.
01/16/2020	Academic Oversight	Lead Founder Luke Savidge led the Founding Team through basic knowledge of the different assessments that will be utilized in the school, how the team will create benchmarks for the year, and how they align to the end-of-year goals outlined in the charter.
01/21/2020	Fiscal Oversight	Under the guidance, direction, leadership, and resources of BES, Lead Founder Luke Savidge led the Founding Team through excerpts from <i>Charter School Board University</i> about how the Board will be responsible for the fiscal oversight of the school and how the management vs. governance will work collectively to ensure this happens with fidelity.
01/23/2020	Organizational Oversight	Under the guidance, direction, leadership, and resources of BES, Lead Found Luke Savidge led the Founding Team through an overview of how the Board will be responsible for the organizational and regulatory oversight of the school and what that entails once the school is authorized.
01/28/2020	Mission	Lead Found Luke Savidge led the Founding Team through the mission and the vision of the school again to ensure that the board is all aligned on its purpose.

We recognize and understand that every Board member, although high capacity and experts in their field, will not be experts in all things pertaining to charter schools or to public governance of a charter school. Therefore, ongoing Board development will take place during monthly Board meetings. Pursuant to T. C A. § 49-13- 111, at least one of these trainings will be a training course certified through the Tennessee Charter School Center. Board education topics will transpire every month and will focus on the development and growth of each Board member. Some of the

topics will include Open Meeting Act, an individual from the back office provider EdTec developing and growing the knowledge of funding sources, and a session about the use of NWEA MAP as a nationally-normed assessment, led by an individual of the Academic Committee, and oversight of its results as presented on our academic dashboard. In addition, the Board will participate in an annual Board Retreat, providing an opportunity to build Board health, set and evaluate the Board's goals and success, and continue to engage in meaningful learning opportunities. It will be the role of the Governance Committee under the leadership of the Board Chair to plan and implement Board education sessions on a monthly basis. Evidence of intentional and detailed Board training will be provided as required to the authorizer.

(g) Complaints

Complaints brought by a parent or guardian, employee, individual, and/or organization will be taken seriously and handled quickly. Whether a member of the Bluff City Collegiate team or a community member, each individual has the right to share their opinion or concern. A Complaint Form will be made available in the school's main office and each completed form will be provided directly to the Head of School. In order to ensure that a fair and appropriate investigation takes place in relation to the complaint, the Head of School may ask for the assistance of the Dean of Operations, staff, or students. The Complaint Form will also be made available in both the Family and Student Handbook and Staff handbook. The Head of School will share all Complaint Forms, findings, and resolutions directly to the Board, if the resolution has not satisfied the individual making the complaint. In this instance, an appeals process will immediately begin. If the problem(s) identified are outside of the authority of the Head of School, the complaint will be directly provided to the Board of Directors, within 10 days of the complaint. All complaints will be recorded and kept in the school's log.

Procedures. Complaints will never result in retaliation of the individual providing the complaint. Each complaint will be handled in accordance with the procedure below. **Step 1 - Filing the Complaint.** Each complaint will be recorded on a Complaint Form by the individual making the complaint. If a complaint is communicated verbally to the Head of School or another member of the school's leadership team, it will then be recorded on a Complaint Form. Complaint Forms will be available in the main office. Complaints should include the date of Form completion, date of incident, a detailed statement of the events surrounding the matter, and a desired outcome or remedy to the situation. Once the Form as been completed, a copy will be provided to the individual making the complaint, one will be provided to the Head of School, and one will be placed in the school's complaint log. If the complaint is about the Head of School, the complaint will be filed directly with the Board of Directors. **Step 2 - Investigation of the Complaint.** The Head of School and/or member(s) of the leadership team will work diligently to ensure that efforts are made to investigate the complaint. The investigation of the complaint may include speaking with the individual making the complaint, speaking with people who may have witnessed the event, or anyone who may have specific knowledge about the event. In the instance that the complaint is about the Head of School, all steps will be conducted by the Board of Directors. **Step 3 - Response and Final Decision.** The Head of School and/or member(s) of the leadership team will respond to the complaint with an answer and/or solution to the complaint within 15 days. The solution will include a written report of the investigation. A copy of the

solution will be provided to the individual making the complaint and will be placed with the original complaint and placed in the school’s complaint log. **Appeal Process.** If a complaint made is not resolved by the Head of School, it may be brought to the Board of Directors during a regular monthly Board Meeting. In this case, the individual making the complaint has the right to file a written appeal, which is given to the Board of Directions within 15 days of the original solution provided. An individual who is providing a complaint to the Board must provide the complaint at least five days prior to the Board meeting in order to have the opportunity to speak. The Board of Directors, as necessary, will direct the Head of School and other responsible party to act upon the complaint and report to the Board. The Board will provide the individual making the complaint a detailed determination in writing, as necessary, and if the individuals believes that the Board has not appropriately addressed the complaint, the complainant may be given to the Shelby County School (“SCS”) Board. If the complainant, after presentation of complaint by the individual or group to the SCS Board, determines that the SCS Board has not adequately addressed the complaint, the complainant may present the case to the Tennessee State Board of Education, which shall investigate and respond, if deemed necessary by them.

(h) Board Member Attrition

As stated in our Bylaws in **Attachment F3**, the inaugural group of Directors shall serve staggered terms to balance continuity with new perspectives. No other Directors shall serve staggered terms. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in the Bylaws. No Director shall serve more than three (3) consecutive terms. In the instance of removal of a Director, as stated in our Bylaws in **Attachment F3**, the Board may remove any Officer or Director for cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, if a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to act on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Please see all current and identified members of the Governing Board below. The Board will annually evaluate its membership needs, and ensure an active Governance Committee that continuously engages possible additional candidates for the Board for membership over time.

Figure 2.1(d): Founding Board Membership

Full Name	Current Role and Employer	Area of Expertise
Ashley Adams	Independent Consultant	Marketing Fundraising/Grant Writing
Donald Ray Batiste	Financial Analyst, AutoZone	Finance
Tiffany Webber Carpenter	Attorney, Corey Watson Attorneys	Legal Expertise
Christina Colon	Senior Sales Force Marketing, FedEx	Marketing
L. Sha Fanion	Dir. of Teacher Residency, Alder Graduate School of Ed	Education
Philip James	Recruiter, Memphis Teacher Residency	Community Service Outreach

Anne Thomas	Sr. Executive Director, New Leaders for New Schools	Education
Renelle Valentine	Realtor, Berkshire Hathaway	Community Outreach Real Estate
Kenneth Williams	Realtor, Keller Williams Realty	Real Estate

Please see the following governance documents as **Attachment F**: F1. Articles of Incorporation; F2. Proof of nonprofit and tax exempt status; F3. Bylaws; F4. Code of Ethics; F5. Conflict of Interest Policy; F6. Board member resumes (including references); and F7. Board policies (including frequency of meetings, and policies on open meetings and open records).

2.2 START-UP PLAN

(a) Start-Up Plan

If awarded a charter, the first order of business for our Founding Board of Directors will be to approve our Bylaws, approve our Conflict of Interest Policy and Code of Ethics, establish officers and committee structures, approve the Head of School job description and compensation, and hire the Head of School. With the Governing Board and Head of School in place, the Bluff City Collegiate team will implement a detailed start-up plan to prepare the school for welcoming all young people and families in the summer of 2021. The plan in **Figure 2.2(a)** includes the Head of School (“HOS”), Board of Directors (“Board”), BES, Back Office Provider (“BOP”), and Dean of Operations (“DOO”). It also includes who owns the task (“O”), advises (“A”), or supports (“S”) the task. The annual salaries for each party who will receive compensation are as follows: Head of School, \$95,000; Back Office Provider, \$20,000; Dean of Operations, \$60,000.

Figure 2.2(a): Start-Up Plan

Task & Notes	HOS	Board	BES	BOP	DOO	Jun 20	Jul 20	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Jul 21	Aug 21
Student Recruitment Enrollment																				
Draft recruitment plan & targets	O	A	A																	
Promotional Packet																				
Design informational flyer/packet	O	A	A																	
Post flyers and leaflets in communities	O	S																		
Post flyer on website	O	S																		
Deepen relationships with community	O	S																		

organizations to deepen awareness																				
Work with community organizations to generate awareness & interest	O	S																		
Launch recruiting and marketing campaign, including flyer distribution and Advertising	O	A																		
Enrollment Form																				
Design Enrollment Form	O	A	A																	
Make Enrollment Form available	O	S																		
Make enrollment portal available on website	O																			
Information Sessions, Tabling, and Canvassing																				
Secure locations for information sessions and regular tabling	O	A	A		S															
Secure translation for information sessions	O																			
Develop protocol for information sessions & canvassing	O		A																	
Calendar community canvassing and	O	S	A																	

Arrange purchase of furniture for classrooms, offices	O	S			S																												
Inspection & certificate of occupancy	O	S			S																												
Obtain Property Insurance	O	A			S																												
Governance by Board of Directors																																	
Transition to Governing Board																																	
Approve Bylaws, Code of Ethics & Conflict of Interest Policy	S	O																															
Define Governing Board member role & relationship between Board members and Head of School	O	A																															
Define communication protocols between Board and Head of School	O	A																															
Draft Board policies & Financial Handbook	S	O																															
Purchase D&O Insurance for Board	O	A																															
Receive tax exemption	O	A																															

Develop annual Board calendar	S	O																		
Recruit additional Board members	S	O																		
Board Meeting Design & Implementation																				
Set consistent monthly meeting time & post publicly per OML	S	O																		
Define Governing Board member role & relationship between Board members and Head of School	O	A	A																	
Develop Board meeting agenda format	O	A	A																	
Develop Board meeting preparation packet format	O	A	A																	
Develop post-meeting evaluation format	O	A	A																	
Review meeting minutes requirements & best practices, develop format for meeting minutes	O	A	A																	
Create trackers for attendance at all committee meetings and Board meetings	O	A	A																	
Develop Board calendar with	O	A	A																	

critical tasks mapped																					
Develop record-keeping protocol and central policy repository	O	A	A																		
Finalize list of policies to be created by school opening & develop schedule for Board approval	O	A	A																		
Develop Board orientation protocol for new members	O	A	A																		
Host Board retreat for Governing Board	O	S	A																		
Hiring of Head of School																					
Approve job description and determine annual performance measures for Head of School	S	O	A																		
Set annual process for evaluation of Head of School	S	O	A																		
Review and set compensation for Head of School	S	O	A																		
Hire Head of School		O																			
Development & Grants Plan																					
Create fundraising plan for fiscal year	S	O																			

with initiatives, owners, and targets																				
Write Federal PCSP Grant	O	S																		
Apply for additional start-up grants	O	S																		

Curriculum and Instruction

Curriculum Development

Finalize framework for curriculum review and lens audit	O																			
School studies and site visits of "best practice" charter schools	O		A																	
Attend educational conferences or applicable professional development events	O		A																	
Create and finalize benchmarks for Y1	O																			
Develop EOY assessments for all subjects using standards and released assessments	O		A																	
Develop scope and sequence for all courses, and Unit 1s as necessary	O		A																	

Order textbooks, workbooks, blended learning, etc.	O			S															
Assessment Development																			
Review assessment plan from charter and make any changes necessary based on school study or residency experience	O		A																
Reach out to assessment vendors for contract (as necessary)	O																		
Make recommendations for diagnostic timeline	O																		
Create/finalize diagnostic assessments for all incoming scholars	O																		
Conduct all diagnostic testing	A																		
Analyze data of diagnostic assessments & use for grouping and planning	A																		
Academic Program Development																			
Develop classroom model	O			S															

Develop Family Engagement schedule	O			S														
Create Student Orientation schedule and materials	O																	
Develop family event and conference schedule and plan	A S				O													
Financial Management																		
Codify fiscal controls and financial policies the school will employ for tracking of daily operational finances	O	S			A													
Identify check signers	S	O																
Identify check writers	S	O																
Define signature, approval, filing policies for POs, checks, receipts	S	O																
Develop financial reporting templates (budget vs. actual) and policy	O	S			A													
Design all processing forms (POs, expenses)	O	S			A													
Develop segregation of funds policy (public/private)	O	S			A													

Establish payroll provider and process	O	S	A																			
Develop board financial reporting schedule	O	S	A																			
Approve fiscal policy manual		O																				
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	S	S	O	S																		
Set up bank accounts	O	S	A																			
Define investment/savings strategy	S	O	A																			
Finalize cash flow plan and adjust if necessary	S	O	A																			
Personnel																						
Approve organizational chart and job descriptions	S	O	A																			
Develop Staff Handbook	O	S	A																			
Approve Staff Handbook		O																				
Develop all recruitment marketing materials	O	S	A																			
Arrange benefits providers	O	S	A																			

Finalize all comp & benefits packages	O	S	A																	
Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all staff	O	S	A																	
Develop interview guide for all steps of all positions	O	S	A																	
Advertise/spread job descriptions	O	S	A																	
Recruit and hire Dean of Operations	O	S	A																	
Recruit and hire teachers	O	S	A																	
Perform background checks on all employees	O	S	A		S															
Define policy and procedure for staff evaluation	O	S	A																	
Develop PD plan and schedule of development and/or procurement of PD materials	O	S	A																	
Negotiate and sign agreements for contracted services	O	S	A		S															
Create form letters for application steps (app receipt, decline note, memo of	O																			

likely to provide student benefit																			
Devise measures of partnership effectiveness	O	S	A		S														
Agree to partnerships when previous steps fulfilled	O	S	A		S														

Family and Community Engagement

Family Handbook

Contract for translation services as needed	O																		
Compare and select printer	O																		
Submit copy of approved Student and Family Handbook to printer	O																		
Distribute Handbook to families	O																		

Family Communication

Set up nonprofit mailing status with post office	O																		
Define information flow in school for family contacts and types of contacts	O				S														

Define visitor procedure including tracking	O																		
Uniforms																			
Contract student uniform services	O	A																	
Contract student PE uniforms	O																		
Create uniform 1-pagers and order instructions for distribution to families	O			S															
Operations																			
Technology																			
Consider and select tech vendors	O			S															
Consider and select Internet providers	O			S															
Consider and select phone providers	O			S															
Set up phone systems and answering systems	O			S															
Set up internet	O			S															
Scope and purchase staff technology	O			S															
Scope and purchase classroom technology	O			S															



(b) Anticipated Challenges

Our team knows that we will face real challenges as a start-up organization, many of which can be predicted based upon the experiences of others having gone through the same start-up process. Our Board and Lead Founder have identified those common challenges and created a concrete plan to address each one below.

Student Enrollment. The most common reason that charter schools close is due to a lack of financial viability.³ As BEP funding will make up a majority of our yearly budget, our Board and Lead Founder/proposed Head of School will work diligently in the planning year to ensure that we are fully enrolled on the first day of school and that we maintain 100% enrollment throughout the school year. To make this happen, the Board and Lead Founder/Head of School have developed a recruitment plan to address enrollment both before opening and once we are operational. The Bluff City Collegiate team has allocated \$100 per student for recruitment as well as \$5,000 for marketing materials, and \$2,400 for anticipated postal charges.

We believe that families, guardians, and students will be excited to enroll and stay at Bluff City Collegiate not because of one recruiting event, but due to our continual investment in the community, in families, and in our young people. Bluff City Collegiate will build a strong presence in the community to recruit families and students to be part of our founding cohort. Our focus will be to identify and recruit families and fifth-grade students to ensure that our 120 sixth-grade seats are filled each year. Below are venues through which we plan to recruit students.

Figure 2.2(b): Potential Recruitment Venues for Inaugural Class

Potential Recruitment Venue	Zip Code
Su Casa Memphis - 1302 N Graham St, Memphis, TN 38122	38122
Heights CDC - 920 N Highland St, Memphis, TN 38122	38122
Streets Ministries - 1304 N Graham St, Memphis, TN 38122	38122
Randolph Library - 3752 Given Ave, Memphis, TN 38122	38122
Gaisman Community Center - 4221 Macon Rd, Memphis, TN 38122	38122

Bluff City Collegiate’s first class of students will be recruited from the Jackson/Treadwell and Binghampton/White Station neighborhoods in order to fill the 120 seats available for Y1. We will recruit students and families from these two neighborhoods currently attending surrounding charter and district schools, as well as students that may currently be homeschooling. **Figure 2.2(c)** outlines schools that students could potentially matriculate from to enroll as sixth-grade students, and the corresponding scores from those specific schools.

³ Carpenter, Brian L. *Charter School Board University*. Mt. Pleasant, MI: National Charter Schools Institute, 2007. Print.

Figure 2.2(c): Potential Incoming Students' Proficiency Data⁴⁵

School	SCS Score	ELA	Math	Science	SS
Kingsbury Elementary	3.68	21.0%	27.5%	45.3%	20.3%
Treadwell Elementary	2.6	14.1%	17.2%	31.3%	8.0%
Grahamwood Elementary	4.15	51.0%	52.9%	54.4%	47.8%
Cornerstone Elementary	N/A (ASD)	33.5%	38.3%	Data not available	Data not available
White Station Elementary	3.86	42.9%	45.9%	61.3%	42.0%

Facilities. Facilities will be a challenge in the planning year because of the short timeline and a limited amount of capital with which to secure a specific property. Individuals with facility expertise on the Founding Team, who are serving on the Facilities Task Force, as well as outside partners who are working with Bluff City Collegiate to find and secure a facility, give us confidence in our ability to have a building ready on day one. Below are three different potential facilities that we have been in communication with since September 2019 in order to ensure that we secure a facility before day one of operation. **Option 1: 3476 Summer Avenue, Memphis, TN 38122 (36k sq. ft.).** Located in a large church building, we have engaged in multiple conversations with the church through our commercial real estate advisor, Connor Walker, about utilizing the space for our school. Currently, there are multiple churches and non-profits interested in co-existing in the space with a charter school, and we have established a relationship with each in order to form a partnership to move forward. The building currently has three floors with classrooms and restrooms in compliance with all ADA regulations, as well as an elevator that is in operation. This space would allow us to grow to full capacity in Y3 with 360 students. This location is accessible by car on Summer Avenue or Highland, and provides access to public transportation on Summer Avenue. **Option 2: 255 North Highland Street, Memphis, TN, 38111 (15k sq. ft.).** Located in a Life Church building, we have begun conversations with the church to utilize the space that they currently have available. This specific building was utilized as Creighton College in the past before becoming Victory University, and then transitioned to the ownership of Life Church. This specific building would allow us to be within walking distance of the Jackson/Treadwell and Binghampton/White Station neighborhoods, and is accessible by Highland Street, which also provides access to public transportation through multiple bus stops. The current building classrooms in the back portion of the church that are not being utilized would work well for Bluff City Collegiate. This space would allow Bluff City Collegiate to grow to full capacity in Y3 with 360 students. **Option 3: 3804 Given Ave, Memphis, TN, 38122 (20k sq. ft.).** Located in portables beside the Boys and Girls Club, this space was used by a previous charter school, Aurora Collegiate, which moved out of the building at the conclusion of the 2018-2019 school year. This facility is equipped with classrooms, restrooms, and the space that would be needed for Bluff City Collegiate to grow to full capacity in Y3 with 360 students. At the corner of Isabelle and Given Streets, and across the street from the Randolph Library, this location would be accessible by car and is a short walk from public transportation on Highland Street.

Bluff City Collegiate knows and recognizes the challenges of securing a facility that will be able to

⁴ <https://reportcard.tnk12.gov/districts/710/schools/15/page/SchoolOverall>.

⁵ <http://www.scsk12.org/schools/?LP=schools#/>.

meet the needs and the demands of all students in all years of operation of the school. The three previously listed viable options would allow the school to grow to full capacity. Should one of the following two scenarios occur – (1) a building above is purchased/leased and not ready to be utilized by July 1, or (2) one of the locations above does not come to fruition – we have identified an alternative option that would allow our school to operate for the entire first school year. **Short Term/One-year Option.** Memphis Merit Academy, founded and led by Lakenna Booker, located at 4775 American Way, Memphis TN, 38118. Ms. Booker, a prior BES Fellow, has graciously offered the use of her space as a short-term or temporary solution for the first year of operation should one of the scenarios above come to fruition. Memphis Merit Academy has 35k sq. ft. of space and is only utilizing 10k sq. ft. Though locating outside of our target neighborhood would not be ideal, this space would allow us to provide a high-quality, equitable education to our young people while our permanent space is being finalized.

Talent Recruitment. Bluff City Collegiate recognizes the need to find high-capacity, mission aligned individuals to lead our young people to meet a high academic bar, but we know what a challenge it is to recruit these individuals and understand that a teacher shortage is the reality in Memphis.⁶ We know that the impact a teacher has on a student is significant⁷, and because of that, our Board of Directors and Lead Founder/proposed Head of School Luke Savidge will work through these recruitment and staffing challenges by ensuring that we identify, recruit, and hire high-capacity, mission-aligned individuals who believe that all students can meet a high academic bar. We believe that to be a high-capacity, mission-aligned individual willing to work diligently each day to ensure that all young people are meeting a high academic bar, you must have the right mindset. Stanford University’s Carol Dweck outlined growth vs. fixed mindsets and her research shows that when people believe that they can improve, grow, and develop, that their effort towards that goal increases significantly.⁸ Our belief is not that each individual that comes to Bluff City Collegiate to teach and invest in young people will be perfect, but we do expect each individual to possess a growth mindset towards getting better in their ability to plan and lead young people, in order to help them meet a high academic bar. Research also shows when students have the opportunity to learn from an individual that possess similar demographic experiences as they do, that it significantly increases their academic perceptions and beliefs.⁹ With this research, we are dedicated to recruiting individuals from Memphis and surrounding areas that have a similar demographic background and experience as the young people we will be serving. Our Head of School will be committed to recruiting young educators locally from Lemoyne Owen and the University of Memphis, as well as identifying and recruiting high-capacity educators from Tennessee State University. We believe that our young people will thrive in an environment that affirms and celebrates who they are, and we are committed to recruiting individuals that have similar experiences to those of our students. Outside of the specifics listed above, the Board and Lead Founder/proposed Head of School will leverage relationships across the City of Memphis to ensure we are recruiting the best individuals for our school. Currently, Bluff City Collegiate has strong and positive relationships with the Memphis Teacher Residency,

⁶ <https://chalkbeat.org/posts/tn/2019/10/29/to-fill-6-high-school-teacher-vacancies-memphis-turns-to-an-online-company-supplying-remote-teachers/>.

⁷ https://tntp.org/assets/documents/TNTP_GreenhouseSchoolsinBoston_2015_Web.pdf.

⁸ Dweck, Carol S. *Mindset: the New Psychology of Success*. Ballantine Books, 2016.

⁹ Egalite, Anna J., and Brian Kisida. “The Effects of Teacher Match on Students’ Academic Perceptions and Attitudes.” *Educational Evaluation and Policy Analysis*, vol. 40, no. 1, 2017, pp. 59–81., doi:10.3102/0162373717714056.

where our Lead Founder was trained to become an educator through Teach 901, and which is a large supporter of strong schools across the City of Memphis, and the Relay Graduate School of Education. We will participate in recruitment events hosted by organizations such as Teach 901, University of Memphis, and the TN Charter School Center. We believe that Bluff City Collegiate offers teachers three components that will allow us to recruit high-capacity, mission-aligned individuals to provide excellent instruction to our young people. **(1) Investing in Teacher Development.** Aligned to our core belief that excellent teaching yields excellent results, we will spend 18 days in the summer on professional development, every Friday of the school year in abbreviated day for students in order to provide professional development for our teachers and staff, and one weekly individualized PD coaching and planning meeting for every teacher with the Head of School in Y1 or the Dean of Curriculum and Instruction in Y2 and all subsequent years. The investment in our teachers begins in the summer and continues throughout the school year because we know and believe that development and growth in content and skill is not a one-time event, but a continual investment. Our teachers will spend time in the summer and throughout the professional development in the year investing in our core taxonomies, outlined in **Section 1.3 – Academic Focus and Plan**, and will be observed by the Head of School weekly, with a debrief/coaching touchpoint throughout each week to review and improve the taxonomies and tools learned throughout professional development. We believe that as we invest in our teachers and their ability to execute on their lessons at a high level in the classroom, that we also need to spend time investing in them personally through our focus on our school’s core values: **Joy, Empathy, Dignity, Fortitude, Community, and Critical Thinking.** Through this investment, we believe that our high-capacity, mission-aligned staff will be able to not only lead our young people at a high level academically but will allow our students to develop into individuals who can be leaders within the community. **(2) Focus on Family and Community.** Our mission is rooted in family and community. We believe that through leveraging the expertise and experience of our families and our community, our young people and our school will flourish. Our robust family investment, which begins in the spring and summer with Home Visits and continues throughout the school year with monthly Family Nights, will allow our educators to form strong relationships with our families, leverage their expertise, and collaborate with them to support our young people. Our community service investment plan throughout the school year, lived out through our PM advisory classes, will allow our educators to invest in our young people and city. In each Advisory class, teachers and students will collaborate to create and plan a service project that can either be completed in the school in service to the school community, in the neighborhood in service to the individuals who live in proximity to the school, or across the City of Memphis. We want our young people to know and understand that as they engage with the community, they develop an equity and empathy-based lens for people, for perspectives, and for cultures that are different than theirs. **3. Opportunity for Growth and Development.** As stated above, and with more detail in **Section 2.5**, we believe in teachers and their power to impact children daily. We believe that every teacher who joins our team deserves to be developed into the strongest educator possible. Our staff will receive development tailored to their individual needs - from the Head of School and other members of the leadership team. As members of a Founding Team, Bluff City Collegiate teachers will have the opportunity to grow as professionals as the school grows. This means that teachers will have the opportunity to lead professional development, become a grade level chair, coach new teachers, and potentially move into future

administrative roles.

2.3 FACILITIES

(a) Facility Needs Based on Academic Program and Projected Enrollment _____

Figure 2.3(a): Facility Needs by Year

	2021 – 2022	2022 – 2023	2023 – 2024	2024 - 2025	2025 - 2026
Grades Served	6	6, 7	6, 7, 8	6, 7, 8	6, 7, 8
Total Enrollment	120	240	360	360	360
General Education					
Number of Classrooms	4	8	12	12	12
Sq. ft. per classroom	850	850	850	850	850
Total Classroom Space	3,400	6,800	10,200	10,200	10,200
Special Education/EL Services					
Number of Rooms	1	2	2	3	3
Sq. ft. per classroom	200	200	200	200	200
Total classroom space	200	400	400	600	600
Common Spaces					
Number needed	1	1	1	1	1
Sq. ft. needed per room	2,000	2,000	2,000	2,000	2,000
Total space needed	2,000	2,000	2,000	2,000	2,000
Administrative Space					
Number needed	2	2	3	4	4
Sq. ft. needed per room	200	200	200	200	200
Total space needed	400	400	600	800	800
MINIMUM SQ. FT. REQ.	6,000	9,600	13,200	13,400	13,400

The relationships we have built through community engagement have allowed us to identify facilities that would fit the needs of our school. The specific details for each facility are outlined in [Section 2.3h](#), including locations and each one’s fit for our school program.

Our budget currently allocates \$8,500 per month in rent beginning in April 2020. Additionally, we

have allocated \$1,600 per month for utilities, \$1,200 per month for custodial services, and \$200 per month for waste. We have budgeted conservatively by including \$35,000 for building renovations in Y1, increasing the cost by 3% each year, plus an additional \$5,000 in building decor in Y1 and \$2,000 each subsequent year. Budget details for facilities were formed with guidance from BES, an organization that has years of experience consulting with charter schools for budgeting and finance and one that uses its experience to conservatively and realistically project appropriate costs. We are confident that the total allocation of \$173,000¹⁰ will provide adequate funds for facilities during start-up.

(b) School Facility Needs

Figure 2.3(a) describes the minimum requirements needed for Bluff City Collegiate to carry out its mission for students across the City of Memphis. We believe that teachers cannot teach in chaos, and students cannot learn in chaos. With this, we believe that there needs to be adequate space for students to move around the room with ease, for them to have projects that are completed without being on top of each other, and that we have the space that is needed to support all learners. Given our students' needs, we have outlined needs for pull-out space that allows for the individualized supports within our program, and we require a common space not only for our nutritional needs but for our daily Morning Meeting and regular Community Meetings. We do not need a facility with full kitchen facilities, and instead will simply need space for refrigeration, heating, and storage. We will need two administrative offices for our leadership team and for our instructional team in Y1, and grow in office needs as outlined above.

(c) Capacity and Experience in Facilities

Our founding team, as well as our outside partner, Commercial Advisors,¹¹ are working diligently to ensure that we secure a facility that will allow us to begin operations in fall 2021 and will also be a fiscally responsible choice that sets us up for long-term success. Our Facilities Task Force includes proposed Head of School Luke Savidge, along with Board Members Kenneth Williams, Renelle Valentine, and Philip James. Mr. Williams and Ms. Valentine both have real estate experience across the City of Memphis, as well as extensive connections in the community that will allow them to pursue different properties for the school. Mr. James has experience working with organizations across the City of Memphis and can provide a bridge with organizations for specific identified facilities. We have begun conversations with individuals across the city, and have identified the following three properties as possible locations for the school: 3476 Summer Avenue, Memphis, TN, 38122; 255 North Highland Street, Memphis, TN, 38111; and 3804 Given Ave, Memphis, TN, 38122. Outside of our Facilities Task Force, Mr. Savidge formed a relationship with Mr. Connor Walker, Vice President of Investment Opportunities at Commercial Advisors, in August 2019. Mr. Walker works with non-profits looking for facilities in Memphis. In the past, Mr. Walker helped Memphis Merit Academy, a current SCS school, identify and secure their facility.

(d) Identifying and Securing a Facility

¹⁰ This total includes budgeted monies for Rent, Utilities, Waste, Custodial, Building Decorum, and Tenant Improvements.

¹¹ See **Attachment E** for Letter of Support from Commercial Advisors.

Figure 2.3(b) outlines the timeline for facility identification and requisition. Connor Walker with Commercial Advisors and our Facilities Task Force will ensure the timeline below is completed.

Figure 2.3(b): Timeline for Facility Identification and Requisition

Step	Goal/Task		Timeline
Identify Options	Survey target neighborhood	Work with local partners and identify possible contractors	Summer-Fall 2020
	Create a list of possible facility options	Based on programmatic needs and within fiscal constraints, identify at least 3 facility options	August 2020
Narrowing Property Options/Assessing Need	Conduct formal assessment of potential properties	Engage with commercial real estate agent, and an architect to provide code, safety, and accessibility feedback for each property	September 2020
Plan Space & Refine Selections	Send RFPs (request for approval) and lease proposals to property owners	Property owners submit the RFP	September 2020
	Review RFP submitted by the property owners	Compare cost and mission alignment; consider impact on budget and priorities	September - October 2020
	Create floor plans for each potential location	Work with construction team/architect to estimate construction and renovation costs	September 2020
	Respond to RFP and review counter proposals	Finance Committee and Facilities Task Force responds to RFPs and reviews counter proposals from property owners	September - October 2020
Planning and Execution of Negotiation	Select best option from RFP and discuss strategy for moving forward	With architect/contractor, Finance Committee and Facilities Task Force determine strategy to finalize building	October 2020
	Complete Letter of Intent	Draft and send Letter of Intent to first choice	October - November 2020
	Determine additional facility needs	With property owner, identify final facility needs or benefits of rental	October - November 2020
Lease Finalization	Establish final terms and	Review lease agreement	November - December

	conditions and negotiate lease agreement	and outline responsibilities and negotiation terms of lease	2020
	Complete lease agreement	Sign and complete lease agreement by Dec 31	December 2020
	Negotiate contracted services letter	Finalize contracted services for remodeling/renovation	December 2020

(e) [ADA Health and Safety Requirements](#)

As we assess our options, Bluff City Collegiate will ensure compliance with all laws associated with managing a school facility. Our Board and an identified outside expert will perform initial assessments and walkthroughs on the identified sites, in order to ensure the existing structure is sound, and to inform the Board of any improvements that must be made to ensure ADA compliance. We will consult with a professional code assessor to assist in ensuring all due diligence is applied. After reviewing the code assessment, the Facilities Task Force will ensure compliance with all Americans with Disabilities Act (ADA) requirements, City of Memphis planning review requirements, and all health and safety requirements per T.C.A. § 49-13-107. All costs for the facility, including any needed renovations, are included in the Budget details.

(f) [Occupation Timeline](#)

Figure 2.3(b) outlines the timeline for identification and requisition of a property that will serve as the facility for Bluff City Collegiate. We understand that properties may need inspections and renovations to be ready to open school to students in fall 2021, and those plans are outlined below in **Figure 2.3(c)**.

Figure 2.3(c): Occupation Timeline

Stage	Task/Goals		Timeline
Design	Development of construction documents	Lead Founder will consult with construction companies, architects on the development of construction documents for property	January 2021
	Security and technology Infrastructure	Implement security plans and IT software/hardware necessary for Y1	January 2021
	Review budget to ensure alignment to construction	Project management review of facilities timeline and budget	January 2021
	Secure construction documents	Finance Committee and Facilities Task Force monitor progress/paperwork for construction	January 2021

	Review of project	Head of School, Finance Committee, and Facilities Task Force review project documentation	January 2021
	Physical preparation of building and outfitting of facilities	Ordering, coordinating, and RFPs for furniture, cable, and classroom furniture and equipment needed for Y1	January-March 2021
Construction	Bidding of construction documents	RFP needs sent, selection of general contractor, and the beginning of construction	March – May 2021
	Talk with various vendors for cable and furniture	Response to proposals from RFP and secure contracts for accepted vendors	March – May 2021
Close Out/ Completion	Final stage punch list	Secure safety, regulatory sign-off that building in adherence to all codes and laws by architect; Fire Marshall Inspection	May 2021
	Maintenance agreements Documentation	Meet with property owner to finalize maintenance agreement and outline responsibilities	May 2021
	Review of budgetary plans	Review budget and plans	May 2021
	Lien waivers	Document from contractors to demonstrate receipt of payment and waive rights to building	May 2021
	Develop lease abstract	Prepare summary of key financial, business and legal information that exists between owner and school	May 2021
Inspection	Contact authorizer with facility documentation	Board Chair communicates authorizer appropriate documentation to schedule w/SCS charter school office for walkthrough	May-June 2021

(g) Contingency Plan

In the following subsection, **Section 2.3(h) Identified Facilities**, we have identified three organizations interested in partnering with Bluff City Collegiate as long-term facilities options. Bluff City Collegiate is excited by the community partnerships and relationships that have been built and are grateful for the opportunity to root ourselves in the neighborhood. We recognize the challenge and risk with identifying and securing a facility that can serve the need of a school, thus we will work diligently to identify and acquire a facility that will meet our needs prior to opening on day one. In the chance that none of the three options below come to fruition, or there isn't a timely completion of any renovations to ensure that a facility is up to code and ADA compliant, Bluff City Collegiate will be prepared for a short-term solution. If this happens, we would reach out to the relationship that have been built in the community to see if there was a short-term space that could be utilized. We would make every effort to ensure that a short-term

facility option is in our target neighborhood or as close to the proposed neighborhood as possible. One option for a short-term option would be reaching out to local charter schools which are not at full capacity and would have the ability to host our school in the short term, and currently includes conversations between the Lead Founder and the Head of School at Memphis Merit Academy. Bluff City Collegiate would also reach out to the Boys and Girls Club in the neighborhood, the Gaiseman Community Center, and the Randolph Library to see if their space could be utilized in the short term. If a situation like this should arise, the Lead Founder/proposed Head of School and the Founding Board will work diligently to ensure that a space is found and utilized in the short-term. In the event of a facilities emergency or unexpected change, we will share all updates and information with parents and stakeholders, including the new location, transportation options and operational changes such as arrival or dismissal times.

(h) Identified Facilities

As described in **Section 2.3(a)**, community partnerships and relationships have led to conversations around three properties: 3476 Summer Avenue, Memphis, TN; 38122, 255 North Highland Street, Memphis, TN, 38111; and 3804 Given Avenue, Memphis, TN, 38122.

3476 Summer Avenue, Memphis, TN, 38122 (36k sq. ft.). Located in a church building, we have had conversations with the church through our commercial real estate advisor. There are several organizations interested in utilizing the church, but we have had conversations about utilizing the education wing of the building, which is large enough to allow us to grow to full capacity.

255 North Highland Street, Memphis, TN, 38111 (10k sq. ft.): Located in a Life Church building, we have started conversations with the church to utilize the space that they currently have available. This specific building was utilized as Creighton College in the past, and currently has classrooms that the church is not utilizing. This building would not allow us to grow to full capacity but would provide the space we would need for the first year of operation.

3804 Given Avenue, Memphis, TN, 38122 (20k sq. ft.). Located in portables beside the Boys and Girls Club, this space was used by a previous charter school, Aurora Collegiate. The portables are in excellent condition, ready to host a school. We have had conversations with the previous school to talk about renting and utilizing the space or purchasing the space on a payment plan.

2.4 PERSONNEL/HUMAN CAPITAL

(a) Purposed Leadership Structure

The Bluff City Collegiate Year 1 and Full Capacity Organizational charts can be found in **Attachment G**. The Board of Directors (“Board”) of Bluff City Collegiate is responsible for all academic, financial, and organizational oversight of the school, ensuring that our mission and vision drive every decision and that the school is achieving all goals set in place. To ensure that the school is living out its mission and vision, the Board is also responsible for selecting, hiring, setting compensation for, supervising, and evaluating the Head of School on an annual basis. The Board will also hire and evaluate the selected Back Office Provider to ensure responsible fiscal management. **Pre-Opening.** The leadership team will consist of the Head of School, who will be hired upon authorization, and the Dean of Operations, who will be hired by the Head of School

in January 2021. **Year 1.** The leadership team will consist of the Head of School and Dean of Operations. **Full Capacity.** Each year, the leadership team will grow to meet the school's needs. At full capacity, the leadership team will include: Head of School, Dean of Operations, Dean of Student Supports, Dean of Culture, and two Deans of Curriculum and Instruction.

The Head of School (HOS) will be responsible for five core areas. (1) Leadership and management of the academic program and instructional team members, as well as the school's culture and discipline; (2) Management of daily and monthly financials; (3) Management of daily school-based operations; (4) Serving as the external face of the school for the community of Jackson/Treadwell and Binghampton/White Station neighborhoods, and the City of Memphis (for families, community leaders, community partners, donors, etc.); and (5) Reporting to the Board of Directors and working with its membership and committees to ensure the school's success.

(1) The Head of School will direct the academic program at Bluff City Collegiate, ensuring that the school is aligned to the mission in all decisions, as well as developing the ability of instructional team members to deliver highly rigorous, highly supportive, and engaging instruction every day and towards the goal of meeting all academic goals and metrics outlined in our Accountability Plan. (2) The Head of School will establish annual school priorities and draft annual budgets for the Board's consideration and approval. S/he will ensure all fiscal decisions are recorded and allocated appropriately, are matching the projections, when possible, and that daily transactions are clearly documented to ensure a healthy cash flow on a month to month basis. The Head of School, Dean of Operations, and Back Office Provider will work diligently to ensure that all monies being spent are fiscally responsible and aligned to the mission of the school. (3) The Head of School will work directly with the Dean of Operations to oversee and manage all daily school-based operations, which include the recruitment and enrollment of students, facility maintenance and compliance, daily nutrition services, equitable and adequate transportation, and all state-mandated data reporting. The Head of School will manage the Dean of Operations to ensure that all systems and procedures are functioning with fidelity and are allowing teachers and students to flourish. (4) The Head of School will serve as the public face and voice of Bluff City Collegiate, working directly with the community, the City of Memphis, and supporters of the school, to ensure our school is healthy academically, financially, and our investment in the community is strong. As the public face of the school, the Head of School will be responsible for communicating clearly and often with parents in order to ensure that they are well informed on all things happening within the school. Part of this communication is in the form of running the Bluff City Family Council, which will provide parents the opportunity to be involved within the school, ask questions and help inform decisions, to speak to the culture and atmosphere within the school, and to help bridge connections to neighborhood organizations that can benefit the school. (5) The Head of School will directly report to the Board and provide all details allowing its body to conduct its full oversight of the school.

(b) Leadership Capacity and Support

The proposed Head of School is a 2019 BES Fellow with several years of teaching and administrative experience in Memphis. Beginning his career as a Resident Teacher with the Memphis Teacher Residency, Mr. Savidge taught 11th grade English at Kingsbury High School

under the supervision of a mentor teacher, while completing his Master's in Urban Education from Union University. For the next five years, Mr. Savidge taught 7th grade English at Sherwood Middle School, while gaining a lens for best instructional practices through serving as Content Chair, Grade Level Chair, and ELA lead on the Instructional Leadership Team. That experience led him to pursue an Instructional Coach position at Westside Middle School, where he oversaw science, social studies, math, and English, and helped move Westside from being a TVAS Level 1 school to a TVAS Level 3 school, with strong gains made in ELA and math. Through this experience, along with the best practices gained through studying 25+ high performing charter schools and the 600+ hours of training with BES, Mr. Savidge developed an understanding of best practices in school leadership, operations, finance, and management in order to ensure success from day one. Mr. Savidge will complete two residencies at high performing charter schools founded by leaders who participated in the BES Fellowship: One residency will be at Creo College Prep in the Bronx and one at Memphis Rise Academy in Memphis, TN. Through both residencies, Mr. Savidge will continue to sharpen his lens around operations, instructional supports, and the day-to-day management of the school. As a school, we know that continual development of all staff members is incredibly important, and we commit to ensuring that all stakeholders are being supported and developed within the school. Our Head of School will also be invested in and developed through Follow On Support from BES, which comes in the form of multiple visits to the school, 1:1 coaching, and a continual investment in the school. Mr. Savidge also has forms of support from seasoned leaders who are leading high performing schools across the city of Memphis who will invest deeply in his development as a leader. Mr. Savidge's resume can be found in **Attachment H**.

(c) **Hiring and Evaluating the Head of School** _____

Bluff City Collegiate intends to hire Luke Savidge to be the Head of School. Mr. Savidge embodies the mission and vision of the school in his actions and decisions, and his qualifications have prepared him to assume the role of Head of School. The qualifications that have prepared him include: belief in the mission of the school; enthusiasm for the work of providing all students with equitable resources and opportunities; the ability to encourage and motivate a team of adults; proven effectiveness as a teacher and leader in an urban setting; access to mentors and leaders who challenge and help him develop; the continual investment in himself to identify gaps in leadership and seek out individuals to join the team that will address those gaps; ability to sustain the health of the school and the organization through strong community partnerships; three degrees from accredited universities that have prepared him to take on this role; and national partnership and support from BES along with regional partnerships across the City of Memphis.

Evaluation of Head of School. It is the belief of the Founding Team of Bluff City Collegiate that Mr. Savidge exemplifies all of the qualifications for the Head of School and as outlined in **Section 2.4(b)**. The Board will be responsible for formally evaluating the performance of the Head of School each year. If authorized, and as stated, the Board plans to hire Luke Savidge as Head of School. In accordance with Tennessee State Board of Education Policy 5.201,¹² the evaluation of the Head of School will be 50% based on student achievement data, including 35% based on

¹² https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/5.201_Teacher_Principal_Evaluation_Policy_7-28-17.pdf.

student growth data and 15% based on other measures of student achievement. The remaining 50% of the evaluation criteria will be based on a rating using qualitative measures such as: (1) school climate and/or teaching and learning conditions surveys; (2) Review of quality implementation of teachers’ evaluations; and (3) Two on-site observations conducted by certified evaluators determined by the Department of Education.

Responsibilities of Head of School. The responsibilities for Mr. Savidge as the Head of School are outlined below, which will inform his overall annual evaluation.

- Managing Board relationships and regular communication with the Board
- Leading and managing the Leadership Team
- Making all final decisions for hiring and dismissal of staff
- Developing classroom observations and evaluation to be aligned with the TEM rubric
- Creating/fostering an inclusive and equitable school culture for all staff, families, students
- Establishing annual and long-term goals for the school, with Board approval
- Developing the academic program, including curriculum, assessments, and interventions
- Developing all staff members, including teachers, leaders, and operations staff
- Creating and sustaining the school’s marketing and fundraising goals
- Creating the annual budget with the Finance committee and back-office-provider
- Coordinating the lottery and waitlist as regulated in T.C.A. 49-13-113
- Overseeing and implementing the Bluff City Collegiate student discipline policy, behavior expectations, and Code of Conduct
- Reviewing all student RTI data, IEPs, Section 504 Plans, student support and safety plans, and any other plans related to the monitoring of student academic performance
- Delegating duties of school appropriately to ensure continuation of monitoring student progress
- Communicating clearly and consistently in relation to all reports and data to the Board, as outlined in its Bylaws, directly related to financial, regulatory, and academic oversight
- Providing the supervision of daily management of accounting, cash receipts, disbursements, benefits, IRS documentation, and staff

(d) Strategy, Plans, and Timeline for Recruiting and Hiring Staff

The Head of School will be responsible for recruiting and hiring all school leaders, teachers, and other staff members. The figure below outlines the proposed timeline from Y1 to Full Capacity.

Figure 2.4(a): Recruiting and Hiring Staff Timeline

Position	Begin Search	Target Search Completion
Head of School	N/A	Hire Upon Authorization
Dean of Operations	Upon Authorization	January 2021
Office Manager	January 2021	April 2021
Founding SPED Teacher	November 2021	April 2022
Founding EL Teacher	November 2021	April 2022
Founding Teachers	November 2021	April 2022
Dean of Curriculum	November 2021	April 2022
Dean of Student Supports	November 2021	April 2022

Dean of Curriculum	November 2022	April 2023
Dean of Students	November 2022	April 2023

Bluff City Collegiate will work diligently to recruit a staff that represents the City of Memphis and the neighborhood. Our hope and desire is to help our young people know and see that they belong, that the city and community is theirs, and that they can do anything they put their minds to through the staff that they interact with on a daily basis. We want our staff to be diverse in all aspects - thought, experience, culture, race, and age. We believe that our staff will excel in an environment that affirms people for who they are, celebrates their past and present, and believes that they have the potential to impact young people. Through intentional partnerships that have been built through the years of serving in the City of Memphis, Bluff City Collegiate will recruit teachers from the University of Memphis, Christian Brothers University, Rhodes College, and non-traditional routes into teaching such as Teach For America and the Memphis Teacher Residency. Through these relationships, we will be able to recruit a staff that not only represents the City of Memphis but provides teachers who are highly qualified and prepared to impact our young people on the first day of school. We believe that literacy and math are the foundation for success in the future, and because of that, the staffing model for Bluff City Collegiate will have two ELA and two math teachers in each grade, in order to provide students with 100 minutes of ELA and math instruction each day. Because of this specific model, we will work diligently to ensure that we are not only recruiting and hiring the right staff but are finding ways to invest in our team to grow their efficacy and to help keep them at our school.

(e) Developing, Evaluating, and Celebrating Staff

Bluff City Collegiate believes in the investment of developing teachers through a robust professional development program. Our professional development program is detailed thoroughly in **Section 2.5**, which includes 18 days of summer orientation, weekly observations and coaching conversations with the leaders of the school, two hours of professional development every abbreviated Friday, and eight full professional development days throughout the school year. The Head of School, Dean of Curriculum and Instruction – Math and Science focus, and the other Dean of Curriculum and Instruction – English and Social Studies focus, will be responsible for investing and developing teachers. Through the Bluff City Collegiate professional development model, teachers have multiple touch points each week with leaders, multiple observations/coaching conversations, and the two hours of professional development each week to ensure that they are developing into high-capacity educators. In alignment with the TN Board of Education Teacher and Administrator Evaluation Policy 5.201, teachers will receive formal observations and feedback; additionally, teachers will have weekly touchpoint with the leadership team to ensure that teachers are being developed throughout the school year. Formal evaluations for all new staff will be conducted in the first month of school and again mid-year and at the end of the year. Formal evaluations will include observation feedback and notes, student performance data from the classroom assessments or work, and the data collected in relation to classroom management. Additionally, the teacher being observed will complete a self-assessment of the lesson that was observed. Our goal through the evaluation process is to highlight the teacher’s strengths in the classroom, and to create an action plan based on the teacher’s growth areas, in relation to planning, instruction, and the classroom

management. Formal evaluations throughout the year will be a factor in determining if the teacher’s contract will be renewed. We invest not only in professional development throughout the school year but also in creating a positive, affirming, and encouraging culture among the staff to produce an atmosphere that allows all stakeholders to flourish.

(f) Teacher Evaluation Model

Pursuant to State Board policy 5.201, Bluff City Collegiate will employ the Teacher Effectiveness Model (TEM) to observe and evaluate teachers.

(g) Unsatisfactory Performance

Bluff City Collegiate believes in significantly investing in and developing all stakeholders. In the case of unsatisfactory performance by a stakeholder, we will conduct a transparent process, which includes the implementation of a correction action coaching plan. The Head of School in Y1, and Head of School and Dean of Curriculum and Instruction in all subsequent years will be responsible for implementing and overseeing the corrective action plan. Through the creation of the action plan, which includes objectives, goals, and timebound markers of success, and through weekly check-ins and observations, there will be a significant investment in individuals whose performance is unsatisfactory. If the staff member is unable to reach goals within the action plan as required, that individual will be dismissed by the Head of School, which is the only role with the authority to release a staff member. We recognize the upset that a mid-year staffing change has on the life of a school, and will work diligently to avoid this situation. Should it occur, however, the Head of School will communicate all changes to staff and families, and simultaneously present the plan of action to cover all instructional needs in the immediate term, and will prioritize filling that role as quickly as possible with a strong candidate.

Annually, the Board will be responsible for the evaluation of the Head of School. The Board will evaluate the Head of School based on the goals outlined in **Section 1.4**, which include the academic progress of all students, student and family engagement, fiscal responsibility, student enrollment and attendance. The Board can immediately remove the Head of School for unethical behavior, misconduct, the mishandling or misuse of school funds, or underperformance of all responsibilities. In the event that the Board removes the Head of School, the actions and plan are outlined in **Figure 2.4(b)**.

Figure 2.4(b): Leadership Transition plan

Step	Description
Communication	The Board Chair will be the individual responsible for all communication around the dismissal of the Head of School. The Board Chair will communicate with all board members, in order to discuss and create a plan for moving forward. The Chair will be responsible for the creation of a plan moving forward, per full board approval, and will communicate with the teachers and staff of the school. Once the plan is approved by the full board, the plan will then be clearly communicated the detailed plan to Bluff City Collegiate’s key partners in the work (SCS, funders, parents, and BES).
Interim Leadership	In an emergency leadership change, the Board will appoint the Dean of Operations in Y1, and the Dean of Curriculum and Instruction in Y2 + as the Interim Head of School, who will manage the day to day operations. This individual will provide key information and support to the Board of Directors as they search for a new Head of School.

Fiscal Oversight	To ensure that the school continues to function normally, both the Board Chair and the Treasurer will be designated signatories for all accounts of the school. The Board will ensure consistent communication throughout the school’s existence with accountants and back-office providers, and funders to ensure ease in the case of an emergency transition.
Leadership Search	The Board of Directors will immediately form a committee, which will consist of the Board Chair and two board members.

(h) Hiring and Dismissing Staff

Once Bluff City Collegiate has recruited high-capacity, mission-aligned individuals, interviewed them, and decided that they would be an excellent fit for the school, an offer will be extended to them to join the Bluff City Collegiate team. To ensure that we are meeting all applicable state laws, the following process will be implemented with fidelity: (1) Verification process of the TN teaching credentials; (2) Providing the offer letter and acquiring a signature; (3) Completion of all paperwork needed for HR purposes, such as direct deposit, W-4 Form, I-9 Form, and the TCRS Certified Form; (4) Completion and submission of any/all personnel forms; and (5) Completion of a criminal background check – offer letter pending until results returned. All individuals that choose to accept the offer letter to work at Bluff City Collegiate must possess the following: mission and vision alignment to the core beliefs of Bluff City Collegiate; a collaborative outlook, with the willingness to help the school achieve its mission; the ability to internalize and display the core values of Bluff City Collegiate (**Joy, Empathy, Dignity, Fortitude, Community, Critical Thinking**); the unwavering belief that all children can meet a high academic bar and be leaders in their communities; the ability to utilize an asset-based mindset when interacting with families and students; the belief that families strengthen our work and increase the ability for young people to learn at a high level; and a growth-based mindset, regardless of years of experience.

Dismissal of a teacher will be the responsibility of the Head of School. The final decision around the termination of a staff member or teacher will be the responsibility of the Head of School and will be shared with the Board of Directors. A teacher may be dismissed for behaviors which are not aligned to the Core Values of Bluff City Collegiate, including but not limited to: (1) any behavior deemed unethical or illegal; (2) a refusal to comply with policies outlined in the Staff Handbook, which can be found in **Attachment I**; (3) the unwillingness or inability to implement feedback on a consistent and regular basis to improve the instructional practice in the classroom; (4) any behaviors that are not aligned with the professional expectations of Bluff City Collegiate. A teacher may also be dismissed if they are on a Corrective Action Plan and with documented supports is unable to meet its goals.

Section 2.4(g) outlines the school’s process for dismissing staff.

(i) Salary, Benefits, and Retention

Bluff City Collegiate will utilize a three-tier system for all teachers: Level I Lead Teacher, Level II Lead Teacher, and Level III Lead Teacher. Pay schedule and description for each of these tiers within the school are detailed below.

Figure 2.5(c): Teacher Salary Outline

Tier	Description
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Level I Lead Teacher	<ul style="list-style-type: none"> Starting salary set at \$44,000 Joins with less than 2 years' experience
Level II Lead Teacher	<ul style="list-style-type: none"> Starting salary set at \$46,000 Joins with 2 years of experience
Level III Lead Teacher	<ul style="list-style-type: none"> Starting salary set at \$48,000 Joins with 3-5 years of measurable student data displaying student gains (TVAAS, TNReady Data, national normed assessment)

Teachers must have a bachelor's degree as the minimum requirement. As an organization, we will continually be reflective of our compensation packages to ensure that we are able to recruit, hire, and retain high quality teachers. Our highest achieving teachers will have opportunities to lead PD with their colleagues, as well as grow into positions such as the Dean of Curriculum and Instruction. We will also survey teachers over time to gather their input as to what is most valuable and important to them in recognition of their success and their continuing commitment to our school and students.

(j) Contracts

Bluff City Collegiate is an at-will employer. Employees are considered at-will, and either the employee or the school may terminate the employment relationship under the policies set forth in our Staff Handbook at any time. In the absence of a specific policy, the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Directors to oversee school policies and operations. However, no person other than the Head of School has authority to enter into any agreement for employment for any specified period and any such agreement must be in writing.

(k) Employee Handbook

Bluff City Collegiate's Employee Handbook can be found in **Attachment I**.

Figure 2.4(d): Bluff City Collegiate Staff by Year

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1	1	1	1	1	1
Dean(s)	.5	1	2	3	4	4
Lead Teachers	0	6	12	18	18	18
Classroom Teachers (e.g. special education, ELL, foreign language, electives, etc.)	0	2	3	5	5	5
Student Support Positions (e.g. social worker, psychologist) ¹³	0	0	0	0	0	0

¹³ We prioritize special education teachers and ELL teachers in all years; our Dean of Student Supports is a student support position as we envision it and our Dean of Culture is a student support position as we envision it, and each comes on in Y3 and Y4, accordingly; both positions represented in the Dean line above. Should additional student needs require additional support positions, we will make budgetary and staffing decisions accordingly.

Student Support Positions	0	0	0	0	0	0
School Operations Staff (front office managers)	0	1	1	2	2	2

2.5 PROFESSIONAL DEVELOPMENT

(a) Professional Development Hours/Days

Professional development is a key lever for Bluff City Collegiate to achieve its mission and vision - to equip all young people with the tools and skills they need to meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership. We need excellent teachers to fulfill the promise we have made to families and students, and professional development is one of the most critical levers that we will use to get there and accomplish our goals each year. We provide 18 professional development days in the summer, nine full professional development days during the school year, 36 Friday professional development days, and 36 Head of School/teacher coaching meetings, which totals approximately 318 hours of annual professional development.

Figure 2.5(a): Professional Development

PD Type	Hours/Days	Y1 Calendar/Schedule/Staff Supports
Summer Institute	18 days (8 hours per day/ 144 total hours)	Annual Calendar: Includes 18 days of Summer PD Staffing: All contracts will be given before the beginning of Summer Institute to ensure all teachers participate in the Summer Institute. The Head of School is responsible for planning and implementation.
Weekly PD	2 hours per week (72 hours total)	Schedule: Weekly schedule allows for an abbreviated day each Friday, which provides time for staff to engage in 2 hours per week of professional development. Staffing: Head of School is primarily responsible for each weekly PD and will share this responsibility with Deans of Curriculum and Instruction as hired.
Full Day PD	9 days (8 hours per day/ 72 total hours)	Annual Calendar: Annual calendar has nine full professional development days. These days will be closed for students and will include data analysis and corrective action planning to support all students. Staffing: Head of School is primarily responsible for each full day of PD throughout the year, and will share this responsibility with the Deans of Curriculum and Instruction as hired.
Weekly Coaching	One 50 -minute coaching meeting per week (36 weeks X 50 min = 30 hours)	Schedule: Each teacher will have a weekly meeting with the Head of School or Dean of Curriculum and Instruction as hired to receive feedback/debrief from observations and to receive support with intellectual prep/lesson plans, school-wide taxonomies, and curriculum delivery. Staffing: Head of School is primarily responsible for weekly coaching and will share this responsibility with Deans of Curriculum and Instruction as hired.
Collaborative Planning	One 50-minute collaborative planning meeting	Schedule: Daily schedule will allow for co-planning between content teachers. Each teacher will meet with their content lead and/or team at least one period per week in order to collaboratively plan their

	per week (36 weeks X 50 min = 30 hours)	lessons. Staffing: Head of School is primarily responsible for each weekly PD and will share this responsibility with Deans of Curriculum and Instruction as hired.
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(b) Individual Responsible for Professional Development

In Y1 the Head of School will be the primary person responsible for all professional development needs within the school. In Y2, as the Dean of Curriculum and Instruction is hired, these responsibilities will be shared between the Head of School and the Dean. As the school and the leadership team grows, the responsibility for (1) creating a scope and sequence for all professional development, (2) conducting classroom observations to decide what type of PD is needed, and (3) planning and leading PD sessions will be shared by members of the leadership team. In Y3, when we are at full capacity and have two Deans of Curriculum and Instruction, one who oversees Science and Math instruction and the other who oversees English and Social Studies instruction, these Deans will be the primary drivers for professional development in the school, with the Head of School providing guidance throughout the school year. All professional development will be informed through weekly classroom observations of every classroom, through the weekly planning and coaching meetings with either the Head of School or Dean of Curriculum and Instruction, as well as more frequently through the desire of a teacher or the leadership team.

The Head of School will leverage the expertise of the city, state, and national landscape to inform the support and development of teachers. Locally, the support will be leveraged through relationships that our Lead Founder and Proposed Head of School has with Jack Vuylsteke, Founder and Executive Director of Memphis Rise Academy, and Danny Song, Founder and Executive Director at Believe Memphis Academy. Our teachers will have the opportunity to learn from the great work they are leading in their schools both through observations and potential shared PD sessions. Within the State of Tennessee, Bluff City Collegiate will utilize the resources of Valor Collegiate, specifically the Valor Compass Curriculum¹⁴, to inform how we approach developing our young people to be individuals who can and will impact their community. Nationally, we will utilize resources from Tulsa Honor Academy¹⁵, a charter school that recently received an A on their Oklahoma Department of Education Report Card and is performing in the top 3.6% of schools in the state, and where the Lead Founder and Proposed Head of School completed a leadership residency. All of these schools and leaders have a stake in the development of our proposed Head of School and the success of the proposed charter school, and will be utilized and leveraged in order to invest in the development of our teachers and staff.

(c) Core Components of Professional Development Plan

To reach our measurable and ambitious goals each year, PD must be meaningful, high-quality, and impactful. High-quality professional PD ensures teachers flourish, academic results grow, and staff remain in the school and professional because they feel valued for their daily investment in

¹⁴ <https://valorcollegiate.org/the-valor-compass/overview/>.

¹⁵ Tulsa Honor Academy was incubated through the BES Fellowship and has continued to work with and receive support from BES in all years of operation. <https://www.tulshonoracademy.org/>.

young people and experience continual professional growth. Below is a detailed description of each component of our professional development plan.

Summer Institute. Summer Institute will allow us to prepare teachers for success starting on the first day with students, and to build the cultural, curricular, and operational capacity we need to execute on our vision as a united and prepared team. We will have 18 full days of PD to ensure teachers are prepared to teach their content and are deeply practiced in the routines, procedures, and systems within the school that build our culture and academic program, and ultimately allow teachers to focus on teaching and students to focus on learning. Just over three full weeks of intense, hands-on, and practice-based learning will take place before the two-day Student Orientation, during which teachers will practice, role-play, practice again, ask questions, and truly dig into how we intend to operationalize our mission and vision and how they will be the driving force behind everything that happens within the school. Each week, we will focus our learning, growth, and development around a key design element of the school. In week one, teachers will focus on the mission, vision, and taxonomies that will speak to how we teach in the classroom. Because we believe that excellent teachers yield excellent results, we will start at the very beginning to ensure that our teachers are prepared. In week two, teachers will focus again on the mission and vision of our school, but in a larger way that encompasses common school language and operational routines, understanding how language, routines, procedures, and systems within the school are vital to our students' and our own success. We believe that joy and predictability need to be part of every moment of the day, and in order to ensure that happens on day one with students, we begin with the investment in the summer. In week three, teachers work with our mission and vision through the frame of our curricular choices and assessment and data-informed action planning systems. We believe that teachers need to know their students' academic performance well, and know their curriculum deeply, to teach it at a level that will ensure student success.

Through Summer Institute, teachers will also be trained on how to effectively support all of our learners, regardless of learning style, background, or nature of disability. Our special education teacher, along with our Head of School, will lead teachers through the internalization process of our curriculum, where they will have the opportunity to dive deep into understanding and being able to break down the content in a way that all learners can access the knowledge. Our teachers will have the opportunity to practice accommodating and modifying the work, under the guidance of the certified special education teacher and Head of School to ensure that the accommodations and modifications are research-based and supportive of all learners.

We believe that if we can be incredibly prepared to handle the different perspectives, backgrounds, and learning styles of all our learners, that we will be best positioned to support them when they are not displaying the core values of our school. We know that students, as they learn, grow, and develop, will make mistakes. Our discipline system, outlined in **Section 1.10**, details our merit and demerit system to support and celebrate all of our young people. With that, we will work through the Summer Institute on the systems and procedures that will be utilized when dealing with behavior that is not aligned with our core values. Teachers will practice and role play with each other how to approach typical issues within the classroom, how to call home and have conversations with parents, and what can be done in 1:1 conversations with students

when they are struggling.

In the summer, and throughout the school year, teachers will receive training in the discipline model, policies, and approaches for management of students, including students with disabilities. Under the guidance of the Head of School and the certified Special Education teacher, teachers will learn how to begin investing in relationships with the students, how to manage behavior through systems and procedures implemented within the classroom, and how to use positive framing and reinforcement through verbal praise and provide affirmation through the utilization of the merit system. Additionally, teachers will be provided with an understanding of the impact of Adverse Childhood Experiences on a student's life, how trauma can manifest itself in the school, and what teachers can do to support these students. Teachers will learn the details of the RTI²-B framework within the school and how it will support all students with behavior not aligned with Bluff City Collegiate core values, but also for students with disabilities.

To support all students, academically and behaviorally, and in alignment with our belief that families make us stronger, we will ensure that our communication is clear for all parents and families, regardless of home language. With our projected enrollment of 15% of students identifying as EL (students who need additional support with English language acquisition), we know that we will need to work diligently to meet the language needs of both parents and students. Throughout the planning year, as the Lead Founder and Head of School works with the Board of Directors to recruit families and students, all materials printed and distributed will be in both English and Spanish. At information sessions, the Head of School will ensure that current Founding Team member Philip James, who is bilingual, is present to speak with families and students interested in enrolling at Bluff City Collegiate. Throughout the enrollment process, Family Orientation, and throughout the school year, the Head of School and the Dean of Operations will ensure that materials are provided in both English and Spanish, in order to clearly and consistently communicate with parents whose first language is not English. We will hire in all years one or more members of the team able to effectively communicate with families, including our EL teacher(s).

Weekly PD. We believe that excellent teaching drives exemplary results. With this belief, we have created a weekly schedule that provides teachers time for training, practice, discussion, and collaboration with their specific content group to ensure preparedness to deliver the best possible standards-based instruction to our students. We will provide two hours of professional development each week focused directly on what teachers need, which is informed by the data that the Head of School is obtaining during daily observations and coaching meetings and review of student work and data. While the two hours of time each week will be led by the Head of School, part of that time will be for teachers to work collaboratively. Teachers will push each other's understanding of content, instructional taxonomies, and school culture. Because Bluff City Collegiate values the hiring and development of high-capacity, mission-aligned individuals, we know that teachers can grow and develop when they have the opportunity to work together.

Full Day PD. Bluff City Collegiate believes that data should be the driving force for all decisions that are made within a school. Because of that, we have dedicated nine full professional development days to complete data analysis and action planning. During our full day PDs, we will grow our understanding of the assessments that students are taking, analyze the data and

reports that each assessment provides, and proactively plan to provide students with what they need based on the data. We know that all the curriculum, materials, and the decisions that happen in the classroom must be rooted in data. The Head of School will train all staff members in the data analysis and intervention planning processes.

Weekly Coaching. Our belief that exemplary teaching leads to exemplary results is further demonstrated in our weekly coaching meetings. The Head of School in Y1, and Dean(s) of Curriculum in Y2 and all subsequent years, will invest a significant amount of time in classroom visits, gathering classroom observation data, and providing feedback and coaching to the teachers. Through classroom data, the Head of School will lead teachers through coaching conversations, identifying things that went well, things that could be improved, and how both the Head of School and teacher can work together to grow and develop. These weekly coaching sessions will also include conversations around the data being collected from a specific classroom, the story that the data is telling the Head of School and teacher, and how they will move forward in order to ensure that all learners are succeeding towards their goals.

Collaborative Planning. We believe that much of teacher development can come from working with peers. Through our weekly PD, teachers will work collaboratively as a whole group and in small groups with their content peers to push their knowledge and understanding of what they are teaching. During the 50 minutes of planning time that teachers receive daily, they will work with content peers and the SPED and EL teachers to ensure they are supporting all students in the classroom. We will utilize data in these meetings to celebrate student achievement and inform future instruction to close any gaps in student understanding or knowledge.

Teacher-Leader Development. We believe in providing individuals with the opportunity to lead. We recognize that each person on staff will be a high-capacity, mission-aligned individual with a growth mindset, and because of this, some will want to take on additional leadership responsibilities within the school. We value and welcome the desire for school staff to grow and develop into excellent school leaders. Our Head of School, who began his educational career as an 11th grade English teacher, knows and values the opportunity to become a teacher leader within a school setting. As teachers within the school express the desire to move into leadership roles, the Head of School will discuss with them specific roles and responsibilities that could be delegated. Once our school is at capacity in Y3, teachers will be able to serve in the role of Content Chair, which would provide them an opportunity to further develop their craft, as well as lead the team of teachers who teach that specific content. Through this role, teacher leaders would have the opportunity to develop their content, skill, and pedagogy, as well as their leadership abilities.

School Study. Through strong relationships that the Lead Founder and Proposed Head of School has developed with leaders across the City of Memphis, teachers and staff will have the opportunity to learn and study high-performing schools including, but are not limited to, Memphis Rise Academy¹⁶, Believe Memphis Academy¹⁷, Freedom Prep Academy¹⁸, and Valor

¹⁶ <https://memphisrise.org/>.

¹⁷ <https://www.believementhisacademy.org/>.

¹⁸ <https://freedomprep.org/>.

Collegiate in Nashville.¹⁹ We believe observation, discussion, and learning from teachers and leaders at aligned schools will allow our staff to develop and grow.

External Trainings. A Memphis Teacher Residency alumnus, our proposed Head of School will leverage the Memphis Teacher Residency for specific trainings, such as Memphis Teacher Residency University, which is PD offered four times per year for all teachers throughout Memphis. Trainings focus on topics such as: differentiation, social and emotional learning, classroom management and leadership, understanding IEPs and supporting SPED students. Utilizing MTR’s wisdom and resources will further support us in ensuring that all young people are able to meet a high academic bar and develop into individuals who can be community leaders.

(d) Summer Institute Schedule

This 18-day intensive is designed to fully prepare teachers for success with students on the first day of school. All teachers and staff will learn and internalize our mission, vision, and our core values and most pragmatically how we put each in action.

Figure 2.5(b): Summer Institute Schedule

When	What	Lead by	How	Why
Week 1 (days 1-5)	Mission & Vision	Head of School (“HOS”)	HOS will lead mission and vision of the school. Teachers and staff will have opportunities to do independent reflecting, small group work, and whole group sharing.	Teachers and staff must know and internalize our mission and vision. They must be able to clearly articulate how their ‘why’ aligns with our mission and vision and how our mission will impact the families and students of Memphis.
	Culture	HOS	Whole group and small groups will be utilized. Discussion centered on school’s core values and how they can be approached in the classroom.	It is imperative to our school that staff and teachers know and understand our core values, that they begin to internalize them, and can speak to their importance to our school and culture.
	Taxonomies	HOS	Teachers will spend time reading and discussing the taxonomies and their importance to the classroom. The HOS will model to teachers how each taxonomy can be used in the classroom and will give teachers opportunity to practice and role play the taxonomies with the staff.	The taxonomies that have been chosen need to be internalized and practiced by teachers so they can leverage their voice and ability in the classroom with students.
Week 2 (days 6-10)	Routines & Procedures	HOS & DOO	The HOS and Director of Operations (“DOO”) will	During week 4, students will come for two days of

¹⁹ <https://valorcollegiate.org/>

			utilize classrooms within the building for role play and practice. Both the HOS and DOO will model for the teachers each routine, procedure, and system within the school.	orientation. Teachers need to be prepared for students not only during orientation, but for day one of instruction. This begins with modeling, role play, and practice.
	Standards, Assessments	HOS	The HOS will provide all assessments taken in semester 1 and will facilitate discussion centered around standards, rigor, and alignment.	Teachers knowing the standards, assessments, and how they all align is vital to our success. Teachers need to know and understand assessments students will be taking, to unpack standards, address the rigor needed in the curriculum and materials, and ensure there is clear alignment between all.
	Data	HOS	The HOS will provide teachers with example data sets in order to lead the team through the Data Analysis protocol that will be utilized in the school.	Data drives our instructional decisions. Teachers need to have a deep understanding of the Data Analysis protocol to make decisions to support all students.
	Emerging Bilinguals & Students with Disabilities	HOS & Special ("SPED") Teacher	The HOS will explain the identification process for ELLs and SWDs, the RTI2 framework, and that systems are intertwined, and how we can support all students. The HOS will go into detail with teachers and staff about the RTI2 system, roles and responsibilities, and how it will be monitored throughout the year.	In order to ensure that BCC is supporting all students, teachers and staff must have a clear understanding of the process of supporting our young people that need additional support from teachers and leaders of the school.
Week 3 (days 11-15)	Curriculum	HOS (DCI in Y2)	The HOS will lead a whole group instruction about the curriculum with small groups breaking out for specific content focus.	All teachers and staff must know the materials that will be in front of students each day, effective use of the materials, and what support from the HOS will look like with the materials.
	Unit & Lesson Plans	HOS (DCI in Y2)	The HOS will have a completed model of both the unit plan and lesson plans to use for the center of the discussion. Small group will focus on specific	It is imperative that all teachers understand the big picture when planning and can utilize both the unit plan and lesson plan to ensure preparedness for

			contents.	students.
	Internalization Process	HOS (DCI in Y2)	The HOS will have a completed model of both the unit plan and lesson plans to use for the center of the discussion. Small group will focus on specific content.	Teachers must spend time each week internalizing the curriculum and classroom materials to prepare the first two weeks of lesson plans, and will have opportunity to run through each lesson with feedback provided from the HOS.
Week 4 (days 16-18)	Orientation Prep	HOS	Orientation Prep will allow teachers and staff to role play and practice the routines, procedures, and the systems within the school and all details for school opening and student arrival.	Teachers and staff must be ready for day one. By allowing them ample time to practice and role play the school's routines, procedures, and systems before orientation, we will minimize distractions and maximize positive and productive practice during orientation.
	Orientation	HOS	Orientation will be two days of routines, procedures, and systems being led and modeled by the HOS, teachers, and staff. Staff will have the opportunity to practice in a whole group, small group, and individual setting in order to ensure they are ready for day one.	Orientation is two days and will allow the students to learn the routines, procedures, and the systems within the school. It allows our young people to be prepared for instruction on day one.

(e) Cultivate Leadership Capacity

Bluff City Collegiate believes in the power of people. Throughout the school year, the Head of School and Dean of Operations will find ways to provide teachers and staff with opportunities to lead. Teachers will have the opportunity to lead PD in areas where they have shown to have significant strength, provide insight to their peers after observing their classroom, or lead a group of students with a project outside of their classroom time. Each year, there will be leadership opportunities for all staff, both in the classroom as a lead teacher who is utilized as an example to the school for observations, and also to be a consistent presence on and with the leadership team. Below are leadership opportunities available to the staff of Bluff City Collegiate.

Grade Level Chair. Teachers work incredibly hard, know their students well, and have an excellent grasp on what is happening within the classroom and grade level. This knowledge is powerful and can be utilized throughout the school year to ensure that all aspects of the grade level are functioning successfully. We believe in providing opportunities for teachers to serve in a leadership role, while still in the classroom, in order to be the representative for their grade level, share pertinent information, and contribute to the conversation around the direction of the school. The Grade Level Chair will be responsible for leading PD for teachers with the Head

of School, observing classrooms, and finding ways to invest and lead teachers in a positive way.

Content Chair. We know that teachers are experts in their content, and that their voice and opinion is important and valuable. Therefore, we will have a teacher from each content serve as the Content Level Chair. In Y1, the Head of School will coach all teachers in all subjects (Math, Science, Social Studies, and English), in order to develop their self-efficacy, content knowledge, pedagogical knowledge, and leadership capacity, with the goal that in Y2 founding teachers would take this role on for other teachers in their content area.

Dean of Student Support. Prior to Y1, we will hire a highly qualified and certified SPED teacher who will oversee all items within the school related to Special Education. In Y2, we will hire an additional SPED teacher who will collaborate with the other SPED teacher and both will oversee all items within the school related to Special Education. Both will work closely with the Head of School throughout the year to ensure they have the tools they need to provide the supports needed to our students. Prior to Y3, one of the SPED teachers will become the Dean of Students Supports, with an additional SPED teacher hired to take the vacated position. The new Dean of Student Supports will then oversee all three SPED teachers as well as all items within the school related to Special Education.

Dean of Curriculum and Instruction. Prior to Y2, the Head of School will ensure there is an individual hired into the Dean of Curriculum and Instruction role. This individual will oversee our Science and Math instruction, as well as coach and develop teachers alongside the Head of School. All teachers, prior to the end of Y1, will be notified of the role and our intention to hire a second Dean of Curriculum and Instruction who will oversee English and Social Studies, in order to allow any teacher to apply for the opportunity to serve in this role.

(f) **Differentiated Professional Development** _____

Data will drive all the decisions within the school. Whether those decisions are related to student performance or the support that teachers will need individually within the classroom. Throughout the year, the Head of School will constantly be in and out of classrooms, helping and supporting teachers, and obtaining data around individual's strengths and areas of growth. Along with the observation data, the Head of School will look at internally created interim assessments, formative and summative assessments from curriculum, and NWEA MAP assessments to understand the trends in student achievement and teacher performance. The Head of School will utilize the observation data, along with student data from assessments, to create the PD plan for the whole school as well as for individual teachers as the need arises. As data is gathered throughout the school year based on observation and assessment data, the Head of School will create differentiated coaching plans for all teachers. Teachers will be put into different tiers, or differentiated tiers of coaching and support, outside of their weekly touchpoints. The tiers are broken down as follows: (a) two-week coaching intensive for teachers who need minimal supports in the classroom and who are meeting the planning and teaching expectation in the classroom; (b) four-week coaching intensive for teachers who need multiple touch-points throughout the week in order to support them for planning and teaching; and (c) six-week coaching intensives, for teachers who need multiple touch-points and observations throughout the week to support in both their planning and their teaching. Though all teachers will have at

least one check in with the Head of School in Y1, and Dean of Curriculum and Instruction in Y2 and in all subsequent years, teachers will also be in a designated coaching cycle. We recognize that excellent teaching yields excellent results, and therefore, all teachers will be provided a coaching plan, outside of their weekly check in. The goal of the Head of School, and eventually the Dean of Curriculum and Instruction, is to improve teacher practice, pedagogical skills, and their self-efficacy with the belief that this will allow us to retain high performing teachers each year and ensure students reach their academic and personal goals, and as measured through the details of our Accountability Plan.

(g) Mid-year New Hires

As new staff members join the Bluff City Collegiate team, the Head of School and Dean of Operations will have an orientation for the staff member that begins with analyzing how all aspects of the school are directly related to the mission and vision. Each new hire will receive the Staff Handbook, school schedule, the systems and procedures for all aspects of the school. New hires will shadow the Dean of Operations in order to learn the systems of the school and a teacher to learn the details of the daily schedule as well as our instructional and cultural practices.

2.6 INSURANCE

(a) Types of Insurance

Figure 2.6(a): Insurance Coverage and Limits

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation Workers' Compensation Part II (Employers' Liability)	As specified by Georgia Statutes \$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Fiduciary Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$1,000,000 per occurrence

Inside Premises – Theft of Monies & Securities Outside the Premises Computer Fraud Money Orders/Counterfeit Papers	\$1,000,000 per occurrence \$1,000,000 per occurrence \$1,000,000 per occurrence \$1,000,000 per occurrence
Bonds	Can secure a Fidelity and or ERISA bond if required
Property and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage* (including or excluding football)	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability**	\$500,000 per loss or claim/aggregate limit
Coverage	Limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition, parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage however may not be required by charter authorizer	

(b) Letter of Coverage_____

We have contacted representatives of several insurance carriers that have charter school programs. We look forward to designing an insurance program that meets both Shelby County Board of Education’s and the school’s needs. We will ensure any carrier with whom we contract will abide by the 10-day cancellation provision, pursuant to T.C.A. § 49-13-107(b)(19). Please see **Attachment J** for a letter outlining this provision and insurance coverage that Scholastic First Insurance will provide.

2.7 TRANSPORTATION

(a) Transportation Offerings_____

Bluff City Collegiate plans to provide transportation for students in all years of operation. For this specific contract, we plan to utilize Durham School Service, which is a well-respected and experienced transportation provider in Memphis. In Y1 and Y2, we plan to have one bus route for families. In Y3, when at full capacity, we plan to have two bus routes. We plan to help our students get to school as much as possible and will constantly review our transportation offerings to ensure we are meeting the needs of our families and students. As we review our offerings, if additional buses are needed, we will work with EdTec to ensure appropriate funding is allocated.

(b) Transportation Budget and Extra Needs_____

Bluff City Collegiate will provide transportation to and from school on all days that school is in session. For activities outside of school hours such as after school or Saturday Academy, transportation will not be provided. If Bluff City Collegiate organizes a field trip for the students to attend, transportation will be provided by the school. Bluff City Collegiate has allocated \$50,000 in year one for one bus, and in order to account for inflation, \$50,700 in year two for one bus. In years three and beyond, our transportation budget for two buses increases to \$100,700 and \$101,560, to account for inflation.

(c) Transportation Plan

Bluff City Collegiate will not purchase a bus but intends to utilize the services of Durham School Services, which is transportation provider with a proven track record in Memphis. It is the responsibility of the Dean of Operations to oversee and manage the relationship between the transportation service provider and the school. Our school has committed to have one Bluff City Collegiate team member riding with our young people daily to and from school in order to supervise their behavior. Bluff City Collegiate will comply with the following state and federal laws and regulations per Tennessee Code Ann. § 49-13-114: (a) Transportation will be provided by Bluff City Collegiate; (b) We acknowledge that we are not required to provide or pay for transportation for pupils who reside outside of the district; and (c) We will include our transportation plans in our annual reports. Transportation will be provided when necessary for students with a disability, who require it based on the guidelines in their IEP or Section 504 plan. Bluff City Collegiate will follow all regulations and requirements stated in Tenn. Code Ann. §49-6-2116. The Dean of Operations will be responsible for the oversight and management of all transportation for the school and will annually participate in the Shelby County School's student management training. Bluff City Collegiate will submit the name of our Dean of Operations to the Tennessee Department of Education ("TDOE") by August 15th of each school year and will notify the Tennessee Department of Education if the supervisor should need to change throughout the school year. At the beginning of each school year, Bluff City Collegiate will give all families the updated Student and Family Handbook and will present information to families and students during our Bluff City Collegiate Family Orientation to share pertinent information about transportation. Our transportation policy will outline the procedure for complaints about school bus safety, the Dean of Operations investigation procedure, and how the Head of School will be informed of any issues. The Dean of Operations will be responsible for ensuring that the buses used by Bluff City Collegiate have all the required documentation on file, a phone number for reporting complaints, and that the bus driver has the proper credentials.

To ensure that all students are provided with a high-quality, free public education, transportation will be provided for students who have specific needs outlined in an IEP or Section 504 plan. Currently, we have an additional \$4,000 allocated in our budget in the case that there is additional transportation need. If unforeseen transportation needs arise that will impact the proposed budget, the Head of School will work with EdTec to account for all additional costs and create a revised budget with the additional costs, which will be reported to the Board of Directors. The revised budget will be reviewed, edited, and approved by the Board. It is the commitment of school management and governance that all students receive special transportation as needed and required by state and federal laws.

(d) Lack of Transportation Plans

As indicated above, we have outlined a transportation plan for the school in all years.

2.8 FOOD SERVICE

(a) Food Service Plan

Bluff City Collegiate plans to use Shelby County Schools (“SCS”) nutrition and meals service plan. We will ensure that meals are delivered and served to our students daily. In order to plan and be prepared, once a final building location is finalized and secured, Bluff City Collegiate intends to work with SCS to obtain all necessary equipment, such as warmers and coolers. Our young people will be provided breakfast and lunch in the cafeteria. Bluff City Collegiate will ensure compliance with all applicable county, state, and federal guidelines and regulations regarding our food service. Procedures such as food and drink handling and distribution and waste management will all be closely monitored by the Head of School and Dean of Operations. Should we not contract with SCS for our food services, we will create an invitation to bid for another service provider. The Board of Directors will evaluate a provider based on price per meal, meal contents, and compliance with all federal nutritional requirements, such as milk varieties offered, sodium content, and the providing of a fruit or vegetable. Vendors will be expected to provide transportation and preparation of all meals. Sample contract provisions and expectations include: (1) Maintaining TN Health Department Bi-Annual Inspection with Passing Score; (2) Having HACCP program in place, providing proof of such; (3) Maintaining daily Individual Meal Food Production Records; (4) Maintaining Daily Individual Meal Component Documentation; (5) Maintaining 21-day Monthly Cycle Menus; (6) Making accommodations for Food Allergies; (7) Ensuring hot meals maintained at 140 degrees or above, cold meals at 40 degrees or below prior to and during transport and delivery; (8) Providing meals individually packaged and sealed; (9) All meals will be priced as a unit, which meet USDA requirements; (10) Any provider will implement the “Traditional Menu Planning Approach”; (11) All meals and menus will be appropriate to the age of our students; (12) The provider will substitute food components for students with disabilities that restrict their diet. The Dean of Operations will manage all vendors.

(b) Meeting the Needs of Low-Income Students

Bluff City Collegiate plans to serve a primarily low-income population, with 70% of our total student body qualifying for Free/Reduced Lunch. We will ensure that all families needing assistance complete an income verification form during the enrollment process to ensure proper documentation so that all students eligible for free or reduced lunch can access all free meals on all school days.

(c) Information Collection

Bluff City Collegiate will have all families complete income verification forms and report household earnings in order to ensure that free and reduced lunches are provided to the students who qualify. These specific forms and information will be collected and kept secure by the Dean of Operations, who is the individual responsible for all meals served.

2.9 ADDITIONAL OPERATIONS

(a) Technology

Bluff City Collegiate will ensure that all of our young people have ample access to technology throughout the school year in order to prepare them for the assessments they will take each year, as well as the ever changing technology-driven future in which they need to thrive. Our slow growth model allows us to buy technology as we grow as a school, which will allow us to have a 1:1 Chromebook to student ratio in all years. The school will also provide high speed internet and Wi-Fi Access Points to ensure consistent coverage throughout the building. At least one month in advance of statewide testing, the school will conduct an infrastructure trial, replicating testing conditions with all Chromebooks to ensure any connectivity issues are promptly identified and addressed. The Head of School and Dean of Operations will work with teachers and students to ensure that each is trained on proper use and storage. All Chromebooks are required to be locked in the computer cart each evening. The school will complete a quarterly check to ensure all technology is accounted for. Technology will be used daily in a variety of ways but with the same purpose: to ensure that each student is provided with the support they need to meet a high academic bar. We will also provide all teachers and staff with the technology that they need to be successful in their roles. At the beginning of summer professional development, each staff member will receive a laptop to prepare excellent instruction for our students. Each classroom will be equipped with a projector, speakers, and document camera, as well as Chromebooks, and any other technological manipulatives needed to meet the requirements of any student with an IEP. The cafeteria/auditorium will be equipped with a projector, speaker system, and microphones for use during whole school activities, such as weekly morning meetings. The school will have at least three high speed multipurpose copiers, which provide each leader and teacher will the ability to scan, fax, and color copy. Additionally, the school will have one large poster printer and a laminating machine.

(b) Student Information Management

Bluff City Collegiate will comply with the Family Education Rights and Privacy Act (“FERPA”) and all state regulations regarding student privacy and disclosure of student data and records. A privacy policy, aligned to the regulations in FERPA, will be outlined in the Student and Family handbook (translated into home languages) and will be presented during the annual Family Orientation. The staff handbook will also include a FERPA-aligned privacy, which the Dean of Operations will review with the staff during summer professional development. Upon hiring, all staff will sign a confidentiality agreement in relation to student information. Bluff City Collegiate will utilize PowerSchool as its Student Information System (“SIS”) platform. The Dean of Operations will be responsible for administering the site, providing staff with password-protected accounts and restricting staff access to student data stored in the SIS according to job responsibilities and necessity. When not in use, the Dean of Operations will lock all hard copies of general student files in filing cabinets in the main office and the Special Education teacher will lock the special education files in cabinets in the main office, until the Scholar Support

Coordinator in hired is Y3 and assumes this responsibility. Per FERPA,²⁰ the Dean of Operations will respond within 45 days to all educational record requests from families. In alignment with FERPA, the disclosure of personally identifiable student information via student records will only be permitted with written permission from parents. Documents such as grades, evaluations, behavioral data, IEPs, Section 504 plans, and health records will all be subject to this policy. The Head of School, Dean of Operations, and Office Manager will proactively notify and request written permission of parents prior to disclosing personally identifiable information from the student's education records. When communicating with parents, we will always use multiple forms of communication and ensure that the home language is used. Phone call, email, and written communication are all forms that may be used by the school when communicating to families. All written permission from families about the release of scholar information will be kept on file by the Office Manager.

(c) Nursing Services

In compliance with the Coordinated School Health Program,²¹ we will contract with Well Child to provide on-site nursing services, for specific services such as: yearly physicals, optometry exams, and hearing exams. The Dean of Operations will be responsible for ensuring the School Nurse has everything needed to perform the duties listed above, as well as checking that any nurse provided by Well Child meets all credentialing and certification requirements designated by Title 68, Chapter 1, Part 12 and that the nurse is providing all contracted services to the school's satisfaction. If specific student needs exceed the nursing and health services provided in the contract, we will determine whether the contingency budget can suffice to meet those needs.

(d) Safety and Security

Bluff City Collegiate will comply with all background check requirements described in § 49-5-413 for all staff and volunteers.²² All hiring offers will be contingent upon successful completion of fingerprint, FBI and state criminal history, and National Sex Offender Registry checks. Per Tennessee law, the Dean of Operations will renew these checks every five years. Throughout the school day, all exterior doors will be locked, with only one main entrance/exit open for visitors. The Office Manager will be responsible for visitors and will have appropriate visual and auditory access to anyone seeking entrance before they are permitted into the school building. All visitors will be required to sign in at the front office, specifying their name, point of contact, and reason for visit, as well as show their government-issued ID, and will be required to wear a visitor pass that is visible at all times. Once the school day is complete, the Head of School or Dean of Operations will be responsible for locking the school building and setting the alarm. Should a janitorial crew need to access the building after hours, they will be given keys, access codes, and instructions for lock-up procedures. The Office Manager will control access to the building, buzzing visitors in, checking government-issued IDs, and ensuring that all visitors (family members, vendors, community members, etc.) sign in and out. The Office Manager will provide all visitors with a pass clearly noting the visitor's name, date, time, and purpose of the visit.

²⁰ <https://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html>.

²¹ https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_laws_2018.pdf.

²² Additional detail about current state requirements for school personnel can be found here: Tenn. Code Ann. § 49-5-413.

The Dean of Operations will be responsible for managing and communicating with the building owner to ensure all inspections of the building, and building systems (e.g., fire alarm, sprinklers, elevators, etc.), are done regularly and on time. The Dean of Operations will conduct regular building walkthroughs and establish a maintenance request system to quickly identify and address any potential hazards. Valuable school property, such as student computers and any teacher technology will be locked when not being utilized. If there is an excess of technology, it will be locked and secured by the Dean of Operations. In compliance with § 49-6-(801-814), the Head of School and Dean of Operations will develop the school's comprehensive emergency response plan during Y0 and review and revise it annually. We will use the TN Department of Education's model plan as a guide and seek feedback from the Department of Education, Memphis Police Department, and area fire marshal before implementing.²³ This plan will include identification of a school emergency response team, Incident Command System, on- and off-site emergency response protocols, and parent notification plans. The plan will include protocols for incidents such as fire, weather emergency, evacuation, reentering the building after an evacuation for an emergency, lockdown, and shelter in place. The Dean of Operations will ensure every room is equipped with an emergency go-kit, including emergency procedures, key contact information, and student rosters (as appropriate). The Head of School and Dean of Operations will conduct an annual school security self-assessment, annual staff training, and monthly practice drills.

(e) School Maintenance

Bluff City Collegiate will contract an evening custodial company at the beginning of operations and will consider the hiring of a full-time building manager at school capacity in Y3 of operation. In the interim, small facility issues will be addressed by the Dean of Operations. We believe specific maintenance responsibilities to be included in the lease of our building. The Head of School in Y1 and the Dean of Operations in all subsequent years will serve as the point of contact with the building owner. Teachers and staff will submit a maintenance request form to communicate any needs to the Dean of Operations. If the facility issue is the responsibility of the school, the Head of School or a Bluff City Collegiate staff member will complete the task, and if needed, contract for services. If the facility issues are the responsibility of the building owner, the needs will be communicated, and repairs will be scheduled.

(f) Additional Operations

Bluff City Collegiate will contract with EdTec, who will provide budget management, payroll services, and monthly reviews, and generate specific reports which will be given to the Finance Committee and the full Board of Directors. The Head of School and Dean of Operations will be responsible for communication with EdTec.

(g) CMO Agreement

Not applicable.

²³ Information on § 49-6-(801-814), the Schools Against Violence in Education (SAVE) Act, including exemplar emergency response plan, security self-assessment, and sample training materials can be found at: <https://www.tn.gov/education/health-and-safety/school-safety/save-act.html>.

2.10 WAIVERS

Figure 2.10(a): Waivers

T.C.A. Citation or State Board of Ed. Policy	Description of Statute	Proposed Replacement	How this will increase achievement
T.C.A. § 49-3-306(a)	Licensed Personnel Salaries	We will ensure our staff are paid appropriately, at regular intervals, and in a timely manner, disclosed at the start of each year. We have selected a fiscal year of July 1 to June 30. Salary ranges will be determined based on teacher quality and effectiveness, as measured by a comprehensive annual evaluation including students' performance on standardized tests and nationally normed assessments.	We will prioritize the recruitment of the highest quality, mission-aligned teachers. Likewise, student achievement rather than years of experience or advanced degrees will drive our competitive compensation for teachers.
T.C.A. § 49-3-311	Capital Outlay	We will ensure a facility that is ADA compliant and meeting all occupancy safety codes. We have sought facilities in our proposed zip code and target community.	The capacity to determine our own facility allows us to find locations suited to both our financial projections and the needs of our program. This will enable us to best leverage resources for program needs.
T.C.A. § 49-5-503	Tenure	Bluff City Collegiate will contract with all teachers and staff as "at-will" employees.	We require more discretion over staffing to retain, recruit, and support the best talent, and ultimately produce the greatest student academic progress.
T.C.A. § 49-6-1003	Safety Instruction	Bluff City Collegiate requests a waiver of the requirement of principals to teach road safety instruction for 15 minutes per week.	We maximize every minute of the school day to support students' needs through extended literacy and math instruction and intensive individualized interventions.
T.C.A. § 49-6-2206	Use of Unapproved Books and Instructional Materials	Our Head of School and Deans of Curriculum will determine curriculum for each school year, which may include textbooks not listed on approved books or instructional materials lists. Our team will ensure instructional material and books are aligned to	To ensure that we can provide our students with the tools and knowledge they need to be successful in high school, college, and life, we will require a high degree of flexibility in our curriculum and instructional materials.

		TAS and students will participate in required state assessments.	
T.C.A. § 49-6-3004	School Term	Students will attend 185 days based on annual school calendar. Staff will participate in 18 days of pre-service PD, in addition to 8 full PD days throughout the year and 150 minutes of targeted PD sessions each week. The Head of School and Deans of Curriculum will determine PD content based on student achievement data, classroom observation, coaching trends, and teacher input.	Flexibility regarding the content, structure and duration of professional development will allow data to drive our decision-making, enabling our school leaders to design training closely tied to our students' and teachers' specific needs.
0520-01-03-.02(1)(b)2(i)	Length of Day for Student	We request to waive section (b) 2(i) under the Length of School Day for Students, which states that "Early dismissals shall not exceed the equivalent of 13 days and shall not exceed 3.5 hours in any week." As described in our academic calendar and weekly schedule, we will have early dismissal Fridays, with students departing at 2:00pm instead of 3:45pm.	The abbreviated Wednesday schedule for students allows us to provide teachers with 150 minutes of collaborative planning and professional development each week. This continuous professional development helps maintain momentum in teachers' skill development and enables school leaders to respond rapidly to data trends.
0520-01-03-.07(1)	School Library Information Center	We will not have a library information specialist in Y1-Y5 but will have leveled classroom libraries, with general education teachers directly managing the libraries and monitoring student usage of library materials.	Classroom libraries will allow us to save resources and differentiate reading across all levels of readers. If students are ready to access books beyond their grade level, they may access books at other grade levels.
0520-01-02-.03(6)	Principals	Our instructional leadership positions (Head of School, Deans of Curriculum, and Dean of Culture) will be staffed by highly capable, mission-aligned individuals who bring a strong track record of success in education.	Eliminating the licensure requirement for these positions allows us to explore a talent pool not restricted to only those applicants who hold principal licensures. We will always ensure only the highest quality individuals hold any position within our school, especially instructional leadership.

SECTION 3: FINANCES

3.1 Planning and Budget Worksheet

Please see **ATTACHMENT O**.

3.2 Budget Narrative

Please see **ATTACHMENT P**.

ATTACHMENT A: Annual School Academic Calendar

2021-2022 Academic Calendar

March 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Instructional Days: 0				PD Days: 0		

April 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Instructional Days: 0				PD Days: 0		

Key:

Professional Development
Parent/Teacher Conferences
Family Events
No School
First/Last Day of Quarter
Saturday School

May 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days: 0				PD Days: 0		

June 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Instructional Days: 0				PD Days: 0		

Important Dates:

- May 3- July 9 - Home Visits
- July 12 - August 4 - Staff Orientation
- August 5-6 - Parent Orientations
- August 9 - First Day of Quarter 1
- September 2 - Family Night #1
- September 6 - NO SCHOOL - Labor Day
- September 7 - NO SCHOOL - Staff PD
- September 11 - Saturday School #1
- September 25 - Saturday School #2
- October 2 - Saturday School #3
- October 7 - Family Night #2
- October 8 - Last day of Quarter 1
- October 11-15 - NO SCHOOL - Fall Break
- October 18 - NO SCHOOL - Staff PD
- October 19 - First Day of Quarter 2
- October 21 - Parent/Teacher Conference
- October 30 - Saturday School #4
- November 4 - Family Night #3
- November 11 - NO SCHOOL - Veteran's Day
- November 13 - Saturday School #5
- November 24-26 - NO SCHOOL - Thanksgiving Break
- November 29 - NO SCHOOL - Staff PD
- December 2 - Family Night #4
- December 11 - Saturday School #6
- December 22 - Last day of Quarter 2
- Dec. 23-January 4 - NO SCHOOL - Christmas Break
- January 3-4 - NO SCHOOL - Staff PD
- January 5 - First Day of Quarter 3
- January 15 - Saturday School #7
- January 18 - NO SCHOOL - MLK Jr. Day
- January 29 - Saturday School #8
- February 3 - Family Night #5
- February 4 - NO SCHOOL - Staff PD
- February 12 - Saturday School #9
- February 26 - Saturday School #10
- March 3 - Family Night #6
- March 5 - Saturday School #11
- March 11 - Last Day of Quarter 3
- March 14-18 - NO SCHOOL - Spring Break
- March 21 - NO SCHOOL - Staff PD
- March 22 - First Day of Quarter 4
- March 24 - Parent/Teacher Conference
- March 26 - Saturday School #12
- April 2 - Saturday School #13
- April 7 - Family Night #7
- April 9 - Saturday School #14
- April 16 - Saturday School #15
- April 23 - Saturday School #16
- May 5 - Family Night #8
- May 6 - NO SCHOOL - Staff PD
- May 14 - Saturday School #17
- May 28 - Saturday School #18
- May 30 - NO SCHOOL - Memorial Day
- June 7 - Last Day of School / Family Night Celebration
- June 8 - Staff PD

July 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Instructional Days: 0				PD Days: 15		

August 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days: 17				PD Days: 3		

September 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Instructional Days: 20				PD Days: 1		

October 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days: 15				PD Days: 1		

November 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Instructional Days: 17				PD Days: 1		

December 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Instructional Days: 16				PD Days: 0		

January 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days: 18				PD Days: 2		

February 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Instructional Days: 19				PD Days: 1		

March 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Instructional Days: 17				PD Days: 1		

April 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Instructional Days: 21				PD Days: 0		

Total Instructional Days: 185
Total PD Days: 27

May 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days: 20				PD Days: 1		

June 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Instructional Days: 5				PD Days: 1		



Acknowledgements

Bluff City Collegiate is grateful for the work of charter schools across the City of Memphis, the State of Tennessee, and the country that have served as proof points of what is possible: All students can achieve at a very high level, when given the right supports, structure, and environment. We have adopted many of the practices of these schools including the following five principles of our design:

- Academic excellence is attainable by all students.
- Exemplary teaching drives exemplary results.
- Family partnership supports student achievement.
- Diversity and joy are essential for learning.
- Student engagement with the community develops leadership.

Many elements of this Handbook are informed and drawn from the work of others, and we are grateful for their generosity in sharing their materials with us.

Letter from the Head of School

Dear Bluff City Collegiate family,

We are beginning a journey together to ensure each student at Bluff City Collegiate is able to meet a high academic bar, develop a global perspective, and graduate prepared for high school, college, and community leadership. Bluff City Collegiate believes that all young people in Memphis can become leaders who can change not only the Memphis community, but the world. In order to ensure that both school and family are aligned on the mission, we have created the Bluff City Collegiate Student and Family Handbook.

The purpose of this Student and Family Handbook is to ensure all families have a clear idea of the expectations, procedures, and culture of our school. As a family, please read through this handbook, so that we can be informed and invested partners in the work of ensuring all of your children have the skills and tools needed to take on the challenges of high school, college, and community leadership.

While we have attempted to make this handbook clear and detailed, we recognize it may not answer all your questions about Bluff City Collegiate. If you have additional questions or concerns, please contact the school for any clarification.

We are grateful for you, your student, and the work ahead.

Onward,

Luke Savidge
Founder and Head of School,
Bluff City Collegiate Charter School

Our Mission. With ambition and joy, Bluff City Collegiate ensures that all young people in grades 6 through 8 meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership.

Our Vision and Design. Bluff City Collegiate Charter School (“Bluff City Collegiate”) believes in the power of young people. We believe that by investing in their development, academically and personally, we can foster the growth and development necessary for them to become individuals capable of excelling in high school, college, and community leadership roles. We are committed to building an academic program that provides students with challenging work in a supportive and joyful environment, and our vision is one that celebrates and affirms students as individuals and as leaders. We will intentionally develop each student’s global perspective and critical lens for equity and empathy in our city and world. Equipped with a global perspective, our young people can and will pursue opportunities to serve and lead in our communities as change agents advocating for equity. We believe all students are capable of incredible high academic achievement, when given high quality instruction and supports.

Responsibility & Accountability

Students, Families, and Teachers. The Bluff City Collegiate – Student – Family Accountability Contract, reprinted on the following pages, represents some of the most important responsibilities for being a member of the Bluff City Collegiate community. For our young people, this document provides an overview of what being a Bluff City Collegiate student is all about, how you will invest in the school, and how families will invest in the school. For our families, this document outlines the specific expectations that Bluff City Collegiate will hold for families in order to provide a clear alignment between home and school. The whole team of Bluff City Collegiate will work tirelessly to provide our young people with a safe, predictable, ambitious, and joyful environment in which they can achieve academic success. Signing this contract is not a requirement of families for enrollment into Bluff City Collegiate, but our hope is that each family and student submit one prior to our first day of school. As a public charter school, we welcome all families who would seek enrollment of their child(ren) into our program.

Bluff City Collegiate – Student – Family Contract

To achieve our mission of student success in high school, college and community leadership, we must work together. We all must have a full and clear understanding of the responsibilities of the members of this team. The Bluff City Collegiate – Student – Family Accountability Contract spells out the most important responsibilities.

SCHOOL COMMITMENT

HIGH QUALITY EDUCATION

1. We will work to ensure that our students get the excellent education they deserve.
2. We believe all students can be successful.
3. We will constantly strive to improve our practices and will give our best daily to ensure our students receive an excellent education.

RESPECT and FAIRNESS

1. We will teach Bluff City Collegiate's Core values in order to help students develop into individuals who can impact their community.
2. We will communicate clearly and often in order to ensure that both the school and family are aligned on decisions being made. All decisions are made with our young people's best interest at the forefront.
3. We will celebrate our young people in the classroom, in front of the school, and reward them when they are displaying the Bluff City Collegiate core values.

COMMUNICATION

1. We will communicate regularly with families about their child's progress and make ourselves available in person and over the phone.
2. We will return parent phone calls and e-mails as soon as possible, usually within 24 hours.

HOMEWORK and ACADEMIC SUPPORT

1. We will assign homework to support skills and concepts learned in class.
2. We will support students with excellent teaching.
3. We will utilize all staff members to ensure that students are receiving the supports they need to be successful.

SAFETY

1. We will provide a safe learning environment that values and protects all people within the building.

PARENT/FAMILY COMMITMENT

ATTENDANCE and PROMOTION

1. I will ensure that my child comes to school every day on time.
2. I will not schedule family vacations during school time. I will do my best to schedule important appointments for out of school time.
3. I understand that promotion to the next grade must be earned every year. Students who fail academic courses or have too many absences will be considered for retention, as the school is committed to ensuring students are prepared for the next grade.

HOMEWORK and ACADEMIC SUPPORT

- 1. I will check my child’s homework every night. If Bluff City Collegiate standards have been met, I will sign my child’s homework.
- 2. I will help my child study for tests/quizzes and give them support when they need help.
- 3. I will arrange for my student to be at Saturday Academy if assigned by my student’s teacher or teachers.

BEHAVIOR and DRESS CODE

- 1. I understand that my child will serve consequences and/or lose privileges if he/she violates the rules and expectations of the school community.
- 2. I understand that my child might serve an in-school consequence or out-of-school suspension for violating the code of conduct. In cases of out-of-school suspension, I will be come to the school for a family meeting in order to have a comprehensive understanding of the consequence.
- 3. I will send my child in proper dress code every day. If my child arrives out of uniform, I will arrange for a family member to bring proper attire.

FAMILY SUPPORT and COMMUNICATION

- 1. I agree to be part of the school community, investing in the academic and community programs that Bluff City Collegiate offers.

STUDENT COMMITMENT

EFFORT and HELP

- 1. I understand that my education is important, and I need to make the investment in my work, growth, and development.
- 2. I will work hard to ensure that my work is complete.
- 3. If I need help, I will ask for it. If I can give help, I will give it.

ATTENDANCE and UNIFORM

- 1. I will come to school ready to learn by the start of school each day.
- 2. If I need to miss class or school, I will ask for and make up all assignments.
- 3. I will wear the proper uniform every day and remain in uniform throughout the day.

COMMUNICATION

- 1. I will listen to directions. If I cannot solve the problem myself, I will raise my hand and ask for help. I will help my classmates if they need help.
- 2. I will be honest with my teachers and myself.
- 3. I will ensure that my words and my actions are aligned to the core values and Code of Conduct of Bluff City Collegiate.

Student Name (Printed)

Student Signature / Date

Parent Signature / Date

School Representative Signature / Date

Attendance

Through partnerships with key community organizations, clear and constant communication with families, and incentives for our young people, Bluff City Collegiate will ensure that both students and families help us reach our ambitious goal of 96% daily attendance rate.

On Time

Bluff City Collegiate's school doors will open at 7:35am, breakfast will be served until 7:50am, and Community Meeting will start at 8:00am. The doors to the cafeteria will be closed at 8:00am until the Community meeting is over, and then students will transition to class, which begins promptly at 8:20am. Students who arrive to school after 8:00am will be considered tardy.

Excused Absences

- a. Illness, injury, pregnancy, homebound circumstance, or hospitalization of the student.
The School may require a family conference and/or physician verification to justify absences after the accumulation of three (3) days of absence during a school year. Notes must be date specific and will be required for each day of absence.
- b. Death or serious illness within the student's immediate family.
- c. Special and recognized religious holidays regularly observed by persons of their faith.
Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
- d. A court order; a subpoena; and/or a legal court summons.
- e. If a student's parent, custodian or legal guardian of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Head of School shall give the student:
 - i. An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;
 - ii. An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and
 - iii. Excused absences for up to ten (10) days for visitation when the student's parent, custodian or legal guardian of the students is granted rest and recuperation leave and is stationed out of the country.
 - iv. Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or legal guardian of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the

student.

- f. Participation in a non-school-sponsored extracurricular activity. The Head of School or the designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met:
 - i. The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and
 - ii. The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the Head of School or the designee a written request for the excused absence. The Head of School or the designee must approve, in writing, the student's participation in the non-school-sponsored extracurricular activity.

Families may appeal unexcused absences to the Head of School. The appeal must be submitted: (1) in writing and must include the proper documentation to support the appeal and (2) within five school days of the attendance letter from the District in reference to policy 6016 Truancy District. Within five school days of submission of the appeal, the Head of School and the family will meet to share their reasoning, and once the meeting is completed, the Head of School will give the decision. The Head of School will ensure that the decision is aligned with applicable law and district policy.

If a Bluff City Collegiate student reaches three unexcused absences, the parent or guardian and the student must meet with the Head of School to discuss a plan to support the young person to be in school. In order to ensure that everyone is on the same page, during this meeting the Head of School will discuss the attendance policy and the school's expectation and will create a plan that will help students and families meet these expectations. Any unexcused absence past five will be followed up with a phone call from the Head of School and another meeting may be required. After seven unexcused absences, the parents or guardians must have a meeting with the Head of School to discuss the student's absences. During this meeting, the Head of School will discuss the implications of the student missing school and how it aligns with the district's truancy policy. After nine or more unexcused absences from school, the absences are treated as truancy and the district policy will be applied. The Head of School will work with the teachers to ensure that the student is still being provided with the proper materials in order to learn and master the material. Students who have missed more than 10 days within the school year will have a meeting with the Head of School to discuss promotion from the current grade. The Head of School will have the final decision.

Make-Up Work

Bluff City Collegiate policy will hold that students who have submitted for an excused absence will have the opportunity to make up the work, which must be completed in order to gain the credit for the assignment. Bluff City Collegiate will provide all students ten days to submit all assignments that were missed during the absence. Extensions and/or exceptions to this policy may only be made by the Head of School. In the event of an unexcused absence, students will have one day of makeup time for each day of absence, up to ten school days. In the case of extended absences exceeding three school days, family must meet with Head of School and

the student's teachers to develop a make-up work plan.

Incident Weather

In the event of poor weather conditions such as snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Bluff City Collegiate follows the same cancellation policies as Shelby County Schools, so if Shelby County Schools are closed or delayed, so is Bluff City Collegiate.

Arrival

Bluff City Collegiate opens its doors at 7:35am every day. Students are welcome to arrive as early as 7:35am to eat breakfast and to complete any schoolwork. Students may not enter the building before 7:35am unless an appointment has been arranged in advance with a specific staff member.

Dismissal

Students will be dismissed from school at 3:45pm on Monday through Thursday. Students will be dismissed at 2:00 pm on Friday to allow for professional development of staff and teachers. Parents and guardians who arrive before the dismissal time must wait outside the school building until students are dismissed. If parents or guardians need to speak to a teacher this can only take place after dismissal and/or when teachers and staff are available.

Early Dismissal Policy

The goal of Bluff City Collegiate is to utilize each moment of the day to ensure that all young people are learning and growing as much as possible. With this goal, we ask that parents and guardians not pick up students early, unless there is a preplanned appointment, or if extenuating circumstances arise.

Parents should contact the school in advance and provide a signed note to the school explaining the situation surrounding an early dismissal. If early dismissal occurs, the parent or guardian must sign the student out in the main office. Parents and guardians should work diligently to plan all appointments outside of the school hours. In general, all students must be present for at least 3 1/2 hours of the allotted instructional time on a given day in order to be considered present.

Academics

Bluff City Collegiate is committed to supporting the academic achievement and community leadership development of each student by providing them with an ambitious and joyful environment that provides them with the supports, tools, and skills needed to take on the challenges of high school, college, and community leadership. Bluff City Collegiate has an extended school day and school year in order to ensure that students are on the path to success in the future. Our students will attend 185 school days; doors open at 7:35am and the official school day starts at 8:00am; students will be dismissed at 3:45pm Monday through

Thursday; on Friday, students will be dismissed at 2:00pm.

Homework

Homework is an essential component of Bluff City Collegiate's academic program. Homework reinforces the concepts and skills that are taught in class, supports our young people in their development and understanding of academic skills and concepts, and helps develop good habits that will be beneficial to them in high school and college. **Homework will be assigned every night at Bluff City Collegiate, including weekends, with the expectation that all students will be prepared when arriving for school.** Lack of homework completion will lead to loss of social privileges during the school day and may be required to remain after school to complete missing homework.

Promotion

Bluff City Collegiate believes that all young people can meet a high academic bar, and with the right supports, they will develop the tools and skills needed to be successful in high school and college. With that, students will either be promoted or retained in order to ensure they have what they need, aligned with the mission of the school. The grade that a young person earns in a class will be the primary indicator of whether a student will be promoted to the next grade. This policy will consider special education needs, accommodations, and modifications required for students with individualized education plans (IEPs). For our students to be successful in high school and college, we must ensure our academic program has the rigor and supports students need and deserve.

Percentage for Work

- Quarterly Assessments: 30%
- Weekly/Unit Assessments: 50%
- Classwork/Exit Tickets: 10%
- Homework: 10%

Grading Scale:

- 100-96%: A+
- 93-95%: A
- 92-90%: A-
- 89-86%: B+
- 85-83%: B
- 83-80: B-
- 79-76%: C+
- 75-73%: C
- 72%-70%: C-
- Below 70%: F

Promotion and Retention Policy

- Students who pass all core academic classes with a 70% or higher (literacy, math, social studies, and science) will automatically be promoted to the next grade.
- Students who fail more than two core academic classes with a grade below 70% may be retained.
- Students who fail one or two core academic classes with a grade below 70% will be eligible for Summer School and may earn the ability to be promoted to the next grade through satisfaction of its requirements (see below).
- Student eligible for Summer School who complete Summer School and pass with a 70% or higher the end-of-year assessment(s) in the core class(es) in which they failed will be promoted to the next grade.
- Student eligible for Summer School who either do not complete Summer School and/or do not pass with a 70% or higher the end-of-year assessment(s) in the core class(es) in which they failed will be retained.

The decision for promotion in all cases will be made by the Head of School, and this decision will be final. The Head of School *will* work closely with the family and the teachers to ensure that all proper supports are being put in place to ensure success.

School Culture

The culture of Bluff City Collegiate is one of **ambition** and **joy**.

We believe in our mission: With ambition and joy, Bluff City Collegiate ensures that all young people in grades 6 through 8 meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership.

Our mission drives the work that we do in our school and is aligned to the following:

- **High Expectations.** Our culture is driven by an unwavering belief that all students can learn and achieve at high levels.
- **Support for All Students.** Our culture supports all students in order to ensure that they are successful, meet a high academic bar, and develop into a leader in the school and community.
- **Predictable and Joyful School Environment.** Our school culture is joyful, consistent, and predictable in order to ensure that learning is happening throughout the day.

Core Values

As we consider our mission, the leaders of Bluff City Collegiate have developed a shared set of core values that we will work daily to ensure that our young people can internalize, and through those values, can grow and develop. Bluff City Collegiate students develop and flourish within our community by displaying the following core values: **Empathy, Dignity, Joy,**

Fortitude, Community, Critical Thinking.

Bluff City Collegiate Core Values: Examples

Value	Examples of Behaviors Displayed in School
Empathy	<ul style="list-style-type: none">• We listen to better understand when individuals' experiences and perspectives that are different than our own.• We demonstrate respect for all people in our words and actions.• We recognize and can articulate how our decisions impact others and our school community.
Dignity	<ul style="list-style-type: none">• We provide each teacher and peer with kindness and respect.• We keep our classrooms neat, clean, and organized.• We assume the best in each other.
Joy	<ul style="list-style-type: none">• We smile because we experience joy in the classroom.• We interact with teachers and peers with kindness.• We strive to find joy in all learning.
Fortitude	<ul style="list-style-type: none">• We show resilience when amid challenging tasks.• We ask for support when needed to finish specific tasks• We display courage in our daily tasks
Community	<ul style="list-style-type: none">• We develop an asset-based mindset when learning about and interacting with the community.• We interact with stakeholders in the school community with kindness and respect.• We directly serve our community
Critical Thinking	<ul style="list-style-type: none">• We ask questions in order to develop our knowledge and understanding.• We speak up when issues arise that do not sit align with the school core values.• We will challenge thinking and knowledge in order to grow and develop

Bluff City Collegiate will utilize rituals as a way to celebrate and honor our students and our staff, in alignment with our core values and our core beliefs. Community Meeting will be a time for the students and staff to invest in the development of their understanding of our core values, develop relationships with each other, and discuss ways they can impact their community. This time will also be a time that students and staff are celebrated and honored in front of the school community.

Discipline Policy

Bluff City Collegiate ensures all school expectations are clear in order to ensure that our school environment is one that is rooted in joy, and that is safe and predictable each day. To ensure consistency and clarity, we implement a Merit and Demerit system within the school to which our young people will be held accountable. Our young people will be supported and encouraged throughout the day with merits when they are displaying our core values and uplifting the school community, and demerits when their behavior is not consistent with the Bluff City Collegiate expectations. In the classroom, hallways, cafeteria, and on the bus,

students will be reminded and encouraged for their behavior.

Consequence System

Demerits

Students who do not follow Bluff City Collegiate expectations will earn demerits.

Lunch Detention

Students will be required to attend lunch detention for reasons including but not limited to the following reasons:

- Incomplete homework
- Out of proper uniform, unless the Head of School recognizes that there were extenuating circumstances and has a conversation with the student and family.

Study Hall/Tutoring Detention (4:00- 5:00 pm after school)

Our young people may be required to attend Study Hall/Tutoring for reasons including but not limited to the following reasons: receiving a demerit in a class, have a total of five demerits at the end of the day, or being a disruption to the learning environment.

Out-of-School Suspension

Students who display behavior that may threaten the safety of the Bluff City Collegiate's students and staff may earn out-of-school suspension. Actions that may result in an Out of School Suspension include, but are not limited to:

- Using high-level profanity
- Continued, intentional disruptive behavior in class
- Damaging, destroying, or stealing school property
- Using or possessing tobacco products
- Committing sexual, racial, or any other form of harassment or intimidation
- Using abusive, vulgar or profane language
- Setting off false fire alarms
- Fighting
- Leaving school grounds without permission

Expulsion

Bluff City Collegiate reserves the right to utilize expulsions or suspensions that are longer than ten school days in cases where illegal or extreme behaviors may threaten the safety of the students and staff of Bluff City Collegiate. Actions and behaviors that may result in an expulsion or a suspension longer than ten days are listed below:

- Possession on school property of a firearm
- Committing a battery upon a teacher, principal, administrator, or another employee
- Unlawfully possessing any drug, including any controlled substance as defined by T.C.A. §§ 39-17-403 through 3-17-415 and 53-10-101.

Consequence System

When a student is not displaying behavior that aligns with the Bluff City Collegiate expectations, the system below can be utilized.

Stages	Description of Behavior	Consequences
1	Not following directions after teacher; disruption of class; not exhibiting core values; violations of school rules; out of seat without permission; out of uniform; talking out of turn	Demerit in recorded in Kickboard ¹
2	Repeat behavior in Stage 1; Inappropriate behavior - rolling eyes, defiance towards staff; insubordination	Demerit in Kickboard with notations and details to parent; (student-teacher check-in conversation)
3	Repeated Stage 2; Engaging in name calling; in unauthorized area w/out permission; Inappropriate use of computer	Demerit in Kickboard for core value violation (1st violation- phone call to parent + 2nd violation – parent and student conference with the HOS
4	Repeat behaviors from Stage 3; Aggressive name calling, use of profanity; stealing; cheating; plagiarism; inappropriate remarks or contact to staff or student; Theft under \$500	Demerit in Kickboard; Mandatory Parent Conference; Referral to HOS; out of school suspension may be issued
5	Repeat behaviors in Stage 4; hitting or inappropriately touching another student, threatening of physical violence to teacher or students; bullying; Theft at or above \$500; aggravated assault; Fighting; possession of weapon; possession of drug paraphernalia; gang activities; sexual harassment; bomb threat	Demerit in Kickboard; Immediate removal from learning environment and referral to HOS; Out of School Suspension; Mandatory Support Team Meeting with Parent; Depending on violation the HOS may contact the Police Department

The Bluff City Collegiate leadership team will consistently review the trends that exist in behavior among the students to ensure that we are supporting our young people both academically and behaviorally. If a student is consistently receiving demerits or is causing behavior that is disrupting the learning environment, the leadership team will work with the students and family to implement individual support and improvement plans. These plans will be created and developed with the assistance of the teachers, a family representative, a member of the leadership team, and if necessary, the special education teacher.

Bluff City Collegiate will be clear and fair, and utilize the policies listed above for school discipline for students. We will adhere to the guidelines and requirements of a student’s IEP or Section 504 plan in order to meet the needs of all students. If a student receives suspensions that culminate to over ten days, the school will hold a manifestation meeting in order to determine if the behavior is a result of a disability. The Student Support Team and the family will be present within the meeting and will come to a determination on how to move forward with supporting the individual student. If services were not being provided as outlined in the IEP or if the behavior is shown to be a manifestation of the disability, the school will not impose the consequence and instead will formulate an alternative plan to respond to and support the student. If all services are in place and the

¹ <https://www.kickboardforschools.com/>- Kickboard is an online platform that allows schools to track the behavior of specific students, see overall grade level trends, and support students as they display continual behavior that is not aligned with the school’s expectations.

behavior is shown not to be a manifestation of the disability, then the school will continue with the consequence as it would be with any other student.

The discipline policy will be consistently communicated to families at the beginning of each school year. Families will receive an updated copy of the discipline policy in their Family and Student Handbook before the school year begins and will have the opportunity to speak with the Head of School or any representative of the leadership team about the policy. If a parent or family member has any complaints specific to the discipline policy, it can be brought directly to the Head of School.

The Head of School will make final decisions on policy each year and will submit policy to the Board of Directors each year for review and approval. In the case of expulsion appeals, the Board of Directors will have the final decision.

Bus Behavior

The transportation (buses) that are provided by Bluff City Collegiate are considered school property and all students using these services are expected to behave in a way that represents Bluff City Collegiate appropriately. The following additional rules apply to the bus:

- Students must always remain seated and in their specific assigned seats
- Failing to take the assigned seat, putting hands out of the bus, throwing objects, inappropriate language, and not obeying the bus driver, are not aligned with the expected behavior of a Bluff City Collegiate student and will be handled utilizing the discipline system above. If more serious behavior (i.e. fighting) takes place during a bus ride, it will be investigated by both the Head of School and the Dean of Operations.

First infraction = consequence consistent with the Discipline Policy. **Second or any subsequent infractions** = consequence consistent with the Discipline Policy and, if appropriate, the student will lose the bus privilege. Infractions, if serious enough, can result in the immediate removal of bus privileges. Consequences for misconduct by Special Education students riding on transportation provided by their Individual Education Plan will be dealt with on a case by case basis.

Uniform Policy

Bluff City Collegiate students are expected to be in proper uniform each day at the beginning of the school day. The dress code is outlined below:

- Navy, grey, or green polo shirt with school logo
- Khaki skirts or pants; skirts must be worn no higher than 2-inches above the knee.
- Closed-toe shoes
- Sweaters, cardigans, or fleeces with specific school logo or school name.
- No hats may be worn inside school, unless for religious or health reasons.

If a student comes to school and does not have the proper uniform, the student will be given the missing item to borrow for the day. The family will be made aware that the student was out of uniform in order to deter it from happening again.

School Safety

Closed Campus

Bluff City Collegiate takes the safety of our students and staff very seriously. All visitors must come through the front door of the school and sign in at the office and present a valid ID and may not access the school until this is completed.

Authorized Pickup/Visitors

Bluff City Collegiate will not allow a student to be picked up by anyone who is not the parent or guardian, or that the parent or guardian has authorized. If an individual who is not approved needs to pick a student up, the parent or guardian must make the school aware, through either a phone call to the school or email, prior to the student being picked up. If an individual has the desire to visit Bluff City Collegiate and tour the building, the school must be notified 24 hours in advance. Anyone who wants to tour the school and visit classrooms must be accompanied by a staff member. If a community member has the desire to volunteer at Bluff City Collegiate, they must first submit to and pass a background check before being allowed to enter the building on a regular basis.

Emergency Plans

Prior to each school year beginning, the Head of School and Dean of Operations will create the school's emergency plans to ensure that all staff members are prepared in the case of an emergency. Bluff City Collegiate will create emergency plans for the following potential emergencies: fire, tornado, flood, earthquake, bomb threat, emergency lockdown of school with armed intruder inside building, and emergency lockdown of school with danger outside building. Each staff member will go through training throughout the summer to ensure readiness, and the students will go through practice throughout the school year.

Student Searches

Bluff City Collegiate reserves the right to conduct a search of a student and their property. If a search of a student must occur, the leadership team will ensure that the rights and privacy of the student are the priority, and the family or guardian is made aware of the situation. A locker or storage bin, which is provided to each student at the beginning of the school year, will be subject to search.

Mandated Reporter Policy

According to TCA 37-1-403(i)(1), all school staff are mandated reporters of any and all suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately if there is a reason to suspect that one of the students at Bluff City Collegiate has been harmed, or that the child has an issue that "reasonably appears to have been caused by brutality, abuse or neglect." Under this law, failure to report any such abuse is a Class A Misdemeanor. Once a Bluff City Collegiate staff member becomes aware that a student may be the victim of abuse or neglect, they must:

- Call the DCS central intake hotline at (877) 54-ABUSE (552-2873)
- Notify the Head of School
- Complete a Bluff City Collegiate incident report

When calling the hotline, the Bluff City Collegiate staff member must have the following information, or as much as made available to them: the name, birth date, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether English is fluently spoken by the parents and the work phone number of the alleged perpetrator. The Head of School will debrief the student and, when appropriate, will contact the parent(s)/guardian.

Family Involvement

Bluff City Collegiate believes that families make us stronger. We believe that when parents are active, engaged, and their capacity is built to support their student, that achievement in the classroom will increase. Our desire is that our families will be in constant communication with the leadership team, the teachers, and the staff of the school in order to ensure clear alignment. Outside of being communicated with, our desire is that parents and guardians will be involved with school activities, volunteering in classrooms, and working with the leadership team to make the school stronger.

Bluff City Family Council

Bluff City Collegiate will create the Bluff City Family Council (“BCFC”), which will be comprised of the Head of School, one teacher, and at least one parent. The BCFC will consist of no more than two teachers and five parents. The BCFC will meet once per quarter, or as frequently as once per month. The goal of the BCFC will be to find ways to engage families, develop ways for parents and guardians to consistently be part of the Bluff City Collegiate community, and to listen to what the parent representatives believe that the school is doing right, what is not being done right, and how the school can be improved. The desire of Bluff City Collegiate is that parents and guardians will choose to be active within the school community. At minimum, we ask our parents and guardians to commit to the following:

- Believe that the Bluff City Collegiate leadership team and staff want the best for your student, in all situations. If there is a question, comment, or concern, it will be brought to the Head of School.
- Actively find ways to support your student in home with homework.
- Be active with your student in their homework, what is happening at school, and how they can be supported.
- If requested, attend the monthly Bluff City Family Night, teacher conferences, and other Bluff City Collegiate events.
- Keep an open line of communication with the school about the student’s behavior or support needed with academic or behavior.

Scheduling Meetings with Head of School

The Head of School of Bluff City Collegiate is overjoyed with the opportunity to sit and speak with parents and guardians, and in order to ensure that enough time is set aside to address any and all concerns, it would be most helpful to schedule a meeting in advance. If a meeting is needed, please email or call the school to schedule.

Complaint Policy

If a parent, guardian, or family member has a specific complaint that needs to be addressed, that individual can reach out to the Head of School. If the individual would like to issue a complaint to the Bluff City Collegiate Board of Directors, he or she may address the Board of the monthly Board Meetings during the public comment portion of the meeting. If a complaint is made to the Board, the Board will review and respond within 30 days. If the Board of Directors does not address the complaint in a satisfactory way, the individual may file a complaint with the Shelby County Schools School Board. If a parent feels as though the school has violated any state or federal law/regulation, he or she may file a complaint with the Tennessee Department of Education.

Nondiscrimination Policy

In compliance with T.C.A § 49-13-107(b)(9) and in accordance with our mission to serve all students, Bluff City Collegiate prohibits discrimination for enrollment into our school on the basis of race, creed, color, gender, national origin religion, ancestry, English proficiency, or need for special education services.

Application Process

In compliance with T.C.A § 49-13-113(b)(1), Bluff City Collegiate will enroll any eligible student who applies, unless the number of applications exceeds the capacity of the academic program, class, grade level and/or the building. Application for enrollment may be submitted online, by mail, or in-person. The Bluff City Collegiate compiles basic information in order to ensure that we can clearly and timely communicate with parents and guardians.

Preference for Admission

In compliance with T.C.A § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Bluff City Collegiate, the following preferences shall apply:

- Students in attendance the previous school year at any public school that converts to become a public charter school;
- Children residing within the LEA service area in which Bluff City Collegiate is located, but who are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus; and
- Children residing outside the LEA service area in which Bluff City Collegiate is located

and whose needs would be included in the area in which Bluff City Collegiate will focus.

In accordance with T.C.A § 49-13-113(c), Bluff City Collegiate reserves the right to reserve up to ten percent (10%) for the enrollment of children from teachers, sponsors, or members of the Board of Directors.

In accordance with T.C.A § 49-13-113(d), Bluff City Collegiate will give preference to siblings of a student who is already enrolled in the school, if it is based on parent choice and parent submits a timely application.

Lottery

In compliance with T.C.A § 49-13-113(b)(2)(B), if applications for enrollment by the end of our application period whose qualifications meet the preferences stated above exceeds our planned capacity, Bluff City Collegiate will conduct a lottery. The lottery will occur within seven days of the close of application period, during which names will be randomly selected for each available seat. If a student's name is pulled from the lottery, a notification to the parent or guardian will be given within a week of the date of the lottery. Families will then have one additional week to confirm acceptance for the seat. If confirmation is not received within the week period, the seat will then be offered to next name on the waitlist. The confirmation needed in order to keep the seat is a completed admissions packet. Confirmation will be received by families completing an admissions packet.

Waitlist

A waitlist at Bluff City Collegiate will be created if the available seats within the school are filled during the lottery. Throughout the lottery process, Bluff City Collegiate will draw all names, and if the name exceeds the allotted amount, the name will then be placed on the waitlist. Parents and guardians whose student are placed on the waitlist will be notified in the same timeframe of the parents and guardians that are not on the waitlist. If a family is on the waitlist and a seat becomes available, the parent or guardian will have two to accept seat by submitting all required enrollment paperwork.

Bluff City Collegiate shall comply with the Family Educations Rights and Privacy Act (20 U.S.C. § 1232g) with respect to the publication of any list of students' names before, during or after the enrollment and lottery process.

Admission

If number of applications do not meet or exceed the number of seats available by the close of application period, all applicants will be accepted into the school, and additional seats will be filled on a first-come, first-serve basis.

Upon admission to the school, all Bluff City Collegiate families must complete the admissions packet, which will include home language survey, enrollment forms, immunization records, transportation needs and preferences, and medical history documents. The Bluff City Collegiate admissions packets will be mailed one week after accepting a seat at Bluff City

Collegiate, and families will have one week to submit admissions packet for enrollment.

Withdrawal and Transfer

If a family chooses to withdraw or transfer from Bluff City Collegiate, it must be put in writing and given to the main office. If the student is moving out of area, the transfer will be processed within one day. The office will send copies of student records to the receiving school, which is indicated by the family. If a student is departing for other reasons, Bluff City Collegiate will request an exit interview in order to learn the reason for withdraw/transfer.

ATTACHMENT D: Enrollment Policy

Nondiscrimination Policy: In compliance with T.C.A § 49-13-107(b)(9) and our mission to educate all students, Bluff City Collegiate Charter School does not discriminate for enrollment into our school based on race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services or disability of any kind.

Application Process: In accordance with T.C.A § 49-13-113(b)(1), Bluff City Collegiate will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of our academic program, class, grade level or building. Any student residing in Shelby County is eligible for enrollment in our school.

We accept applications for enrollment online, mail, or in-person for submission. Bluff City Collegiate Charter School staff will gather basic information from the application forms into a secure applicant database, student information system, so that we may communicate with families about their status. We will maintain original applications until the following year's lottery in case students are later admitted. The application window will open the first business day of January, in 2021, January 1st, and will close the final business day of April, which in 2021 will be April 30th at 5:00pm. Any applications received after close of business on the final business day in April will be time stamped.

Admissions Preference: In compliance with T.C.A § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Bluff City Collegiate Charter School, the following preferences shall apply:

1. Pupils attending public schools within the LEA in which Bluff City Collegiate Charter School is located, if those pupils would otherwise be included in area in which public charter school will focus;
2. Children residing within the LEA service area in which Bluff City Collegiate Charter School is located, but who are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus; and
3. Children residing outside the LEA in which Bluff City Collegiate Charter School is located and whose needs would be included in the area in which the public charter school will focus.

In alignment with T.C.A § 49-13-113(c), Bluff City Collegiate Charter School reserves the right to save up to ten percent (10%) or twenty-four seats, whichever is less, for preference of enrollment of children of teachers, sponsors, or member of governing body of the charter school if it is based on parent choice and parent submits a timely application. In accordance with T.C.A § 49-13-113(d), Bluff City Collegiate Charter School will give preference to siblings of a student already enrolled in the school.

Enrollment Process: Once admitted to the school, all parents/guardians must complete and submit an enrollment packet that includes the following: Home language survey; Enrollment forms; Immunization records; Transportation needs and preferences; Medical history documents. Registration requirements: Two (2) proofs of residence, TN Health Certificates must be filled out by medical providers for 6th graders and any new students to Bluff City Collegiate Charter School. Physicals are required for all new students to Bluff City Collegiate Charter School.

Lottery: In compliance with T.C.A § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceeds our planned capacity, we will conduct a lottery-hosted by third party. The lottery will occur within seven (7) days of the close of application period, on or before May 7, 2021, during which names will be randomly selected for each available seat. Within one week, on or before May 14, 2021, notifications will be sent about the lottery through email and U.S. mail. Parents do not have to attend the lottery to be offered a seat in our school; all families will be notified after the close of the lottery.

Waitlist: A waitlist will be formed after available seats are filled during the lottery. During the lottery, once all available seats are filled, Bluff City Collegiate Charter School will continue drawing names of the remaining applicants and place them on the waitlist according to order of lottery. Families of children on the waitlist will be notified by mail of waitlist status at the same time as accepted students. Families will be notified of available seats as they may become available. Families selected from the waitlist will have two weeks from date of acceptance to accept seat by submitting all required enrollment paperwork. Bluff City Collegiate Charter School shall comply with the Family Education Rights and Privacy Act (20 U.S.C. §1232g) with respect to publication of any list of students' names before, during or after the enrollment and lottery process. Waitlist will be purged at the beginning of each new application period.

Admission: If number of applications do not meet or exceed the number of seats available by the close of application period, all applicants will be accepted into the school, and additional seats will be filled on a first-come, first-serve basis. Upon admission to the school, all families must complete an admissions packet that will include home language survey, enrollment forms, immunization records, transportation needs and preferences, and medical history documents. Admissions packets will be mailed within one week of accepting a seat at Bluff City Collegiate Charter School, and families will have one week to submit admissions packet for final admission. Families may extend completion of admissions packet and reserve seat, as needed, if they call school or submit a written letter of confirmation.

ATTACHMENT E: Pledged Support from Prospective Partners & Letters of Support

January 28, 2020

To Whom It May Concern,

I have had the pleasure of knowing Luke Savidge for the entirety of his educational career. We both served students from the Orange Mound neighborhood at Sherwood Middle School. In fact, we were on the same team. From the moment I met Luke, it was evident that there were different qualities about him than your standard 7th grade English teacher. Luke is motivated and driven to serve in a capacity of what is best for his students. He understands that there is not a one size fits all model for any student. He was able to achieve greatness in the classroom by teaching them life. He served as a role model of how determination and righteousness in the face of difficulties can lead to perseverance and success. Often, before and after school, if you walked past Luke's classroom, he was simply spending time talking about life with his present and past students.

Luke was not fulfilled merely with being an outstanding teacher. He was driven with a sense of purpose to serve more than 30 children at a time. In my opinion, Luke wanted to have the opportunity to build capacity in as many students as he could reach. In order to do this, he had to step out of his comfort zone and make tough, life changing decisions. This led Luke on his current journey of becoming a founder of a charter school that could fully embrace his vision of what educational equity should be. Luke believes that all children should have the ability to learn and embrace their uniqueness.

As a fellow educator, I believe that parents and community stakeholders should be served by educational institutions that fully embrace the process of learning. They should have access to the highest quality education no matter what their background is. Poverty should not equal inadequate education. Parents and should be able to choose where their students attend school without being forced due to their environmental and economic circumstances.

In my opinion, Luke's Bluff City Collegiate should be a viable option for parents to choose when their children's education is in question. Bluff City Collegiate will be ran in manner that fully reflects the incredible leader and person of integrity that is Luke Savidge.

Sincerely,

Alexander Finley

Behavioral Consultant -- Shelby County Schools

January 1, 2020

To Whom It May Concern,

With ambition and joy, Bluff City Collegiate Charter School will ensure that all young people in grades 6 to 8 meet a high academic bar, develop a global perspective, and graduate prepared for college success and community leadership. It is not only this mission for Bluff City Collegiate that compelled me to join the founding board, but the stellar reputation and demonstrated excellence for it's Founding Principal, Mr. Luke Savidge.

I've had the privilege of working closely with Luke and the rest of the founding board over the course of the last few months and in him, I see the same demonstrated passion that exists within me to equip all students to thrive in learning and in life.

Too often, over the course of my lengthy career in education, I have seen organizations and individuals who are not truly invested in the Memphis community, enter our neighborhoods offering solutions that are not tailored to those they seek to serve. Luke not only has a solid vision for a comprehensive middle school model that empowers and equips, but he also possesses the experience, expertise, and vision to execute fully and effectively for students in Memphis. Luke has a stellar record as a Memphis educator in a variety of school settings serving underserved youth and it is clear to me that his array of experiences and training have not only informed his vision and grounded his planning, but that he is uniquely equipped to lead the highest-performing school in Memphis.

As a lifelong, seasoned educator who is highly involved in advocacy and fighting systemic inequities in education on a daily basis, I have no doubt that Bluff City Collegiate's approach - filling students with joy through daily impactful learning and a maintaining culture of high expectations will create a highly-successful middle school experience for the students in our community. As the former Principal at Kingsbury Elementary, I know this geographic and demographic area well and have seen firsthand the incredible impact on student achievement when students can learn in a safe school environment that celebrates diversity, models and executes impactful teaching practices, and truly has high expectations for all.

I look forward to continuing to build a relationship with Luke and executing fully against his vision and submit this letter in support of the authorization for Bluff City Collegiate.

Sincerely,

Anne Thomas

Proposed Board Chair
Bluff City Collegiate Charter School



January 27, 2020

Re: Commitment of Start-Up Funds to Bluff City Collegiate

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with BES and the BES Fellowship, will make available \$325,000 of start-up funds for the planning year (fiscal year 2020-2021) of Bluff City Collegiate contingent upon its charter authorization. These funds will be characterized as a \$325,000 grant.

Sincerely,

A handwritten signature in black ink, appearing to read 'Aasimah Navlakhi', with a stylized flourish at the end.

Aasimah Navlakhi
Chief Executive Officer

January 10, 2020

To Whom It May Concern,

Our mission, at Frayser Community Schools, is to cultivate the gifts of each student, producing critical thinkers, upstanding citizens, and transformational leaders who are prepared for success in college, career, and in their community. We do this through advanced academic rigor, exposure to college and career opportunities, and a heavy focus on leadership and community.

Two years ago, as Frayser Community Schools began the process of bringing Westside Middle School back to be a stronghold of the Frayser Community, I had the opportunity to bring Mr. Savidge onto the team. Throughout the 2018-2019 school year, Mr. Savidge worked closely with Dr. Rodney Peterson to change the culture and the academics at Westside, in order to help provide equitable opportunities for all families and students in Frayser. As I look back to last school year, I know that Mr. Savidge was an integral part of the success of Westside.

Though we were sad to lose Mr. Savidge, I am excited and grateful for the work that he is doing with Bluff City Collegiate. Memphis needs and deserves more high-quality options, and I believe that Mr. Savidge and his team can do just that.

Please accept this as my letter of support for both Mr. Savidge and for Bluff City Collegiate.

Sincerely,

Dr. Bobby White

Founder and CEO of Frayser Community Schools

ALSAC
501 St. Jude Place
Memphis, TN 38105
o: 901-578-2000 800-877-5833
f: 901-578-2800

To whom it may concern,

It is truly exciting to recommend Luke Savidge, both as a professional and as a human being. Luke is kind, patient, consistent, intentional, driven, and hopeful. He is an exemplary man with a good heart. A heart for all people. Luke is a man who will meet you where you are, who will listen. I have enjoyed getting to know Luke over the past few years. He finds and creates joy and possibilities, he values knowledge and personal growth, I am inspired, regularly, by his commitment to making his dreams into reality. And the selflessness of those dreams.

I believe that the disparity in educational options due to socioeconomic differences needs a real solution. Presently, children raised in poverty have far fewer opportunities for academic development. The parents and guardians in impoverished communities deserve choices. To help adolescents fully realize their potential, Memphis must rise to the challenge of providing these choices.

Without a doubt, this is a job for Luke Savidge. His leadership, his passion, his dedication to education, to people, to the city of Memphis—I cannot think of anyone better to helm the opening of Bluff City Collegiate. With the right heart and the right attitude, a servant leader boldly seeking change and promoting equality is exactly the right person to provide the solutions in this community.

Sincerely,

Cassie Thompson

Sr. Admin Assistant

ALSAC/St. Jude

January 28, 2020

To Whom It May Concern:

I have been working with Luke Savidge in his search for a location for Bluff City Collegiate. It has been a pleasure working with him through this process.

We are actively touring properties and have been in discussions with multiple property owners and expect to finalize a location soon.

Regards

A handwritten signature in blue ink, appearing to read "Conner Walker".

Conner Walker
Vice President of Investment Opportunities at Commercial Advisors,

Exhibit A



Bluff City Collegiate Charter School

1/10/20

Shelby County Schools Charter Review Committee
160 S. Hollywood St.
Memphis, TN 38112

Dear Shelby County Authorizing Committee,

My name is Danny Song and I was a 2016 Building Excellent Schools Fellow. In 2018 my team and I founded and currently lead Believe Memphis Academy Charter School. Our schools unique 4th-8th grade model allows us to serve students and families from across the city of Memphis. We opened our school, because we believe that all children deserve the opportunity to achieve academic success and personal excellence.

I believe Luke Savidge and the founding board of Bluff City Collegiate share this belief and have the capacity to match our school's accomplishments. Luke Savidge, the proposed school leader, brings with him extensive educational experience and leadership necessary for the successful implementation of a charter school, having experience as a teacher and leader, having most recently worked part of Westside Middle School, a turn-around school in the Frayser community.

Additionally, we have and will continue to support Bluff City Collegiate in their curricular and operational development. From what I understand, his community needs this model and this school.

I know this school will achieve great things and be a model for your community and our nation. I ask that this committee authorize Bluff City Collegiate for the students and families of Memphis.

Believe Memphis,

Danny Song

Danny Song | Head of School

Believe Memphis Academy Charter School | www.believmemphisacademy.org

1250 Vollintine Ave, 2nd Floor, Memphis, TN 38107

p: 901.881.7970 | c: 901.275.5652 | f: 901.205.0484



January 27, 2020

To Whom It May Concern:

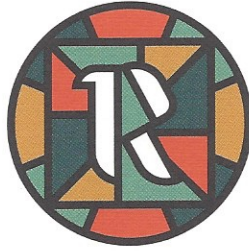
I would like to offer a letter of support for the approval of Bluff City Collegiate as a Charter School for the City of Memphis. The opportunity to receive a quality education is a right for all our children and parents have the right to send their children to the school of their choice where they can receive such an education.

Luke Savidge is one of the finest people I know. He is a good teacher and mentor to his students and fellow teachers as well as a good husband and father of four young children. Luke has a strong work ethic, proven by the fact that he completed his master's and Ed.S while working full time and supporting his family. He has a heart for the underserved in our community and truly wants to make a difference. While he is not a native Memphian, he has adopted the City as his home and supports the City, like our local teams he exemplifies a Grit and Grind work ethic! He continues to support the Memphis Teacher Residency who provides excellent teachers for our school system. He is also active in our local Church community with his time and talents.

If given the opportunity, Luke will work tirelessly to make Bluff City Collegiate a success! I encourage you to approve his application and allow him the opportunity to prove that he can and will make a difference with the youth of our community.

Best regards,

David Dean
Retired COO – ABB



Wednesday January 8, 2020

Shelby County Schools
160 South Hollywood Street
Memphis, TN 38112

To Whom It May Concern:

Allow me to introduce myself. My name is David Leach and I have served as the Executive Pastor at Renewal Church for the last ten years. We are a multiracial and multicultural congregation of 520 regular members of which Mr. Luke Savidge has served and attended for the past four years.

I can't think of more qualified individual who has the credentials, passion and character to help reform the educational trajectory of Memphis. As his home church, not only are we prayerfully supporting his application to start a charter school in Shelby County, but we're also committing to see how we can help serve this initiative in the future.

Mr. Savidge understands that all children qualify for a quality education. He realizes this can only happen when the foundation of education is grounded in respect and care for all. I have personally witnessed this respect and care in action through his love for his family and the people he serves on a regular basis.

Mr. Savidge is also a servant who identifies and responds to needs before they become emergencies. He willingly takes initiative and courageously leads in all situations by listening to those he serves.

I highly recommend Mr. Savidge and his application to you for your consideration and approval. Educational reform only happens when leaders like Luke are provided a platform that calls students to raise their expectations to see a better world that needs their gifts.

Feel free to contact me at your convenience should you have any questions about this correspondence.

Sincerely,


David Leach
Executive Pastor

GOSPEL • COMMUNITY • MISSION

RENEWAL CHURCH | PO BOX 381964, GERMANTOWN, TN 38183 | 901.751.3333 | WWW.RENEWALMEMPHIS.COM



1350 CONCOURSE AVENUE, SUITE 366
MEMPHIS, TN 38104
OFFICE 901.937.4687
FAX 901.274.4019

www.MemphisTR.org

January 15, 2020

To: Shelby County Schools
Charter Authorizer Review Committee

Re: Bluff City Collegiate, Letter of Support

To whom it may concern:

As the founder and Executive Director of the Memphis Teacher Residency, I have had the joy of knowing and working with **Mr. Luke Savidge** since his admittance into our program in 2013. Since then, I have observed Mr. Savidge as he has graciously served with MTR as a teacher, mentor, graduate selector (of future MTR residents) and, more recently, as an effective leader within high-need schools in Memphis. With that background and context, please accept this letter as my support for the charter approval of **Bluff City Collegiate** for the following reasons.

Need...

Our city endures a very unequal and unacceptable academic landscape. Only 7% of seniors in Shelby County Schools (SCS) high schools are deemed “college-ready” as assessed by the minimal required score of 21 on the ACT. The need within our community requires additional and varied resources to be employed to help provide our city with the highest quality of education for all students.

Beliefs...

The Bluff City Collegiate school beliefs are important to academic success and are expressed as follows:

- Academic success is attainable by all students
- Exemplary teaching drives exemplary results
- Families support student achievement
- Diversity and joy are essential for learning
- Engagement with the community develops leadership

Leadership...

In the eleven years of work at MTR, my single greatest lesson has been in learning the critical role that principals and school leaders play in the effectiveness, retention and emotional health of teachers. I am certain Mr. Savidge has within him all the valuable qualities of a relational, servant-leader that are essential in building a healthy school culture of teaching and learning.

Return on investment...

I believe that Mr. Savidge will positively interact with public school students for the entirety of his educational career. Experienced as an already-effective teacher and leader, filled with the temperament and character to lead others well and committed to serving for years to come, Mr. Savidge is a most capable leader and one with whom Shelby County Schools can successfully partner with for the goal of serving the common good in education.

With appreciation for your consideration of Bluff City Collegiate, a most promising charter application.

Sincerely,

A handwritten signature in blue ink that reads "David Montague" with a horizontal line extending to the right.

David Montague, Executive Director
Memphis Teacher Residency

Edward J. Foster
4260 Hathaway Lane
Memphis, TN 38117

January 30, 2020

Shelby County Schools Authorizing Committee
160 S. Hollywood St.
Memphis, TN 38112

To Whom it May Concern:

I am writing for the purpose of urging the Committee to accept the application of Bluff City Collegiate to be recognized as a new public charter school for the 2021-22 school year.

I have lived in Memphis for over 45 years and have had some connection with inner-city Christian ministry efforts since first coming to Memphis. I was the Director of Domestic Mission at Second Presbyterian Church for 13 years before retiring from that position in December, 2018. Particularly from that experience I gained a deeper understanding of the challenges faced by our public schools, and the contribution broad academic improvement can make to the health and well-being of our city.

I am impressed with Luke Savidge. It appears to me that he gained ground level experience in serving as a teacher in 3 public schools in Memphis. Additionally, the training and experience he gained in the Memphis Teacher Residency program and currently the leadership training he is receiving as a Building Excellent Schools (BES) Fellow equip him well in leading this school. Those organizations have proven track records of developing effective teachers and school leaders.

The Board leadership reflects a commitment to the need for diversity and recognition of the need for experience and connections in areas that are necessary for the success of a start- up school.

The Mission Statement evidences a commitment to high quality academic standards but also a commitment to meaningful engagement with the neighborhood it serves. As evidenced throughout our city, schools are the crossroads of neighborhoods with the potential of bringing together people with diverse backgrounds and creating pride in neighborhoods. It is my understanding that the targeted location for the school is the Graham Heights / Mitchell Heights neighborhood. This is one of the most diverse and, in some respects, one of the most under-served neighborhoods in our city. Many new initiatives are focused on this neighborhood, and the addition of Bluff City Collegiate

would, in my judgement, be a significant additional participant in these efforts at revitalizing a neighborhood that was once a vibrant, prosperous neighborhood but has struggled in the last several decades.

I believe that Luke Savidge and the community leaders he has assembled as Board members have the vision, giftedness, experience, and passion to develop a successful new public charter school.

Respectfully submitted,

Edward J. Foster

January 24, 2020

TO: Shelby County Schools Authorizing Committee

To Whom It May Concern:

Studies have shown that competition between charter schools and taxpayer-funded programs has improved the productivity of education in the United States. This is especially true for lower-income families. Affluent families have always been able to move districts and pay higher property taxes to fund better education while the poor are stuck in failing neighborhood schools. School choice removes the necessity of low-income families to move districts in order to change schools, It is, therefore, easier for any student to seek out the best education regardless of socioeconomic status.

In other words, increased competition from charter schools tends to result in better schools.

That said, the task of developing a school that offers high-quality education demands a well-resourced and entrepreneurial leadership team, in conjunction with a committed corps of dedicated teachers. I believe that Bluff City Collegiate shows a commitment to excellence in both organizing its infrastructure and in selecting its leadership for this endeavor. As an educator for many years, I have been following the process implemented by Bluff City Collegiate with interest. The foundation of the beginning implementation has indicated detailed planning and organization. The leadership team selected is exemplar. The commitment of the group is intense and well-placed.

This school would bring a valuable choice to the low income families of Memphis. I support Bluff City Collegiate whole heartedly.

Dr. Elliene Goughnour, Ed.D.
Hope House Board Member

January 12, 2020

Dear Office of Charter Schools,

I am writing to express our school's support of the application for charter submitted by Bluff City College, and the work that Lead Founder Luke Savidge has performed to prepare himself to lead what should be an excellent middle school. In 2018, Luke interned at Memphis Rise Academy Middle School as a member of Building Excellent Schools' exploratory summer internship program, before he began his work at Frayser Community Schools. We immediately were impressed with Luke's ability to understand the framework of our school and impactfully support culture and operations alongside our administrative staff. Luke asked great questions and consistently presented himself as a pensive and focused future leader. We stayed in touch over the last two years, and I can say with a great deal of confidence from those conversations that Luke did not take his decision to move forward as a charter school founder lightly. His desire to open a middle school in Memphis, specifically in the Highland Heights area, has been one that he has been committed to for several years, and his dedication will not falter.

Bluff City Collegiate's model of college preparatory academics in a culture-first environment mirrors the model that we believe in at Memphis Rise. Developing this type of school into a successful academic environment relies upon the human element, and Luke is unique and exceptional in his ability to maximize people and create a natural, motivating environment for staff and students. Simply put, Luke has the right "feel" of a school leader, and the right mindset to bring sound executive leadership to his organization in parallel. Reading about Bluff City's commitment to family partnership, holistic teacher development, cultural positivity, and community engagement proves to me that Luke is founding the school within the vision that he stands for, and, due to those foundations in integrity, I believe wholeheartedly that Bluff City Collegiate will be an exemplary charter school led by an exemplary individual whose talent and vision is very right for Memphis and the future of the school choice sector in our city.

Should Bluff City Collegiate clear the hurdle of authorization, I firmly believe Luke and his founding team are more than ready to take their vision the rest of the way. While the road to building new schools has become a more challenging one, we do still have a significant need in areas of our city for schools that provide families a sound environment for the critical middle school years of their children's education. Bluff City Collegiate, under Luke's leadership, will provide that for the families of Highland and Mitchell Heights, and the rest of 38122. We hope to see their efforts come to fruition, and we hope to be able to support their school's future however we can.

Best of luck in your considerations,

A handwritten signature in black ink, appearing to read 'Jack Vuylsteke', with a long horizontal flourish extending to the right.

Jack Vuylsteke
Founder and Executive Director, Memphis Rise Academy Charter School



January 19, 2020

To whom it may concern at Shelby County Schools,

The Heights Community Development Corporation is a Memphis non-profit that serves the Heights neighborhoods through affordable housing, public space improvements, and community organizing.

We would like to offer our support for Bluff City Collegiate in its application to form a charter school under Shelby County Schools.

The Heights neighborhood has adopted the saying, "We rise by lifting others". This mantra has set the tone for neighborhood efforts led by the community and the Heights Community Development Corporation. We believe that Bluff City Collegiate embodies this saying and we would recommend them.

Sincerely, 

Jared Myers
Executive Director
Heights CDC
(901)-233-2002
PO Box 221042
Memphis, TN 38122
www.heightscdc.org

We rise by lifting others.

January 24, 2020

To Whom It May Concern,

My name is Jeffrey Mister, Director of School Support for the Achievement Network, and I am writing to express my written support for Bluff City Collegiate. I have worked with the founder, Luke Savidge for years, and he has the heart, the skills, and the passion to do what is best for the students of BCC.

I have also seen the vision of the school and it's potential to really help teach to the whole child and help scholars develop academically as well as socially and emotionally. Luke Savidge has had much success as a teacher and as an administrator. The school is being led by a leader who has worked with various educational leaders around the United States and will undoubtedly lead students to be the future leaders in Memphis and in the world! I have complete faith in Bluff City Collegiate in being a great place for scholars to grow into their full potential!

Best regards,

Jeffrey Mister

Director of School Support
ANet | Achievement Network
Memphis, TN 38135 | [901.275.0345](tel:901.275.0345) m

www.achievementnetwork.org

Jeremy Pflug
FedEx Cross Border
4232 Barfield Road
Memphis, TN 38117
23JAN20

Shelby County Schools Authorizing Committee
160 S. Hollywood St.
Memphis, TN 38112

Dear Shelby County Schools Authorizing Committee:

I am writing on behalf of Luke Savidge with Bluff City Collegiate. I would like to express my unequivocal recommendation for his efforts to bring quality education to all economic levels. I know Luke through his family, and he is a person of high integrity and dedication. Any project he sets himself to will succeed, and the goal of increasing educational opportunities in Memphis is an honorable calling.

I believe that education is the foundation for future success. Allowing engaged parents additional opportunities to build a pathway for their children's success will be good for the children, the parents, and the city. Authorizing Bluff City Collegiate to provide this education will help them break the cycle of poverty. I wholeheartedly implore you to authorize this noble venture.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeremy Pflug', with a long horizontal flourish extending to the right.

Jeremy Pflug
Business Advisor
Former USA Captain

January 13, 2020

SCS Charter Review Committee
160 S. Hoolywood St.
Memphis, TN 38112

To Whom It May Concern,

My name is Joe Bolduc. I was a 2018 Building Excellent Schools Fellow and in 2019 I founded Beacon College Prep, a SCS authorized charter school opening in the summer of 2020. We aim to found a school that is academically rigorous, highly supportive, and community driven. I founded our school because I believe that all children have the right to an excellent free and public education

I first met Luke Savidge in the fall of 2018 as he began the BES Fellowship. I was impressed by the clarity of this vision for Bluff City Collegiate and how well-informed it was given his experience in the Memphis education community. Luke brings with him extensive educational experience and the leadership experience necessary to successfully open a charter school. Luke and the founding board of Bluff City Collegiate share my belief about the right to quality education and I believe they have the capacity to achieve this mission.

Bluff City Collegiate's desire to open in the Jackson/Treadwell and the Binghampton/White Station neighborhoods is an exiting opportunity for both the scholars and families of the neighborhood and SCS, by serving both an acaemic and capacity need.

Should Bluff City Collegiate clear the hurdle of authorization, I firmly believe Luke and his team are more than ready to turn their vision to reality, and build a school that the scaholars and families of [Neighborhood] can be proud of. I hope to see these efforts realized and I hope the Beacon College Prep team can continue to support Bluff City Collegiate into the future.

Sincerely,

A handwritten signature in cursive script that reads "Joe Bolduc".

Founder and Head of School, Beacon College Prep



CITY LEADERSHIP

RECRUIT · DEVELOP · CATALYZE

1350 Concourse Ave. Suite 463
Memphis, TN 38104

1/17/20

To: Charter Authorizer Review Committee

I address you today in regards to Bluff City Collegiate, to express my support for the charter school. Students in Memphis deserve the best in passion, supports, instruction, background, and assistance. Luke Savidge embodies the best of those characteristics. With the support of Shelby County Schools, I firmly believe that Bluff City Collegiate will advance the education of every Memphis student that enters its doors.

Mr. Savidge's education experience in the classroom, in administration, and through his Building Excellent Schools residency year gives him the perfect mix of training to understand the challenges and best practices of founding a school. Mr. Savidge's deep relational capacity in Memphis gives him a huge advantage for recruiting students and building community support.

I urge you to add Bluff City Collegiate as a Shelby County School and am available to speak further on the talents and investments of Mr. Savidge and future greatness of Bluff City Collegiate at any time.

Sincerely,

John Carroll
Executive Director, City Leadership
Memphis TN

January 23, 2020

Dear Members of the Committee,

My name is Kamie Cowan and I am writing this letter in support of Luke Savidge and Bluff City Collegiate. I have had the privilege of knowing Mr. Savidge for many years. After both completing our residency years, we were tasked with being mentors together and spent a lot of time bouncing ideas off of one another. In those moments I saw the level of care, high expectation, and joy that he displayed while discussing the support he was giving his resident(s).

When I began hearing about the mission and vision of Bluff City Collegiate, I was not surprised to see the push for a high academic bar, while also giving them a global perspective. Mr. Savidge has a passion to develop the whole student and to make sure they have all that they need to be successful.

While having 2 children of my own, I have been experiencing the deep joy that it has been to be able to choose where I can send my children to school. I believe that *all* parents and families, no matter what neighborhood they live in, have the right to be able to choose the location for their students to go to school. With that being said, I support, and believe, that Bluff City Collegiate will be a location that parents would love to have the choice to send their children.

Please feel free to reach out to me if any other information is needed. I would be glad to share more about my support of Bluff City Collegiate.

Warmly,

A handwritten signature in cursive script that reads "Kamie Cowan". The signature is written in black ink and is positioned above the typed name and title.

Kamie Cowan
Director of Recruitment, Partnerships and Teacher Development
Lasallian Teacher Residency-CBU



To the Shelby County Schools Board of Education:

I am writing this letter in support of Mr. Luke Savidge’s application to open Bluff City Collegiate, a proposed charter school providing a college-preparatory school option to families in Memphis, Tennessee. Through the Building Excellent Schools fellowship, Mr. Savidge has gained the necessary exposure to the practices of some of the highest-achieving charter schools in the United States. That, coupled with his prior experience as an educator in Memphis, give me great confidence that Mr. Savidge will successfully found and lead a school that sets students up for lives of choice and opportunity, as have former Building Excellent Schools-affiliated schools, including Memphis RISE, Believe Memphis Academy, Aurora Collegiate, Freedom Prep and, in due time, the recently-approved Beacon College Prep. I look forward to Bluff City Collegiate one day joining this list of charter schools in Memphis that deliver on the promises they make families and meet the expectations set forth by Shelby County Schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Lars Nelson". The signature is fluid and cursive, with a prominent "L" and "N".

Lars Nelson
Executive Director of Schools
Freedom Prep Charter Schools

January 24, 2020

SCS Charter Review Committee
160 S. Hoolywood St.
Memphis, TN 38112

To Whom It May Concern,

My name is Matt Cowan, I am a 2014 Memphis Teacher Residency graduate, a Governor's Academy for School Leadership graduate, and the current Principal of Compass Community School's k-8 Binghampton Campus. Compass Community Schools exists to education all children in order to ensure that they can make their own choices in the future.

Mr. Luke Savidge and I first met in 2013 when we both were residents in the Memphis Teacher Residency. Though we were not placed at the same school for residency year, I learned much about Luke and his devotion to education, his dedication to ensuring all students were receiving a high-quality education, and his love of Memphis. I have watched his growth from a distance as I was a teacher and an Assistant Principal at Hanley Aspire.

Bluff City Collegiate's desire to be a high-quality 6-8 grade option for families and students in Memphis is good for our city and our future.

I am excited about the opportunity to collaborate with Mr. Savidge, his teachers, and Bluff City Collegiate, should they be authorized in Memphis.

With respect,

Matt Cowan

Principal – Compass Community Schools



Shelby County Schools Authorizing Committee
160 S. Hollywood St.
Memphis, TN 38112

January 27, 2020

Dear Shelby County Schools Authorizing Committee:

I am writing on behalf of Luke Savidge and the Board with Blu City Collegiate. I would like to express my recommendation of Blu City Collegiate. As an educator as well as a current program director of a summer reading program who works with elementary students, I recognize that children in our city not only need support with literacy during the summer but continued support and opportunities as they grow older. I trust Luke Savidge and think that educational experience, passion for this city, and positive outlook are what assets necessary for a quality school leader.

I believe that education is the foundation for future success. Allowing engaged parents additional opportunities to build a pathway for their children's success will be good for the children, the parents, and the city. Authorizing Blu City Collegiate to provide this education will help them break the cycle of poverty. I wholeheartedly implore you to authorize this noble venture.

Sincerely,

Meagan Clouder
Director of Memphis Programs
Project Transformation
clouder@pttennessee.org



January 22, 2020

To Whom It May Concern,

I am writing in support of Luke Savidge and his project to start Bluff City Collegiate School in Memphis, Tennessee. I want to give my wholehearted backing to this project and to Mr. Savidge as a school leader.

I've known Mr. Savidge in a number of capacities. However, I have always been impressed with his ability to cut through the details and get right to the point. He is focused, thoughtful, and aware of the social context in which his work takes place. I think those qualities are among many that make him highly qualified for this project.

I also wanted to speak in support of a high-quality school option for the young people of Memphis, Tennessee. Many students face a lack of good options for their educational development. Strong leaders are important in creating good schools, therefore, I think Mr. Savidge's project will be a breath of fresh air in a part of the community that desperately needs more good options.

Please advise if there is any additional information or context I can provide

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Phillips".

Michael Phillips, Executive Director



To whom it may concern:

I am writing this letter in strong support of Bluff City Collegiate Charter School for the students and families of Memphis. I am confident that Bluff City will impact the lives of students in Memphis.

My name is Parker Couch, and I am currently the Director of Growth and Infrastructure for Compass Rose Public Schools, but I am also the co-founder and former school director of Memphis Grizzlies Preparatory Charter School. In my previous work as the school director of a high achieving charter school in Memphis, I recognize the critical importance of having high-quality educational options. Bluff City Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Memphis' stakeholders throughout the city.

I enthusiastically support the leadership of the proposed head of school and founder, Luke Savidge. His commitment to create and sustain a leading college preparatory school for the students of Memphis is clear. He has shared his vision for the school, and I was impressed by both his passion for Memphis and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Memphis has access to the rich opportunities our community has to offer.

Again, I would like to extend my support and recommendation for Bluff City Collegiate. Memphis is in further need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Bluff City will be granted a charter and open in the Fall of 2021.

If you have any questions or concerns, please do not hesitate to contact me at ccouch@compassrosesa.org or 770-540-4936

Best,

Parker Couch
Co-founder and Former School Director of Memphis Grizzlies Preparatory Charter School

January 30, 2020

To Whom It May Concern,

As an advocate for youth and their healthy development, it is with optimism and joy; I submit this letter on behalf of Bluff City Collegiate Charter School (BCC). I believe BCC will ensure that all young people in grades 6 to 8 meet a high academic rigor, develop a global perspective, and graduate prepared for a successful life and community leadership. The city of Memphis is always in need of schools focused on developing the greatness that already lies within a young person.

I had the privilege of meeting Luke Savidge in 2019 and I was impressed with his passion and plan to provide high quality education with dignity. Upon meeting him, I actively attempted to assist him in finding board members who could help bring this dream school to reality.

As I have spent the last twenty years living in Memphis and sixteen of those years serving families in communities through multiple nonprofit organizations, I have seen schools, organizations and individuals who are not truly committed to the students, the families, or the communities where they are located. They come to fulfill their own hopes and dreams versus helping to fulfill the hopes and dreams of those in the community. Luke not only has a solid vision for a comprehensive middle school model that empowers and equips, but he also possesses the experience, expertise, and vision to help students fulfill their hopes and dreams.

Over the last sixteen years I have had the honor to work with a number of organizations committed to uplifting communities and the people who comprise the community. In each organization we partnered with community schools as we understood the significance to support the school as well as the young person. Eight of my sixteen years was spent in The Heights community and I know this geographic and demographic area well. We had an unbelievable relationship with Kingsbury Elementary School and I was able to experience the incredible impact on student achievement when students can learn in a safe school environment that celebrates diversity, focuses on student development, and has high expectations for all those involved in the students' life.

I look forward to continuing my support of Luke and the youth of this city. With great hopes, I submit this letter in support of the authorization for Bluff City Collegiate School.

Sincerely,

Reggie Davis | Director of Alumni Activation
New Memphis Institute
reggiedavis@newmemphis.org
(901)483-7199



January 10, 2020

To Whom It May Concern,

Our mission, at Frayser Community Schools, is to cultivate the gifts of each student, producing critical thinkers, upstanding citizens, and transformational leaders who are prepared for success in college, career, and in their community. We do this through advanced academic rigor, exposure to college and career opportunities, and a heavy focus on leadership and community.

Two year ago, Dr. Bobby White asked me to be the Principal of Westside Middle School and help bring Westside back to be a stronghold for students and families in Frayser. I was happy and proud to take the role of Principal, since Frayser, and specifically the Westside neighborhood, is where I grew up. I knew that I needed a strong team in order to turn both the culture and academics around, and Luke Savidge was one of those hires. I hired Dr. Savidge as the Instructional Coach, overseeing all core subjects: Math, English, Science, and Social Studies. Under Dr. Savidge's guidance, Westside grew from being a Level 1 to a Level 3 in one school year, with tremendous growth in both Math and English.

Please accept this letter as support for both Dr. Savidge and Bluff City Collegiate. I am beyond confident in his vision and his ability to create a school that will provide equitable opportunities for students and families in Memphis.

A handwritten signature in black ink, appearing to read "Rodney Peterson". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dr. Rodney Peterson

Principal of Westside Middle School

Ronald Szpara

195 Brier Hills Drive, Piperton, TN · 901 286 7432 · rmszpara@fedex.com

January 23, 2020

Shelby County Schools
Authorizing Committee

Dear SCS Authorizing Committee,

Luke Savidge has been a friend of our family for many years. I know him to be of impeccable character and morals. He is efficient, goal-oriented, and extremely competent. He is particularly passionate regarding education and the rights of all students to obtain a quality education.

It is my belief that all parents should have the right to choose where to send their children to school and that Bluff City Collegiate Charter School should be one of those options.

I highly recommend Luke Savidge to lead the Bluff City Collegiate Charter School.

If you have any questions, please do not hesitate to contact me.

Sincerely,



Ronald Szpara
Managing Director of Express Clearance Operations
FedEx Trade Networks



VISIBLE MUSIC COLLEGE

January 26, 2020

Dear Shelby County Authorizing Committee,

This letter is to confirm that I, Scott Lencke, do give the highest recommendation for Mr. Luke Savidge and the new Bluff City Collegiate Charter School. I have known Mr. Savidge for a couple of years now, but even more specifically for the past year. I have been to his home numerous times, including meals with his whole family. I have watched Mr. Savidge as a husband and father, and his love and care for his family has been very clearly displayed. Additionally, it is truly inspiring to hear him speak of his passion for educating kids in the Memphis area.

As part of our educational choices in our world today, whatever their background, parents should be able to choose where they send their children to school. I believe that one of those educational options should be Bluff City Collegiate, under the leadership of Mr. Luke Savidge.

Respectfully,

Scott Lencke
Director of Academic Affairs
Visible Music College

January 28, 2020

Shelby County Schools
160 S. Hollywood St
Memphis, TN 38112

Shelby County Schools,

It is with confidence that we support the charter application for Bluff City Collegiate Charter School and the Lead Founder and proposed Head of School, Samuel "Luke" Savidge.

BES is a nationally recognized non-profit, whose flagship program, the BES Fellowship, trains high-capacity individuals to design, found, lead, and sustain high-performing urban charter schools. Luke, currently a Fellow with BES, is a humble, thoughtful, proven educator who brings deep experience in teaching, curricular design, and instructional coaching to this work. As a participant in our Summer Leaders Internship during the summer of 2018 with Memphis Rise Academy, Luke has also had exposure to the work required to lead a successful school in Memphis. In working closely with Luke over the last year, I am continually inspired by his commitment to children in Memphis and his ability to listen and learn from the community, ensuring that Bluff City Collegiate is well-suited for, and desired by the community.

Luke has spent his Fellowship year deeply immersed in studying school models that have proven academic results and develop students as leaders. He will spend the month of March in-residence at Tulsa Honor Academy, ranked as the top middle school in the Tulsa metro area and in the top 3.6% of middle schools statewide.

Luke holds the bar of excellence high for himself as well as for his founding team and does not waver in his commitment to founding and leading a high-quality school in Memphis. We are honored to work with Luke and have confidence that his school leadership and the design for Bluff City Collegiate will drive student achievement and develop leaders who can have impact on their communities.

It is without reservation that we support Luke and the application for Bluff City Collegiate.



Stephanie Patton
Senior Director of the BES Fellowship
BES
spatton@bes.org

January 24, 2020

To Whom It May Concern,

The mission of STREETS Ministries is to engage, encourage, and equip youth to achieve their potential by realizing their God-given purpose. We have two locations—but one of our locations is on Graham and will be in the vicinity of the proposed Bluff City Collegiate.

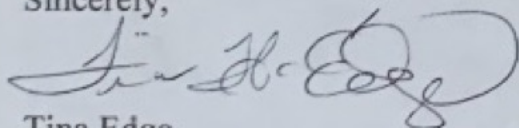
Bluff City Collegiate's goal to create a school that prepares all students with necessary academic skills to be successful in life through their unique core values of **Joy, Dignity, Empathy, Fortitude, Community, and Critical Thinking** is sure to become a reality.

Knowing the potential of Luke Savidge and hearing more about the mission and vision of Bluff City Collegiate, I am excited about the proposed new school that could do so much good in our community. Luke possesses a strong experience in education and has proven successful at multiple education institutions in Memphis. He possesses the experience and expertise to execute the mission of the proposed Bluff City Collegiate to effectively serve the students of Bluff City Collegiate.

I believe Bluff City Collegiate's approach to building community within the school and with the neighborhood will help to provide a unique and fulfilling middle school experience for the students in the neighborhood that will encourage them to come to school and be successful each day.

I look forward to building a relationship with Luke Savidge and Bluff City Collegiate, and write this letter in support of their authorization.

Sincerely,



Tina Edge

Board Member, STREETS Ministries



THE
POPLAR FOUNDATION

January 21, 2020

To: Shelby County Schools

Re: Bluff City Collegiate

Our community needs quality educational opportunities for all of our students. Many great schools exist in Shelby County Schools, but still we need more. Great schools are the result, in part, of great leadership. Luke Savidge will be a great school leader, and I am thrilled that he has decided to launch a new school in Memphis.

I have known Luke since his days at Memphis Teacher Residency as a resident, and I followed his progress as he taught at Sherwood Middle. He is a capable educator who is now training in Building Excellent Schools, a program who has supported several capable leaders in our community. I enthusiastically recommend Luke to you and hope that you will give serious consideration to his application for Bluff City Collegiate.

Sincerely,

Tom Marino

Tom Marino

CLASSIFIED



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Bluff City Collegiate Incorporated
1763 NELSON AVE
MEMPHIS, TN 38114-1626

January 10, 2020

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	001070567	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	01/09/2020
Filing Date:	01/09/2020 8:50 AM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2020
Duration Term:	Perpetual	Image # :	B0794-7061
Business Type:	School Organization - Exempt		
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

Document Receipt

Receipt # : 005186512

Filing Fee: \$0.00

Registered Agent Address:

SAMUEL LUKE SAVIDGE
1763 NELSON AVE
MEMPHIS, TN 38114-1626

Principal Address:

1763 NELSON AVE
MEMPHIS, TN 38114-1626

Congratulations on the successful filing of your **Charter for Bluff City Collegiate Incorporated** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website (www.tn.gov/revenue) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
Secretary of State

Processed By: Laurie Cook



001070567

CHARTER NONPROFIT CORPORATION

SS-4418



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only

Control # 001070567

FILED

Amount Due: \$0.00

Please file before 02/04/2020

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. **The name of the corporation is:** Bluff City Collegiate Incorporated

2. **Name Consent: (Written Consent for Use of Indistinguishable Name)**

This entity name already exists in Tennessee and has received name consent from the existing entity.

3. **This company has the additional designation of:** School Organization - Exempt

4. **The name and complete address of its initial registered agent and office located in the State of Tennessee is:**

SAMUEL LUKE SAVIDGE
1763 NELSON AVE
MEMPHIS, TN 38114-1626
SHELBY COUNTY

5. **Fiscal Year Close Month:** June

Period of Duration: Perpetual

6. **If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:**

(none)

(Not to exceed 90 days)

7. **The corporation is not for profit.**

8. **Please complete all of the following sentences by checking one of the two boxes in each sentence:**

This corporation is a public benefit corporation / mutual benefit corporation.

This corporation is a religious corporation / not a religious corporation.

This corporation will have members / not have members.

9. **The complete address of its principal office is:**

1763 NELSON AVE
MEMPHIS, TN 38114-1626
SHELBY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

80794-7081 01/09/2020 9:50 AM Received by Secretary of State Tre Hargett



CHARTER NONPROFIT CORPORATION

SS-4418



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only

Control # 001070567

Amount Due: \$0.00

Please file before 02/04/2020

The name of the corporation is: Bluff City Collegiate Incorporated

10. The complete mailing address of the entity (if different from the principal office) is:

1763 NELSON AVE
MEMPHIS, TN 38114-1626

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Samuel L Savidge	1763 NELSON AVENUE	MEMPHIS, TN 38114

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by T.C.A. §48-51-303(a)(1).
- This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
- This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:


In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic Signature	Incorporator
Samuel L Savidge	Title/Signer's Capacity
Printed Name	Jan 5, 2020 7:52PM
	Date

B0794-7062 01/09/2020 8:50 AM Received by Tennessee Secretary of State Tre Hargett

 **IRS** DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 09-19-2019

Employer Identification Number:
84-3096895

Form: SS-4

Number of this notice: CP 575 A

BLUFF CITY COLLEGIATE INC
% SAMUEL LUKE SAVIDGE
1763 NELSON AVE
MEMPHIS, TN 38114

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 84-3096895. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2020

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is BLUF. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

EIN Assistant

Your Progress: 1. Identity ✓ 2. Authenticate ✓ 3. Addresses ✓ 4. Details ✓ 5. EIN Confirmation

Summary of your information

Please review the information you are about to submit. If any of the information below is incorrect, you will need to [start a new application](#).

Click the "Submit" button at the bottom of the page to receive your EIN.

Organization Type: Corporation

Corporation Information

Legal name:	BLUFF CITY COLLEGIATE INC
County:	SHELBY
State/Territory:	TN
Date Corporation started or acquired:	SEPTEMBER 2019
Closing month of accounting year:	JUNE
State/Territory where articles of organization are (or will be) filed:	TN

Addresses

Physical Location:	1763 NELSON AVE MEMPHIS TN 38114
Phone Number:	901-800-8583
Mail directed to:	SAMUEL LUKE SAVIDGE

Responsible Party

Name:	SAMUEL LUKE SAVIDGE
SSN/ITIN:	XXX-XX-3664

Principal Business Activity

What your business/organization does:	OTHER
Principal products/services:	EDUCATION

Additional Corporation Information

Owens a 55,000 pounds or greater highway motor vehicle:	NO
Involves gambling/wagering:	NO
Involves alcohol, tobacco or firearms:	NO
Files Form 720 (Quarterly Federal Excise Tax Return):	NO
Has employees who receive Forms W-2:	NO
Reason for Applying:	STARTED A NEW BUSINESS

We strongly recommend you print this summary page for your records as this will be your only copy of the application. You will not be able to return to this page after you click the "Submit" button.

Click "Submit" to send your request and receive your EIN.

Submit

Once you submit, please wait while your application is being processed. It can take up to two minutes for your application to be processed.

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

▶ **Do not enter social security numbers on this form as it may be made public.**
 ▶ **Go to www.irs.gov/Form1023 for instructions and the latest information.**

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Bluff City Collegiate, Inc.		2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions) 1763 Nelson Avenue		Room/Suite	4 Employer Identification Number (EIN) 84-3096895
City or town, state or country, and ZIP + 4 Memphis, TN 38114		5 Month the annual accounting period ends (01 – 12) 06	
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Samuel Luke Savidge		b Phone: 901-800-8583	
		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input type="checkbox"/> Yes <input type="checkbox"/> No			
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input type="checkbox"/> No			
9 a Organization's website: www.bluffcitycollegiate.org			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input type="checkbox"/> No			
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) / /			
12 Were you formed under the laws of a foreign country ? <input type="checkbox"/> Yes <input type="checkbox"/> No If "Yes," state the country.			

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4 **a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph):
- 2 **a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. [Article 13 of Charter](#)
c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Ann Thomas	Founding Board Member		None
Ashley Adams	Founding Board Member		None
L. Sha Fanion	Founding Board Member		None
Philip James	Founding Board Member		None

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Samuel Luke Savidge	Founding Head of School	1763 Nelson Avenue Memphis, TN 38114	\$79,128
To be hired in 2021	Dean of Operations		\$60,000
To be hired in 2021	Special Education Teacher		\$50,000

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2 a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. **Yes** **No**

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. **Yes** **No**

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. **Yes** **No**

3 a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. **Yes** **No**

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? **Yes** **No**
- b** Do you or will you approve compensation arrangements in advance of paying compensation? **Yes** **No**
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No

- 8 a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9 a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. See instructions.

- 1 a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. See instructions.

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. See instructions.

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2 a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3 a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4 a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. See instructions. **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6 a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7 a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9 a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide childcare so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12 a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13 a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following.
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14 a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**
-

Part VIII Your Specific Activities (Continued)

- | | | | |
|----|---|---|-----------------------------|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H.
Note: Private foundations may use Schedule H to request advance approval of individual grant procedures. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 1/09/2020 To 6/30/2020	(b) From 7/1/2020 To 6/30/2021	(c) From 7/1/2021 To 6/30/2022	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	325,000	250,000		
	2 Membership fees received	0				
	3 Gross investment income	0				
	4 Net unrelated business income	0				
	5 Taxes levied for your benefit	0				
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0				
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0		1,149,680		
	8 Total of lines 1 through 7	0	325,000	1,399,680		
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0				
	10 Total of lines 8 and 9	0	325,000	1,399,680		
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0				
	12 Unusual grants	0				
	13 Total Revenue Add lines 10 through 12	0		1,399,680		
Expenses	14 Fundraising expenses	0				
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0				
	16 Disbursements to or for the benefit of members (attach an itemized list)	0				
	17 Compensation of officers, directors, and trustees	0	78,850	155,000		
	18 Other salaries and wages	0	30,000	416,000		
	19 Interest expense	0				
	20 Occupancy (rent, utilities, etc.)	0	25,500	102,000		
	21 Depreciation and depletion	0				
	22 Professional fees	0	3,000	52,500		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	159,000	536,947		
	24 Total Expenses Add lines 14 through 23	0	263,380	1,262,447		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

		Year End:
		(Whole dollars)
Assets		
1	Cash	0
2	Accounts receivable, net	0
3	Inventories	0
4	Bonds and notes receivable (attach an itemized list)	0
5	Corporate stocks (attach an itemized list)	0
6	Loans receivable (attach an itemized list)	0
7	Other investments (attach an itemized list)	0
8	Depreciable and depletable assets (attach an itemized list)	0
9	Land	0
10	Other assets (attach an itemized list)	0
11	Total Assets (add lines 1 through 10)	0
Liabilities		
12	Accounts payable	0
13	Contributions, gifts, grants, etc. payable	0
14	Mortgages and notes payable (attach an itemized list)	0
15	Other liabilities (attach an itemized list)	0
16	Total Liabilities (add lines 12 through 15)	0
Fund Balances or Net Assets		
17	Total fund balances or net assets	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. See instructions.

- 1 a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
-
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
-
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
-
- 4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
-
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4) – an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(ix) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- h 509(a)(1) and 170(b)(1)(A)(vi) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status.

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.

- a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses _____
(ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.
- b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each **disqualified person**. If the answer is "None," state this.
(ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: _____

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here	▶	<i>Samuel Luke Savidge</i>	Samuel Luke Savidge	1/20/2020
		(Signature of Officer, Director, Trustee, or other authorized official)	(Type or print name of signer)	(Date)
			Lead Founder, Proposed Head of School	
			(Type or print title or authority of signer)	

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I	Operational Information	Yes	No
1 a	Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.	<input type="checkbox"/>	<input type="checkbox"/>
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b	Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/> Yes	<input type="checkbox"/> No
2 a	Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.	<input type="checkbox"/>	<input type="checkbox"/>
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b	Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.	<input type="checkbox"/>	<input type="checkbox"/>
3	In what public school district, county, and state are you located?		
4	Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5	Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.		
8	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Note: Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.		

Section II	Establishment of Racially Nondiscriminatory Policy		
	Information required by Revenue Procedure 75-50.		
1	Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2	Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
a	If "Yes," attach a representative sample of each document.		
b	If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.	<input type="checkbox"/>	
3	Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? See the instructions for specific requirements. If "No," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4	Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7 a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain. See instructions. Yes No

ATTACHMENT F3: Bylaws

ARTICLE I.

Name, Office, Purpose and Objectives.

Section 1.1 Name.

The name of the organization will be Bluff City Collegiate, Inc. (hereinafter “Bluff City Collegiate” or the “School”).

Section 1.2 Principal Office. The initial principal office of Bluff City Collegiate will be located at 1763 Nelson Avenue, Memphis, TN 38114.

Section 1.3 Registered Office. The initial registered office of Bluff City Collegiate shall be 1763 Nelson Avenue, Memphis, TN 38114. Bluff City Collegiate may also have offices at such other places as its Board of Directors (the “Board”) shall determine the business of Bluff City Collegiate requires, provided, however, that the registered office shall be registered with the Secretary of State of Tennessee and the agent so registered shall be located at the same address, or as otherwise provided by the Board.

Section 1.4 Purpose. The purpose for which Bluff City Collegiate is organized is to establish and run a Charter School (the “School”) in Memphis, Tennessee, pursuant to the Tennessee Public Charter Schools Act of 2002, as amended, supplemented or replaced, (“The Charter Schools Act”), under its Charter Agreement with Shelby County Schools and Shelby County, Tennessee (the “Charter Agreement”), with a stated mission of ambition and joy, Bluff City Collegiate ensures that all 6th through 8th grade young people meet a high academic bar, develop a global perspective, and graduate prepared for college success and community leadership.

Section 1.5 Dissolution. If, for any reason, Bluff City Collegiate should dissolve, organization assets shall be distributed for one or more exempt purposes within the meaning of § 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE II.

Board of Directors.

The Board of Directors shall have all powers and duties for the conduct of the activities of Bluff City Collegiate. Bluff City Collegiate shall not have members. While persons who associate with, or attend programs of, participate in, contribute to, or benefit from Bluff City Collegiate may be referred to as “members,” no rights, voting or otherwise, will inure to any such persons.

Section 2.1 General Powers. The Board shall have the power to govern the business, affairs, and property of Bluff City Collegiate in accordance with the applicable laws and regulations of the state of Tennessee and any limitations in the Articles of Incorporation or these Bylaws. The Head of School will be an advisory, non-voting member of the Board (ex officio). As required by law (currently, TCA § 49-13-104), the Board shall contain at least one (1) parent representative whose child is currently enrolled in the School. The parent representative shall be appointed by the Board within six (6) months of the School's opening date.

Section 2.2 Number. The Board shall consist of at least seven (7) Directors and no more than fifteen (15) Directors. All Directors will have identical rights and responsibilities.

Section 2.3 Qualifications. Directors will be selected who have the qualifications and diversity of expertise to fulfill Bluff City Collegiate's mission and objectives.

Section 2.4 Compensation. Directors shall serve without compensation.

Section 2.5 Selection. The Governance Committee (defined at 6.2) shall present a slate of potential Directors and Officers for election by the Board. Board shall approve a process for nominating Directors to the Board through the Governance Committee. There will be a meeting annually dedicated to the election of nominated Directors.

Section 2.6 Tenure. The inaugural slate of Directors shall serve staggered terms to balance continuity with new perspectives. No other Directors shall serve staggered terms. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in these Bylaws. No Director shall serve more than three (3) consecutive terms.

Section 2.7 Vacancy. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 2.8 Resignation. A Director may resign at any time by filing a written resignation with Chair of the Board.

Section 2.9 Removal. The Board may remove any Officer or Director for cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, if a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board

is to act on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 2.10 Initial Board. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two (2) Directors who will serve a one (1) year term, at least two (2) Directors who will serve a two (2) year term, and at least two (2) Directors who will serve a three (3) year term.

Section 2.11 Members of the Board:

- a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Bluff City Collegiate activities in accordance with Bluff City Collegiate policies.
- b) Shall serve with the highest degree of duty, loyalty, and care and shall undertake no enterprise to profit personally from his, or her, position with Bluff City Collegiate.
- c) Shall be bound by the Board's Code of Conduct, Conflict of Interest and Confidentiality Policy statements.
- d) Shall have no direct or indirect financial interest in the assets or lease of Bluff City Collegiate; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Bluff City Collegiate shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
- e) Shall be covered and Officers Insurance provided by Bluff City Collegiate in amounts required by the Board in its reasonable discretion.

ARTICLE III.

Officers.

Section 3.1 Number. There shall be four (4) elected Officers of the Board: a Chair, Vice-Chair, Secretary, and Treasurer.

Section 3.2 Election. The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.

Section 3.3 Tenure. The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected, and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 3.4 Chair Vacancy. In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of

Vice-Chair, Secretary, or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE IV.

Meetings.

Section 4.1 Regular Meetings. There shall be at least 10 regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be “public business” and must be held in compliance with TCA §§ 8-44-101 et seq.

Section 4.2 Annual Meeting. The annual meeting of the Board shall occur in the last quarter of the fiscal year.

Section 4.3 Special Meetings. Special Meetings of the Board may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 et seq.

Section 4.4 Quorum. One-half of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of Board of Directors, except where otherwise required by these Bylaws.

Section 4.5 Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of Bluff City Collegiate. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of TCA §§ 8-44-101 et seq.

Section 4.8 Open Meetings. Meetings of the Board shall be public in accordance with state and federal laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board.

Section 4.9 Absentee Board Member. An absentee Board member may not designate an alternate to represent him, or her, at a Board meeting. A member of the Board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he, or she, grants a signed, written proxy to another Board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

Section 4.10 Regular Meetings. Notice of all regular meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where the Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE V.

Conflict of Interest.

Section 5.1 Conflict of Interest. All Directors, Officers, and employees of Bluff City Collegiate shall be subject to the Conflict of Interest Agreement.

ARTICLE VI.

Committees and Task Forces.

Section 6.1 Composition. A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both, with the exception of the Governance Committee which shall be comprised only of Board members. The Board may prescribe the need and/or the composition such committees.

Section 6.2 Governance Committee. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) members recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The Board Chair shall also chair the Governance Committee. The duties of the Governance Committee shall be:

- a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board;
- b) to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c) to recommend candidates to Board to fill vacancies that arise outside regular nominating process;
- d) to provide ongoing orientation to Directors;
- e) to oversee a Director assessment process to ensure optimum performance; and
- f) to recommend appointment of past Chair to Board, if necessary, in the interests of continuity.

Section 6.3 Finance Committee. There shall be a standing committee known as the Finance Committee. The committee shall be composed of at least two (2) members elected by the Board at its annual meeting. Each committee member shall serve a term of at least two (2)

years; terms shall be staggered to ensure continuity of committee membership. The Treasurer will serve as chair of this committee.

Section 6.4 Academic Achievement Committee. There shall be a standing committee known as the Academic Achievement Committee. This committee shall be composed of at least three (3) members elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee membership. The committee shall elect its own chair.

Section 6.5 Quorum for Committees. There shall be no quorum requirement for any committee.

ARTICLE VII.

Fiscal Year and Check Signing.

Section 7.1 Fiscal Year. The fiscal year of Bluff City Collegiate shall begin on July 1 of each calendar year and terminate on June 30 of the following year.

Section 7.2 Check Signing. The signature of both the Treasurer and the Head of School shall be required on any check in excess of \$5,000.

ARTICLE VIII.

Rules of Order.

In the event of a conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Bluff City Collegiate.

ARTICLE IX.

Amendments.

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office, provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

ARTICLE X.

Indemnification.

Bluff City Collegiate shall indemnify each Director of the Board to the full extent permitted by the Tennessee Nonprofit Corporation Act. Each Board member shall enjoy the protection and immunity provided by TCA § 48-58-601, as (and if) limited by The Charter School Act. A Board member or Officer shall not be personally liable to Bluff City Collegiate for damages for breach of any duty owed to Bluff City Collegiate, its beneficiaries, or the Board, except that nothing contained herein shall relieve a Board member or Officer from liability for breach of duty based on an act or omission:

- a) in breach of such person's duty of loyalty to the Corporation;
- b) not in good faith or involving a known violation of the law; or
- c) resulting in receipt of an improper personal benefit.

ATTACHMENT F4: Code of Ethics

The Bluff City Collegiate, Inc. Board of Directors (Board”) desires to operate in the most ethical and conscientious manner possible; to that end, the Board adopts this Code of Ethics. Each member of the Board agrees that s/he will, and all members of the Board of Directors of the Corporation must:

- a) Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- b) Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- c) Support the delegation of authority for the day-to-day administration of the charter school to the Head of School and act accordingly.
- d) Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Bluff City Collegiate Charter School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- e) Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
- f) Refrain from using his/her position on the Board of Directors for personal gain or profit.
- g) Periodically review and evaluate the effectiveness of policies on Bluff City Collegiate's programs and performance. Work with other Board members to establish effective policies for Bluff City Collegiate. Make decisions on policy matters only after full discussion at publicly held Board meetings.
- h) Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- i) Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education Standard, rules, and guidelines.
- j) Exhibit personal conduct in that reflects positively on the school.
- k) Make all reasonable efforts to support the school’s mission and personnel.

ATTACHMENT F5: Conflict of Interest Policy

ARTICLE I

Purpose

The purpose of the Conflict of Interest Policy is to protect the interests of Bluff City Collegiate, Inc. (“Bluff City Collegiate”). The Conflict of Interest Policy is designed to support directors, officers, and employees of Bluff City Collegiate. In the event that Bluff City Collegiate is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Bluff City Collegiate or might result in a possible excess benefit transaction, this Conflict of Interest Policy is to help the Board of Directors to identify situations that present potential conflicts of interest and to provide Bluff City Collegiate with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a director, officer, or employee has or may have a conflict of interest with respect to the transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions

Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest, other than de minimis, in any entity with which Bluff City Collegiate has a transaction or arrangement,
- b. A compensation arrangement with Bluff City Collegiate or with any entity or individual with which Bluff City Collegiate has a transaction or arrangement, or
- c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which Bluff City Collegiate is negotiating a transaction or arrangement.

ARTICLE III

Procedures

Section 3.1 Duty to Disclose. In connection with any actual or possible Conflict of Interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of five thousand dollars (\$5,000) or less in any single calendar year, from Bluff City Collegiate to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

- I. Procedures for Addressing a Conflict of Interest:
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether Bluff City Collegiate can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Bluff City Collegiate's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

- II. Violations of the Conflicts of Interest Policy:
 - a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the

member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from Bluff City Collegiate for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Bluff City Collegiate for services is precluded from voting on matters pertaining to that member's compensation.
- c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Bluff City Collegiate, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the Conflicts of Interest Policy,
- b. Has read and understands the policy,

- c. Has agreed to comply with the policy, and
- d. Understands Bluff City Collegiate is charitable, in order to maintain its federal tax exemption, it must engage primarily in activities accomplishing one or more of its tax-exempt purposes.

ARTICLE VII

Periodic Reviews

To ensure Bluff City Collegiate operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Bluff City Collegiate's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Bluff City Collegiate may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create conflicts of interest:

- I. Outside Interests.
 - a. A contract or transaction between Bluff City Collegiate and a responsible person or family member.
 - b. A contract or transaction between Bluff City Collegiate and an entity in which a responsible person or family member has a material financial interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.
- II. Outside Activities.
 - a. A responsible person competing with Bluff City Collegiate in the rendering of services or in any other contract or transaction with a third party.

- b. Responsible person's having a material financial interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Bluff City Collegiate in the provision of services or in any other contract or transaction with a third party.

III. Gifts, Gratuities and Entertainment. A responsible person accepting gifts, entertainment or other favors from any individual or entity that:

- a. Does or is seeking to do business with, or is a competitor of Bluff City Collegiate; or
- b. Has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from Bluff City Collegiate;
- c. Bluff City Collegiate is a charitable organization operating in Tennessee;
- d. Under circumstances where it might be inferred that such action was intended to influence or possibly would influence the responsible person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any transaction or activity of Bluff City Collegiate.

Article IX

Review of Policy

- a. Each new responsible person shall be required to review a copy of this policy and to acknowledge in writing that he or she has done so.
- b. Each responsible person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the responsible person is involved that he or she believes could contribute to a conflict of interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Bluff City Collegiate. Any such information regarding business interests of a responsible person or a family member shall be treated as confidential and shall generally be made available only to the Chair, the Head of School, and any committee appointed to address conflicts of interest, except to the extent additional disclosure is necessary in connection with the implementation of this policy.
- c. This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all responsible persons.

Bluff City Collegiate Conflict of Interest Information Form

Name: _____ Date: _____

Please describe below any relationships, positions, or circumstances in which you are involved that you believe could contribute to a Conflict of Interest (as defined in Bluff City Collegiate’s Policy on Conflicts of Interest) arising.

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of Bluff City Collegiate Charter School that is currently in effect.

Signature: _____ Date: _____

ATTACHMENT F6: Board Member Resumes

ASHLEY ADAMS

ashleyedgeadams@gmail.com // 901-590-8493 // 98 East Goodwyn Street, Memphis, TN 38111

EXPERIENCE

Grizzlies Prep Charter School, Memphis, TN

Community Partnerships Manager

June 2016- July 2019

- Manage new and existing Mentorship Programs: Lunch Buddies, TEAM Mentoring, GrizzFit, and Grizzlies Scholars Program
- Recruit, train, and on-board new mentors for Lunch Buddies Program
- Manage relationships through communication with other program coordinators, mentors, students, and parents
- Build rosters for programs and manage logistics of space and schedules for programs
- Ensure placement and oversight of Grizzlies Prep alumni into Grizzlies Foundation funded programs
- Manage and attend all Grizzlies special events and projects that include Grizzlies Prep students and/or staff
- Serve as liaison between Grizzlies Prep Development Team and Grizzlies Foundation for development requests if needed

Development Director

May 2013- June 2016

- Develop and execute a fundraising strategic plan
- Identify, research, and cultivate and maintain potential individual, corporate, and institutional donors
- Plan events, including fundraisers, staff appreciation events, and events in partnership with the Memphis Grizzlies Basketball team
- Manage fundraising backend operations, maintain donor and gift databases, and fulfill grant-reporting obligations
- Create monthly newsletters for several external audiences
- Work with marketing vendor to produce printed materials for development and student recruitment campaign
- Initiate occasional press releases through the Memphis Grizzlies Foundation to publicize the school's accomplishments
- Recruit weekly community career speakers
- Recruit and manage participants in the Lunch Buddies Program
- Manage relationships with volunteers generally; work with staff to ensure that volunteers' time is used effectively
- Assist with some student duties, including morning homework checks and hallway monitoring

Founding Fellow

August 2012-May 2013

- Check and track daily homework assignments
- File graded student work in student folders
- Work with the Office Manager to assist with students, parents, visitors, attendance, and other systems
- Attend all Grizzlies professional development sessions, on and off campus
- Manage time effectively so deadlines were met, staff had needed data, and all professional responsibilities were fulfilled
- Monitor grades and behavior daily to spot trends
- Record all demerits and merits and printed the daily list of students
- Lead a section of daily Crew and assisted with Friday's Community Gathering
- Hold all students and coworkers accountable for all Grizzlies expectations
- Open to daily observations by administrators and other teachers and implement feedback

OTHER RELEVANT EXPERIENCE

- Board Member, Bluff City Collegiate August 2019- Present
- Consultant for Lunch Buddies Mentoring Program, City Leadership January 2019-Present

AWARDS AND ACCOLADES

- Volunteer Administrator of the Year, Volunteer Memphis June 2019
- Community Assist Award, Grizzlies Foundation and Ford Dealerships March 2016

EDUCATION

The University of Georgia, Athens, Georgia

May 2012

Franklin College of Arts and Sciences

Bachelor of Arts in English

Global Lead, Athens, Crete, and Santorini, Greece

Summer 2011

International leadership and service-learning program

St. Mary's Episcopal School, Memphis, Tennessee

May 2008

Donald Ray Batiste Jr.

893 Stonewall Street
Memphis, TN 38107
Cell: 337-499-8589
donaldbatiste@ymail.com

PROFESSIONAL EXPERIENCE

AutoZone Inc

Financial Analyst-Information Technology

Memphis, Tennessee

May 2018 –Present

- Reconcile all financials related to the Information Technology control group.
- Prepare period close journal entries and deep dive into profit and loss statement line items
- Work with project managers to track spending on IT projects and prepare for post audit.

Shelby County Schools

Associate Internal Auditor – Division of Internal Audits

Memphis, Tennessee

February 2016-May 2018

- Assess the internal controls over cash, revenue receipting, check disbursements, fundraising/resale activities, and equipment accountability for the 159 schools within the Shelby County Schools district.
- Enhance the value of the Shelby County Schools system by providing risk-based and objective assurance, advice, and insight to school administrators, financial secretaries, and district-wide department personnel.
- Effectively communicate audit results to the Shelby County Schools executives (superintendent, assistant superintendents, chief of staff, chief financial officer), school principals, director of schools, and school compliance officials by preparing the Internal Audit report and Summary of Audit Findings.
- Investigate and detect fraud and/or misappropriation of funds at schools in the district. Also, respond to and open special investigations when the district-wide fraud hotline is alerted.

Robert Half Management Resources

Internal Auditor – Shelby County Schools (Division of Internal Audits)

Memphis, Tennessee

October 2015-December 2015

- Assists with the completion of the 2014-2015 school year audits for all Shelby County, TN Schools. Assist with the identification, evaluation, accuracy, propriety, and adequacy of documentation of risk/controls associated with teacher receipts and disbursements for the current school year.
- Complete Internal Audit Memos and Audit Reports using the Tennessee Internal School Uniform Accounting Policy Manual and SCS Board Approved School Activity Accounting Internal Audit Program.
- Review and use Microsoft Excel data analysis tools to analyze all school financial documents provided by principals and financial secretary to determine the effectiveness of the financial controls of the school and reporting to the SCS Board of Education. Also, communicate recommendations to the respective principals if necessary on improvements to internal school funds controls.

Robert Half Management Resources

Senior Financial Analyst – City of Memphis (Division of Finance-Budget Office)

Memphis, Tennessee

February 2015–September 2015

- Assisted in the preparation of the FY 2016 City of Memphis \$656k Operating Budget. Review and analyze operating budgets submitted by all city government divisions (focusing on Fire Services, Housing and Community Development, City Attorney, City Court Judges, and City Court Clerk).
- Utilized complex business/financial data analytics programs (Hyperion, Oracle, and Microsoft Excel) to assist in preparation, verification, and analysis of division budgets and to create and/or revise documents, spreadsheets, presentations, graphs, and charts.
- Monitored division budgets against actual performance monthly and forecasting current and prior fiscal year financial trends. Worked closely in daily communication with division directors and finance officers to facilitate collection of Governmental Accounting Standards Board (GASB) compliance documentation and assess division controls for submitting Intra-Category & Inter-Category line item transfers.

- Assisted with the preparation of operating internal and external reporting. Reviews resolutions and ordinances submitted by divisions for conformity within the City's operating procedures and processes and adjust budgets throughout the year as deemed necessary by ordinance or resolution.

Adjusters International

Disaster Recovery Consultant – 404 HMGP (4085 Hurricane Sandy)

Albany, New York
November 2013–December 2014

- Performed Hazard Mitigation Grant Specialist duties by providing guidance, oversight, and general assistance to applicants (sub) in preparing documentation, and information to request funding for approved federally funded grants from Federal Emergency Management Agency (FEMA).
- Exercised independent judgment in coordination and advice to grant applicants within the limit of applicable federal and state statutes, regulations, policies, and procedures. Used data analysis applications to provide analytical support to the Project Managers efforts in evaluating the FEMA Spend Plan for each county/municipal government agency.
- Facilitated meetings with the applicant to ensure application deadlines are met and monitor the progress of each assigned applicant's project from start to finish. Provided recommendations to New York county government officials to remediate control gaps in the appropriation of FEMA funds and assist Project Managers on the remediation efforts.
- Reviewed and implement the Hazard Mitigation Assistance Unified Guidance to each applicant's application and assist in developing business strategies. Participated in multi-functional team projects to assess and improve 4085 project environment, controls, and ensure compliance with FEMA, State of New York, and Adjusters International existing and new regulatory standards.

Postlewaithe and Netterville, APAC

Senior Financial Analyst

Baton Rouge, Louisiana
October 2012–November 2013

- Analyzed and processed eligible class members' claims according to the Deepwater Horizon Economic Settlement Agreement (BP Oil Spill).
- Lead of a five-accountant team. Trained/Educated 100 financial analysts on Postlewaithe and Netterville's project management and consulting managers' expectations, policies, and being effectively trained to interact/communicate with claimants.
- Developed team trainings to improve technical abilities, leadership qualities, and overall knowledge of the claim calculation and claimant outreach.
- Analyzed profit and loss statements, federal business tax returns, business general ledgers, bank statements, and all necessary documents that support the normal course of a claimant's business. Researched best practices and stayed abreast of GAAP standards, claimant settlement legal rights under a class action lawsuit, internal controls, Sarbanes Oxley, and other accounting standards and regulatory guidelines.

Louisiana Governors' Office of Homeland Security and Emergency Preparedness

Financial Analyst March

Baton Rouge, Louisiana
2011–October 2012

- Analyzed project worksheets and reimbursement request forms using Oracle and Excel to complete a minimum of 40 detailed reviews a day.
- Established proper financial procedures concerning payment and reporting of federal grants using the Louisiana Public Assistance (LAPA) and Louisiana Hazard Mitigation programs.
- Processed express payments and applied payments per applicant request.
- Calculated and monitored the disbursement of obligated funds to sub-grantees.

Teachers' Retirement System of Louisiana

Accountant Tech

Baton Rouge, Louisiana
August 2007–February 2010

- Verified eligibility and completeness of over 200 enrollment applications received monthly from reporting agencies.
- Communicated with payroll and human resource personnel at city, parish, and state agencies to verify all forms of discrepancies.
- Prepared journal entries for general ledger and reconciled it with various monthly statements; reported variances to immediate supervisor and upper management.

EDUCATION

Southern University and A&M College

Bachelor of Science - Accounting

Baton Rouge, Louisiana

June 2005–December 2009

SKILLS

Analytical and Communication
Internal Controls Assessment
Hyperion, Oracle, ACL systems
Importing and Exporting Data
Proficient Microsoft Excel, Word, and PowerPoint
Project Management, Development, and Implementation

ACTIVITIES AND MEMBERSHIPS

- One Step Initiative Inc. 501c3 organization – Treasurer January 2017 - Present
- Southern University Memphis Alumni Association – Treasurer July 2016 - Present
- SINI, LLC – Coleman Youth Development Academy –Financial Advisor and Board Member July 2015 - Present
- Front Yard Bikes, non-profit corporation – Board Member August 2013-August 2015
- Lambda Alpha Chapter of Omega Psi Phi Fraternity Inc. – Budgeting and Auditing Committee November 2010-December 2014
- City Year Louisiana (AmeriCorps) – Corps Member July 2010-May 2011
- Alpha Chi Chapter of Phi Beta Lambda Future Business Leaders of America – President Spring 2009
- Jno G. Lewis Lodge #261-Financial Secretary 2007-2008

CHRISTINA COLON

Christina.colon@fedex.com, (917) 941-0914
122 Gayoso Avenue Apt 208
Memphis, TN 38103

SUMMARY

Passionate digital marketer with 4 years of experience in experience design, platform governance, digital strategy and email marketing. Agile certified and have Salesforce Marketing Cloud experience.

PROFESSIONAL EXPERIENCE

FedEx Services Memphis, TN

Marketing Technology Solutions

August 2018 – Present

Senior Marketing Specialist – Salesforce Marketing Cloud Platform Lead (Promoted to Senior 07/2019)

- Managed Salesforce Services Team to prioritize, plan, execute and launch projects for our internal stakeholders in Salesforce Marketing Cloud on a weekly basis and reprioritized projects Salesforce hours go towards based on project dependencies, timing, corporate initiatives and revenue impact.
- Developed a governance process and email/platform best practices for the email channel and SFMC platform with the Email Channel Owner. Project 85% reduction in waste.
- Demonstrated project management skills by leading Email Service Provider RFP for Customer Engagement Marketing (CEM) VP organization as we select the vendor that aligns with CEM MarTech strategy, provides industry-leading capabilities and maximizes the value of our investment.
 - Exhibited vendor management by efficiently managing RFP process through vendor selection, RFP review, Q&A session, presentation review, recommendation to management and winner selection while incorporating feedback from key stakeholders across seven (7) organizations and two (2) regions in proposal scoring.

Journey Orchestration

June 2017 – July 2018

Marketing Specialist

- Utilized design thinking and Agile to create email experiences. Launched these experiences alongside the Salesforce Platform Lead using Content Builder and Journey Builder
 - Designed an international shipping abandon experience targeting customers who abandon the international shipping flow with an email. The experience has generated over \$34K in revenue and created 108 new accounts.
 - Redesigned the registration abandon experience for personal, business and rewards customers.
 - Developed the journey builder experience design for registration abandon to target customers with messaging in real-time. Assisted the Salesforce Platform Lead in shifting technologies for efficiency from an internal IT process to Journey Builder.
- Advised the product team on the renaming, program landing page SEO, website design and account creation process of the International Shipping Assist (ISA) website. Seven months after launch there has been 200% increase in search rankings, 76,355 visits, 66,166 unique users, 7K user registrations as opposed to 2K before relaunch and over 500 shipments totaling \$130K in net revenue from shipments directly tied to ISA.
- Worked on journey scrum team to reimagine the new customer onboarding experience
 - Identified 11 key features for implementation beginning FY19 that would create a more relevant, timely and personalized onboarding experience across channels with an incremental revenue projection of \$3.6M - \$7.9M.

Digital Strategy

September 2016 – May 2017

Marketing Specialist

- Socialized Archetypes to 40 people within CEM to create personalized content for customers in order to deliver a consistent omni-channel experience at every touchpoint in the customer journey thereby increasing customer engagement.
- Planned Digital Experience 2017 (DX17). DX17 was a combination of 3 separate events, World Usability Day, Mobile Summit and Digital Symposium, where more than 380 attendees heard from 11 speakers on digital strategies and future trends. 91% of attendees rated the event as “outstanding” and 96% are “committed to attend again.”
- Organized the Global Digital Marketing Summit, hosted stakeholders from 5 regions as well as stakeholders from TNT, GENCO, FedEx CrossBorder and FedEx Trade Networks to share best practices and establish global priorities for FY18.

Global Marketing Foundations Program

September 2015 – September 2016

Associate Marketing Specialist

- Co-led the Millennial Recruitment project to change the way Global Marketing targets Millennials by creating three videos, a brochure and an external interactive website used for recruiting purposes while simultaneously completing my rotations.

Global Marketing Foundations Program – Rotation #2 Content Strategy & Curation

- Created a tactic grid to sort, collect and store finished assets for FY16 in order to improve, encourage and increase the creation and reuse of effective content through high performing channels by routinely monitoring key metrics and cost.
- Developed guidelines for Go-To-Market teams to follow when creating customer-centric content for each stage in the customer journey to personalize messaging for the customer.

Global Marketing Foundations Program – Rotation #1 U.S. Domestic Product Marketing

- Performed a market analysis of interisland shipping in Hawaii and identified an opportunity for FedEx to increase revenue by using FedEx Ground for Last Mile Delivery.
- Analyzed key metrics for U.S. domestic products for FY15 with particular focus on revenue and volume to provide a high-level analysis of the market with the assistance of other product managers. Compiled metrics into two quarterly business reports (FY15 Q4 and FY16 Q1) presented during senior management briefings in order to drive strategic and organizational direction for FY16.

Regional Market Development

June 2014 – August 2014

Intern

- Analyzed customer trends across Intra and Extra region trade over the past 3 years by product to provide recommendations on targeted growth opportunities.
- Conducted a competitive analysis on the Express Parcel Market in Brazil to identify specific opportunities and threats for FedEx in the region.
- Independently developed a reference guide consisting of employees across different departments and ranks for future interns to learn more about the company while simultaneously expanding their network.

EDUCATION

Boston College, Carroll School of Management Chestnut Hill, MA

Bachelor of Science in Management, Concentration in Operations Management, Major in Communication

May 2015

LEADERSHIP EXPERIENCE

Women in Leadership Communications Workstream, Lead from June 2018 – May 2019

July 2016 – Present

Dale Carnegie Training, Effective Communication & Human Relations Course

January 2019 – April 2019

Grizzlies TEAM Mentoring Program, Mentor

September 2017 – May 2018

Memphis Institute of Leadership Education (MILE) Program, Mentor

September 2016 – May 2017

Leadership Memphis FastTrack Program, Sponsored Candidate

January 2016 – April 2016

AWARDS

FY20 Q2 Bravo Zulu for the Enterprise Email RFP

FY19 Q4 Rising Star Award for Experience for Onboard Launch

FY19 Q3 Rising Star Award for Quality for International Shipping Assist

Purple Promise Quality Award (Semi-Finalist) for International Shipping Assist

FY18 Q1 FedEx Services Rising Star Award for Teamwork for DX17

FY18 Q1 Bravo Zulu Award for DX17

FY17 Q2 Bravo Zulu Award for the Global Digital Marketing Summit

FY16 Q4 FedEx Services Rising Star Award for Innovation for Millennial Recruitment Project

FY16 Q4 Bravo Zulu/Quality Driven Management Award for the Millennial Recruitment Project

CERTIFICATIONS

Cornell Certification for Digital Marketing

SAFe Practitioner Certification

L. Sha Fanion, Ed.D

1404 Whiting Street | Memphis, TN 38117 | 501-413-4880 | Sha.Fanion@aspirepublicschools.org

PROFESSIONAL OBJECTIVE

Dynamic, innovative, and passionate educational leader who believes every child deserves access to caring, committed, and highly-effective teachers and schools despite their geographic location; Strong belief in diversity, equity, and inclusion in schools for students and adults; Strategic thinker and planner with the ability to manage multiple projects, build relationships, and measure key outcomes.

Career Highlights

- Presented at the 2019 ASCD Conference on Educational Leadership and 21st New Teacher Center Symposium, *Ensuring Equity in Today's Classrooms: How Bias Impacts Student Outcomes*
- During my tenure as principal at Aspire Hanley, Aspire Hanley Elementary was moved from the state's priority list and received a TVAAS score of 5 for increasing academic growth for students in ELA and math
- Served on the desegregation committee at the Arkansas Department of Education to ensure school district compliance to equity, diversity, and inclusion for minority students and adults in majority districts
- Selected as a part of the *Southern Education Leadership Initiative* in 2012 and was placed at the Arkansas Public Policy Panel, where my work was focused on advancing social and economic justice through respect for human dignity, diversity, empowerment and an inclusive, fair and transparent political process.
- Petitioned the Georgia Department of Education on behalf of my students with limited English proficiency and disabilities to request appropriate and equitable testing accommodations for the state's writing assessment

PROFESSIONAL EDUCATION

Clark Atlanta University, Atlanta, GA 2008-2012
Doctor of Education in Educational Leadership (GPA: 4.0)

Dissertation: Fanion, Latanya L., "A mixed methods study on factors that influence recent high school dropouts to persist in adult secondary educational programs to pursue the general educational development certificate" (2012). ETD Collection for AUC Robert W. Woodruff Library. Paper 316.

Mercer University, Tift College of Education, Atlanta, GA 2007-2008
Specialist in Education in Teacher Leadership (GPA: 4.0)

Vanderbilt University, Peabody College, Nashville, TN 2003-2004
Master of Education in Special Education (GPA: 3.818)

Thesis: Riley, (2004). Factors contributing to high school dropout: Perspectives from state custody youth and non-state custody youth attending an adult education program. (unpublished master's thesis), Vanderbilt University, Nashville, TN.

Tennessee State University, Nashville, TN 1999-2003
Bachelor of Science in Special Education (GPA: 3.714)

PROFESSIONAL EXPERIENCE

Director of Alder Teacher Residency June 2018 - Current
Aspire Public Schools/Alder Graduate School of Education: Memphis, TN

Professional Responsibilities

- Lead teacher residency program by supervising, managing and supporting residents through the teaching residency year across multiple charter management organizations
- Develop, implement, and assess residents' development towards earning a Tennessee Credential; define key metrics to track progress to goals, effectiveness, and milestones
- Collaborate with the regional directors, school administrative teams, content specialists, director of curriculum and instruction to successfully build capacity of residents
- Collaborate with the talent team to recruit, select, and match an excellent resident/mentor cohort each year
- Design and facilitate group instruction for all residents based on best-practices in adult learning and teacher education
- Facilitated group instruction for all mentor teachers each month and provide on-going coaching and support

Elementary Principal, Aspire Hanley Elementary

July 2014- Current

Aspire Public Schools: Memphis, TN

Professional Responsibilities

- Provide Instructional Leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of TN standards; creating a college-going culture; modeling Aspire instructional guidelines; managing process for analyzing data to increase student achievement, supporting all teachers in their professional development, and supporting New Teachers through Induction.
- Manage all human resources at the school site, including: attracting and selecting top performers; providing professional development opportunities; developing collaborative team culture; and managing performance. Adhere to company policy and state/federal employment laws.
- Manage all resources at school site, including: setting and maintaining a balanced budget, planning for future needs, and ensuring compliance with restrictions and reporting requirements of categorical funds and restricted donations.
- Develop an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; developing positive relationships with sponsoring district and neighborhood schools; and partnering with institutions of higher education to support the schools' educational program and provide opportunities for students and families to experience college life.
- Manage process for determining priorities; set development timetables and support school team in achieving deliverables.
- Manage daily operations, facilities, safety, and administrative processes school, including addressing issues and problems that arise in a principle-centered, creative, thoughtful and constructive way; following-up with constituents as needed; adhering to Aspire best practices, policies and procedures; and seeking outside support as appropriate.
- Lead long term strategic planning and medium term process improvement as needed.

District Program Advisor, Helena-West Helena School District

Nov. 2012- June 2014

Renaissance Learning: Wisconsin Rapids, WI

Professional Responsibilities

- Collaborated with school and district leaders to develop shared understanding of the long-term school and district goals, explain how RLI products and data will support these strategies, and monitor progress toward goals.
- Developed an integrated, strategically written plan with training and implementation outcomes, short-term goals, measures of success, and timelines.
- Directed the installation process for all software components and coordinates this process with RLI technical services.
- Gathered implementation data from all schools in order to provide regular status updates in person by email, and/or conference call with the leadership team.

Public School Program Advisor

Oct. 2012- Nov. 2013

Arkansas Department of Education

Professional Responsibilities

- Monitored the compliance process for all LEAs and charter school networks with schools seeking to operate Title I, Part A Schoolwide and Targeted Assistance Programs.
- Reviewed and approved grant applications for priority and focus schools seeking to secure Title I, 1003a funds; provided technical assistance to priority and focus schools to ensure accurate completion of grant applications.
- Served as state liaison for National Blue Ribbon Schools Program by selecting eligible schools and monitoring the yearlong nomination and approval process.
- Collaborated with school improvement unit to ensure schools in priority and focus status allocated Title I funds only on allowable expenditures based on a comprehensive needs assessment.
- Liaised with the fiscal distress unit to investigate the permissible spending of Title I funds and provided technical assistance to LEAs in fiscal distress as it related to Title I, Use of Funds, and other rules and regulations.

Lead Teacher for Special Education

Sept. 2009-Oct. 2012

DeKalb County School System, Stone Mountain, GA

Professional Responsibilities

- Consulted with district special education and general education staff for the purpose of maintaining existing programs and implementing new services in accordance with established time frames, professional standards and related requirements.
- Facilitated meetings that frequently involved a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes.
- Managed assigned programs and/or services for the purpose of achieving outcomes in relation to program objectives, and ensuring conformance with legal, financial and districts' requirements.
- Liaised with district personnel to respond to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that would efficiently resolve the issue.
- Provided general and special education teachers, paraprofessionals, and support staff with training on best practices, positive behavior supports and interventions, and data driven decision-making to enhance learning outcomes for students.
- Served as RTI leader to assist teachers in: developing and implementing interventions, completing formative assessments to progress monitor, and referred students as needed for special education evaluation.

Interrelated Special Education Teacher

Jan. 2005- Sept. 2009

DeKalb County School System: Stone Mountain, GA

Professional Responsibilities

- Provided instruction to students with disabilities at the elementary and middle school levels.
- Employed special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instructed students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
- Taught socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
- Modified the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.

Intern, Southern Education Leadership Initiative

June 2012-August 2012

Southern Education Foundation, Atlanta, GA (Arkansas Public Policy Panel, Little Rock, AR)

- Charged with: identifying and researching educational issues impacting traditionally underserved communities in southern Arkansas for the Opportunity to Learn campaign at the local and state level; developing relationships with community groups, parents, and public officials to promote civic engagement and advocacy for equitable educational policies in south Arkansas; engaging community groups in educational dialogue by explaining the Arkansas Consolidated School Improvement Plans (ACSIP), tenets of No Child Left Behind, and district parent involvement plans; serving as a contact for community members with issues regarding special education services and policies for students with special education needs.

Reading Skills Developer, Vanderbilt Kennedy Center Reading Clinic

August 2004-December 2004

Peabody College of Vanderbilt University, Researched with Douglas Fuchs and Lynn S. Fuchs

- Provided intensive, individualized, one-on-one tutoring using assessments and evidence-based instructional methods shown to promote reading; served children in grades K-8.
- Collected and analyzed data on effectiveness of Peer Assisted Learning Strategies to promote word recognition, fluency, and reading comprehension.

GED Instructor, Project Reading and Progress (RAP)

August 2003-December 2004

Peabody College of Vanderbilt University, Researched with Carolyn Hughes

- Educated adjudicated and at-risk youth on the prerequisites needed to pass the requirements for the General Education Diploma; interviewed students at-risk of dropping out of school and provided the necessary interventions to keep them motivated about school; performed qualitative research on high school dropouts and prevention among high school students from state custody and non-state backgrounds.

Reading Teacher, DeDe Wallace Mental Health

August 2002- January 2003

Nashville, TN

- Worked with students diagnosed with various mental health illnesses on reading and social skills.

Reading Instructor, Southside Boys & Girls Club

May 2002- August 2002

Memphis, TN

- Helped at-risk youth enhance their reading skills and love for reading through summer enrichment activities, culturally-based fieldtrips, and guest speakers.

PROFESSIONAL PUBLICATIONS

Articles

Fanion, L. (2013, June). The Effects of Zero-Tolerance Policies on Student Dropout Rates. Retrieved from [http://www.southerneducation.org/Resource-Center/SEF-Blog/SEF-Blog-\(1\)/June-2017/The-Effects-of-Zero-Tolerance-Policies-on-Student.aspx](http://www.southerneducation.org/Resource-Center/SEF-Blog/SEF-Blog-(1)/June-2017/The-Effects-of-Zero-Tolerance-Policies-on-Student.aspx).

Hughes, C., Riley, L., Brown, G., Moore, S., Sarrett, J., & Washington, B. (2007). The "Adolescentizing" of the GED: Youth Perspectives. *Journal of At-Risk Issues*, 13, 23-33.

Books

Hughes, C. & Fanion, L. (2014). Poverty and disability: Addressing the ties that bind. In M. Agran, F. Brown, C. Hughes, & C. Quirk Eds.), *Equity & full participation for individuals with severe disabilities: A vision for the future* (pp. 26-34). Baltimore: Brookes Publishing.

Riley, L. (2003). *Why Is Your House Bigger than Mine?* Philadelphia: Publish America.

Presentations

Brown, G., Riley, L., Washington, B. & Hughes, C. (2006, February). Custodial and non-custodial youths' perspectives on dropping out of high school. Paper presented at the Tennessee Council for Exceptional Children Annual Conference, Memphis, TN.

PROFESSIONAL CERTIFICATIONS

- Tennessee (Valid 4/7/2014-8/31/2019)
 - 460 SPED Modified K-12
 - 490 ESL Pre-K-12
- Arkansas (Valid 1/1/2012-12/31/2016)
 - Special Education Instructional Specialist (4-12), Special Education Early Childhood Instructional Specialist (PK-4)
 - Building Level Administrator (5-12), Building Level Administrator (PK-8)
- Georgia (Valid 7/1/2009- 6/30/2014)
 - Special Education General Curriculum (P-12) Consultative, Special Education Language Arts Cognitive Level (P-5, 4-8), Special Education Math Cognitive Level (P-5, 4-8), Special Education Science Cognitive Level (P-5, 4-8), Special Education Social Science Cognitive Level (P-5, 4-8)
 - Building Level Certification in Educational Leadership (P-12)
 - ESOL Endorsement (P-12)

COMMUNITY INVOLVMENT

- Board Chair: Living Grace, Inc.
 - Living Grace is a multi-faceted non-profit organization that caters to the advancement of youth in the city of Memphis.
- Board Vice-Chair: Shelby County Youth Advocacy Center
 - The Youth Advocacy Center strives to assist youth and families in addressing complex needs through early intervention, comprehensive assessment and referral to resources.

Philip W. James
1135 S. White Station Rd. Memphis, TN 38117
philip@memphistr.org (919) 475-9577

EDUCATION

- Master of Divinity** (January 2018 – Present)
- Reformed Theological Seminary, *Global Campus* – GPA: 4.0
- Master of Urban Education** 2015
- Union University, *Jackson, TN* – GPA: 4.0
- Bachelor of Arts in English Literature** 2014
- UNC-Chapel Hill, *Chapel Hill, NC* – GPA: 3.68 (Fall 2012 – Spring 2014)
 - o Dean’s List Each Semester (3.5 GPA or above)
 - Wheaton College, *Wheaton, IL* – GPA: 3.68 (Fall 2010 – Spring 2012)
 - o Dean’s List Each Semester (3.5 GPA or above)

EXPERIENCE

- Recruiter at Memphis Teacher Residency** (June 2018 – Present)
- Recruit aspiring educators from college campuses and career events
 - Manage Handshake platform, including messaging campaigns and marketing outreach
 - Evaluate applications for MTR’s programs, assessing potential and navigating bias
 - Coordinate recruiting events for prospective candidates and college/university staff
- 7th Grade ELA Teacher at Sherwood Middle School** (June 2015 – May 2018)
- Juggled various, multi-faceted responsibilities and demands to best educate students
 - Received above-average rating on state’s Teacher Evaluation Measurements
- Middle School Boys & Girls Head Soccer Coach** (Fall 2016 – Spring 2018)
- Sponsored, coached, and mentored student-athletes
- Team Leader for Argentina Missions Trip via Second Pres. Memphis** (Summers ‘16, ‘17, ‘19)
- Coordinated week’s plan & day’s events with local missionaries
 - Guided through city, delegated tasks, facilitated team unity, helped translate
- Teacher Resident through Memphis Teacher Residency** (June 2014 – May 2015)
- Completed coursework for Master of Urban Education – 20 hours per week
 - Co-taught 8th grade ELA at Kingsbury Middle School – 60 hours per week
- Head Basketball Coach for 8th Grade Boys** (November 2013 – March 2014)
- Designed and executed practice plans & game strategies; communicated with parents
- UNC Honors Summer in London & Oxford Studying Shakespeare** (June 23 – August 2, 2013)
- Attended & analyzed 9 live productions in London, Stratford, and Oxford
- Summer Counselor at Kanakuk Kamps (K-1)** (6 weeks, Summers 2011 & 2012)
- Promoted from Counselor to Unit Coordinator during second summer
 - Developed ability to lead campers and encourage peers despite intense fatigue

ADDITIONAL ABILITIES & ACTIVITIES

- Active member at Second Presbyterian Church (Memphis, TN) since 2014
- Language proficiency in Spanish & foundational knowledge of Koine Greek
- Member of varsity basketball team at Wheaton College (IL) freshman year
- Member of Chi Psi Fraternity at UNC-Chapel Hill

Anne Miller Thomas

E-mail: annethomas0470@gmail.com § Phone: 9018969727

1832 Eagle Branch Cove

Germantown, TN 38138

WORK EXPERIENCE

New Leaders

10/2018 — Present

Senior Executive Director, Program Implementation & Adjunct Trainer Corps

Responsible for leading the recruitment, management, assignment, and development of a highly effective corps of adjunct trainers capable of providing high-quality professional learning across all leadership roles in partner systems. Serve as a key strategic leader on the National Program Implementation Team. Supervise all staff within the Adjunct Trainer Corps and directly supervise the work of Senior Directors, Program Implementation in managing partnerships to ensure high-quality staff performance and program delivery. Directly manage and execute high-quality partnerships across the country including maintaining and leveraging strong relationships with external partners and internal teams, ensuring tight alignment between content creation, facilitation strategies, coaching strategies and partner needs. Collect, monitor, and evaluate data to make informed decisions about partnerships, program implementation, internal team leadership, and performance management across the organization. Serve as a leading partner in the annual strategic planning process and in organization-wide shifts in scope, content, and overall strategy.

Pathways Management Group/Education Management Systems

07/2017 — 10/2018

Southeast Regional Director of Charter Development

Directly managed and executed all charter expansion east of the Mississippi River, for Pathways In Education charter schools, Managed growth targets while researching potential charter and/or contract locations, wrote and edited charter school applications, collaborated with community partners and local attorneys to create planning committees, interacted heavily with district representatives across all facets of district operations, and supported opening of newly- approved charters. Researched and applied charter school law, state and district policy, and federal guidelines for school planning. Consulted with current state-level organizations and management companies for Pathways In Education, Opportunities for Learning, and Options For Youth to support in-state development and charter revision, and to draw from best practices to improve outcomes for upcoming charter and contract openings.

Pathways In Education Tennessee

03/2014 — 07/2017

Director of Instruction

Directly managed all local CMO operations including policy establishment, instruction, curriculum, teacher and student recruitment, special populations, Special Education, charter expansion, community engagement, marketing, school outreach, and compliance. Supervised school leaders and provide leadership in strategic planning efforts focused on both short and long-term goals. Collaborated with Achievement School District and Shelby County Schools department leaders, as well as other CMO leaders, to engage in strategic organizational improvement efforts. Served as an active member of the Achievement School District Operator Advisory Council and worked closely with the district's Manager of Enrollment and Discipline to ensure all students have access to quality school programs and wraparound services, and advise on issues of district priority. Led internal curriculum alignment efforts and organization-wide schedule restructuring to ensure all students have a highly- individualized and rigorous educational experience. Engaged in collective charter advocacy efforts to ensure optimal facilities, access, and appropriate services for all students. Worked directly with Shelby County Schools and other local service agencies to ensure collaboration around and advocacy for the best interests of all students, particularly those most at-risk.

Manager of Student Access and Support Services

As a member of the Achievement School District Portfolio Management Team, managed enrollment, student records, discipline, and services for ESL, Migrant and Homeless students. Served as the district hearing appeals authority for all expulsions and worked with families of remanded students to provide advocacy and ensure direct access to quality alternative education experiences. Worked directly with department leads from the TN Department of Education and other local district team members to collaborate around policy creation and establishment of best practices. Led the district Student Support Services Working Group, comprised of operator representatives, in policy advocacy and creation, including revision of the expulsion policy for students in grades K-2, institution of best practice recommendations around Overage for Grade students, and research around district-wide availability of wraparound services. Worked closely with state, district, and local leaders to identify regulations and provide operator leadership with information, specific requirements, and deadlines. Regularly researched and shared information around potential quality service providers, student programs, and available resources for operators and school leaders. Engaged with the Tennessee Department of Education, Shelby County Schools, Shelby County Juvenile Court, the mayor's office and area youth intervention partners to ensure transparency, consistency of service, and availability of information for all charter operators.

Tennessee Achievement School District

06/2012 — 05/2013

Planning Year Principal

In the inaugural year of the Tennessee Achievement School District, supported principals, engaged in district development efforts, assisted in district policy creation, and worked to roll-out new programs. Created and implemented an alternative program to significantly reduce out-of-school suspensions for students in grades K-8. Coached teachers and provided actionable feedback using CT3 Real-Time Teacher Coaching, worked with new principals and their administrative teams around strategic planning and development of school schedules and processes, and engaged in curriculum research and recommendations. Worked side-by-side with district and school leaders to engage communities, promote school choice, and ensure access to quality educational experiences in all district schools. Engaged in year-long planning for a high school conversion including program design, master scheduling, community engagement planning, proposals for community service-focused partnerships with local nonprofits, and instructional intervention planning. Collaborated with other planning year principals to provide feedback and engage in critical conversations around their school plans for elementary school conversions.

Kingsbury Elementary School / Memphis City Schools

06/2008 — 06/2012

Principal

Led a highly-diverse PK-6th grade school of approximately 550 students with a 24% Special Education, 58% ELL, and 97% low-income population in the northeast geographic quadrant of Memphis City Schools. Led school-wide efforts in data-driven decision making and student intervention. Managed all specialty in-house programs including site-based special services for students with disabilities such as speech, physical, behavioral and occupational therapy for students classified with an Autism Spectrum Disorder, those with Emotional Disabilities, and students with concomitant impairments. Led school improvement efforts through the use of highly-effective interventions, creative scheduling, and use of certified personnel to provide collaborative and innovative services. Maintained a school-level culture where staff demonstrated the belief that all students could achieve at high levels and constantly sought to improve instructional effectiveness. Implemented highly-effective inclusion programs including combined Special Education and regular education Prekindergarten classes, combined self-contained classes with regular classes of same-age peers, and instituted resource and ESL inclusion classes in the area of English Language Arts. Developed and sustained strong stakeholder partnerships. Mentored new principals and regularly provided professional development for school leaders around creation and maintenance of strong PLCs and the necessity of strategic support and effective documentation for struggling teachers.

Central High School / CHS 9th Grade Academy / Memphis City Schools

06/2006 — 06/2008

New Leaders for New Schools Resident / Academy Principal

Spent the first school year doing on-site research and implementing new strategies in the areas of increasing English Language Arts and Math achievement, planting effective assessment support and innovative scheduling, programming and support for at-risk students, and initiating school culture work around discipline. Participated in all principal-level activities with the campus leader and assistant principals including master scheduling, managing general disciplinary actions and attendance for students, and leading a team of teachers in mentoring activities for at-risk students. Modeled effective ways to use data to drive decisions around interventions, scheduling, classroom instruction, and assessment administration for the school leadership team. Participated in all New Leaders for New Schools institutes and collaborated with cohort members across the country in research around best practices, school turnaround, and school innovation. After the completion of the residency, designed and implemented the school's first grade level academy, including all aspects of special populations, school operations, and development. Worked closely with all stakeholder groups to ensure appropriate services for struggling students and those needing acceleration, access to post-secondary counseling and college preparatory experiences, as well as increased rigor in content area classes.

Hillwood Middle School / Keller Independent School District

06/2003 — 06/2006

Assistant Principal

Served on a highly-innovative school leadership team serving a population of over 1200 middle school students in Keller ISD, an exemplary Texas school district. Co-led school culture transformation efforts and created exemplary grade level and content area teams. Co-managed all special programs including Title I, 504, Special Education, ESL, Migrant, Homeless. Managed discipline, teacher evaluation and feedback, parent and student engagement, professional development, and school culture initiatives. Led school, district, and state-level professional development sessions in the areas of school culture, relationship-building, teacher evaluation, and engagement. Created and sustained positive relationships with stakeholders, while leading a staff of over 100 and a student population exceeding 1200 7th and 8th grade students.

QUALIFICATIONS

TN ILL-P Professional Administrator License

TN Professional Administrator Endorsement PK-12 TX Elementary English Teaching Certificate

TX Elementary Self-Contained Teaching Certificate TX ESL Teaching License K-8

Former Shelby County Juvenile Justice Board Member

Over 15 years of combined PK-12 administrative experience at the district, operator, and school levels leading special programs, enrollment, stakeholder engagement, policy, cross-organizational collaboration, and student advocacy work.

EDUCATION

M.Ed. Educational Administration
University of North Texas

— August 2003

B.A. English
University of Texas at Arlington
Summa Cum Laude

— May 1998

REFERENCES

Chris Barbic, Senior Education Fellow with the Laura and John Arnold Foundation

Malika Anderson, Former Superintendent of the Tennessee Achievement School District

Cheri Shannon, Vice President for Performance and Accountability for the National Charter Schools Institute

Contact information provided upon request

Renelle Anderson Valentine

6562 Oak Creek Cove Memphis, TN 38115
(901) 794-4197 home | (901) 674-2200 cell | RenelleAnderson2012@gmail.com

Mrs. Renelle Anderson Valentine is an Affiliate Broker at Berkshire Hathaway HomeServices Taliesyn Realty. Mrs. Valentine is skilled in negotiations, sales, communication, and strategic management and is currently earning a master's degree focused in Business Administration, Management, and Operations from Western Governors University. She has multiple years of experience serving the Memphis area, which includes serving on the board at JUICE Orange Mound and being active in her local church.

SKILLS

- Sales and Rapport Building
- Talent Management
- Coaching and Development
- Project Management
- Policy and Procedure Development
- Microsoft Office
- Administrative Duties
- Contract Negotiations

WORK HISTORY

Berkshire Hathaway HomeServices Taliesyn Realty

Affiliate Broker March 2019-Present

Other designations REALTOR(NAR,TAR,MAAR) REALTIST(NAREB-Memphis)

- Present purchase offers to sellers for consideration.
- Negotiate prices or other sales terms.
- Compare a property with similar properties that have recently sold to determine its competitive market price and appraise property values.
- Advise clients on market conditions, prices, mortgages, legal requirements, and related matters.
- Promote sales of properties through advertisements, open houses, and participation in multiple listing services.
- Accompany buyers during visits to and inspections of property and advise them on the suitability and value of the property they are visiting.
- Prepare documents such as representation contracts, purchase agreements, closing statements, deeds, and leases.
- Confer with escrow companies, lenders, home inspectors, and pest control operators to ensure that the terms and conditions of the purchase agreement are met before closing dates.
- Coordinate property closings, overseeing the signing of documents and disbursement of funds.
- Deliver promotional presentations to current or prospective customers.
- Attend conventions, seminars, and staff and association meetings to remain knowledgeable about real estate markets.
- Advise sellers on how to make homes more appealing to potential buyers.
- Investigate clients' financial and credit status to determine eligibility for financing.
- Develop a network of attorneys, mortgage lenders, and contractors to whom clients may be referred.
- Inspect condition of premises and arrange for necessary maintenance or notify owners of maintenance needs.

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Orion Federal Credit Union

Branch Manager June 2012-September 2018

Other positions held (Teller II, Financial Service Rep., Assistant Manager, Onboarding Liaison)

Recognized by executive team on several occasions for excellence in Fraud prevention. Continuously recognized for top ancillary products sales. Various member service awards for 100% satisfaction in service.

- Monitor and track branch activity, including number of transactions, volume, teller errors, loan volume, teller and loan personal sales, new accounts and various operational objectives. Coach/Counsel staff as necessary in these areas. Maintain ongoing coaching and counseling with team as necessary for growth and production of Branch Center.
- Develop the branch's book of business by continuously searching and recruiting new partnerships and business development opportunities to the credit union.
- Ensure all quarterly goals are met by creating and maintaining a highly skilled and motivated staff that is fluent in company culture, while maintaining effective employee relations.
- Create and maintain a cross-selling environment within the branch, i.e. recruit, fund, and process various types of loans and lines of credit.
- Train new hires in company culture, branch operating systems, member service, and various branch services.

First Tennessee Bank

Teller2/ ATM Teller November 2009-May 2011

Recognized for Outstanding Customer Service with 99.5% satisfaction rate.

- Maintain and balance cash drawer
- Process monetary transactions
- Trained new tellers on banking system
- Handled vault, safe-deposit, ATM and night-drop activities
- Assisted customers with opening new accounts
- Assess customer need and offer/ sell products that will best suite need

EDUCATION

Western Governors University

Master of Business - Expected Graduation May 2021

University of Memphis

Bachelors of Sociology-Graduated December 2010

Tiffany L. Webber (Carpenter)
twebber@corywatson.com; (919) 949-6973
7565 Bevy Ridge Cove, Memphis, TN 38125

Education

- University of Alabama School of Law, Tuscaloosa, AL – Juris Doctor, December 2011
- University of Alabama, Tuscaloosa, AL – M.A. in English Literature, concentration in Renaissance Studies, December 2008
- Duke University, Durham, NC – B.A. in English with high distinction honors, May 2006

Licensure

Alabama, April 2012

Tennessee, December 2014

- Including U.S. District Court for the Western District of Tennessee, 2015

Missouri, March 2019

Legal Experience

Associate Attorney, July 2019 – Present

Cory Watson, P.C., Memphis, TN

- Personal injury pre-litigation and litigation with oversight of growth and development of Memphis office.

Associate Attorney, August 2015 – July 2019

Nahon, Saharovich & Trotz, PLC, Memphis, TN

- Handled all aspects of personal injury claims from intake through pre-litigation resolution, including court approval settlement hearings; appear at worker's compensation settlement approval hearings before administrative law judge.

Attorney at Law, December 2014 – August 2015

Nettles Harris Law Firm, PLLC, Memphis, TN

- Handled employment discrimination, civil rights, and personal injury litigation; drafted legal complaints, discovery, motions, and briefs for state, federal, and federal appellate court for cases under Title VII, ADA, Rehabilitation Act, EEOC and THRA claims.
- Assisted in preparing EEO ROI reports for federal government agency.

Paralegal/Law Clerk, June 2014 – December 2014

Nettles Harris Law Firm, PLLC, Memphis, TN

- Assisted with employment discrimination, civil rights, and personal injury litigation.

Attorney at Law, Nov 2013 – May 2014

Tiffany L. Webber, P.C., Huntsville, AL by way of contract for Nettles Harris Law Firm, PLLC, Memphis, TN

- Performed legal research, analysis, and drafted briefs and discovery in preparation for federal and state litigation

Attorney at Law, Aug 2012 – Oct 2013

Charles G. Pitman Attorneys at Law, LLC, Huntsville, AL

- Handled all aspects of personal injury claims from client intake, investigation, negotiation, and settlement.

Certified Legal Intern, Aug 2011 – Dec 2011

Civil Law Clinic, University of Alabama School of Law, Tuscaloosa, AL

- Met with and regularly communicated with clients to discuss legal strategies in family law, tort law, contract law, and probate law.
- Drafted motions and complaints filed at court and corresponded with adverse parties.

Summer Associate, May 2011 – June 2011

Lewis Brisbois Bisgaard & Smith LLP, Los Angeles, CA

- Wrote motions for court submission, attended and summarized depositions, analyzed law for intra-office memorandums, and compiled data for legal advisement to clients within the insurance, employment, and real estate law practice groups.

Accolades

- Law & Politics ® Magazine Mid-South Super Lawyer Rising Star for 2016, 2017, 2018, and 2019.
- National Black Lawyers Top 40 Under 40 in Tennessee.



Kenneth Williams

(513)288-3325 | E: Kenneth.Williams327@gmail.com
3132 Carnes Ave, Memphis, TN 38111

PROFESSIONAL SUMMARY

Energetic Sales Representative with 6 years of sales experience in-person and over the phone. Money-motivated with strong closing skills. Excellent skills in managing conflict and prioritizing tasks. Adept at building and strengthening relationships. Strong networker with a decisive leadership style.

SKILLS

- Customer rapport
- Management collaboration
- Client development
- Self-motivated
- Customer service
- Interpersonal skills
- Highly competitive
- Interpersonal skills

WORK HISTORY

REALTOR *12/2016 to Current*
Keller Williams Realty

- Organized and maintained a database
- Helped people search for a home
- Helped people sell their home
- Negotiated repairs and price

FINANCIAL RELATIONSHIP CONSULTANT *10/2016 to 12/2018*
Regions Bank | Memphis, TN

- Managed escalated phone calls by applying conflict resolutions skills and extensive knowledge of bank policies, products, and services.
- Set risk management policies to mitigate bank losses.
- Upheld stringent bank standards for loans, money handling, and legal considerations.
- Evaluated client financial positions and identified the most appropriate banking products.
- Trained and mentored banking staff to maximize performance, efficiency, and compliance.

PERSONAL BANKER *04/2014 to 10/2016*
Fifth Third Bank | Cincinnati, OH

- Created innovative financial solutions to meet customer needs and provide a competitive edge.
- Built client rapport to ensure consistent satisfaction and loyalty.
- Promoted all financial products by maintaining excellent service offering knowledge.
- Established rapport with new clients to increase satisfaction and loyalty.

SALES REPRESENTATIVE

04/2012 to 09/2013

A&M Consultants | Dayton, OH

- Established new customer accounts through perseverance, face to face consulting and exceptional service.
- Demonstrated products to show potential customers benefits and advantages and encourage purchases.
- Provided pricing information to customers regarding specific products.
- Maintained an extensive knowledge of competitors, their offerings and their presence in assigned territory.

EDUCATION

High School Diploma

2006

Mt. Healthy High School, Cincinnati, OH

CERTIFICATIONS

- Licensed Real Estate Agent
- Life Insurance License

ATTACHMENT F7: Board Policies, Including Policies on Open Meetings and Open Records

Bluff City Collegiate Charter School Board Policy Manual¹

Overview

The Board of Directors (“Board”) holds the charter for Bluff City Collegiate Charter School (“Bluff City Collegiate”). The Board is an organized group of volunteers who, collectively, are legally and ethically accountable to the community, the authorizer, and the state for the health, vitality, and effectiveness of our organization. The primary role of the Board is governance which encompasses legal responsibilities, general and academic oversight, planning and policymaking, and meeting fiduciary requirements.

The Bluff City Collegiate Charter School Board Policy Manual contains the policies used to effectively govern the organization for the purpose of creating a high-quality public charter school for the students and families of Memphis, Tennessee.

Individual Board Member Responsibilities

- Support and advocate for mission and vision of the school
- Commit 10 hours per month (includes meetings, phone calls, and emails)
- Attend monthly board meetings and actively serve on at least one committee
- Support decisions made by the board as a whole
- Cultivate community support for the school

Board Responsibilities

- **Support and advocate for mission and vision of the school.** Evaluate and review the stated mission and purpose that articulates the organization’s goals, means, and primary constituents served.
- **Select, support and evaluate the Head of School.** Ensure the Head of School is qualified for the position and ensure the Head of School has the moral and professional support necessary to further the stated mission and goals of the school.
- **Ensure effective planning.** Actively participate in overall planning process and assist in implementing and monitoring the plan’s goals.
- **Monitor and strengthen programs and services.** Determine alignment of programming with mission of the school and monitor their effectiveness.
- **Ensure adequate financial resources.** Secure adequate resources for organization to fulfill mission.
- **Protect assets and provide proper financial oversight.** Assist in developing the annual budget and ensure proper financial controls are in place.

¹¹ This Manual is drafted with the support, resources, and permission of BES; its contents and language are taken with their permission, and may be similar and/or identical to other Board Manuals as may be supported by BES.

- **Build a competent board.** Define prerequisites for candidates, orient new members, and annually evaluate board’s performance.
- **Ensure legal and ethical integrity.** Ensure adherence of school to legal standards / ethical norms.
- **Enhance the school’s public standing.** Clearly articulate the school’s mission, accomplishments, and goals to public and garner support from community.

Section 1: The School

1.1 Mission, Vision, and Principles of Design

Mission

With ambition and joy, Bluff City Collegiate Charter School ensures that all young people in grades 6-8 meet a high academic bar, develop a global perspective, and graduate prepared for high school and college success and community leadership.

Vision and Academic Focus

Bluff City Collegiate Charter School (“Bluff City Collegiate”) believes in the power of young people. We believe that by investing in their development, academically and personally, we can foster the growth and development necessary for them to become individuals capable of excelling in high school, college, and community leadership roles. Currently in the 38122 and the 38111 zip codes, one out of ten students perform on grade level in both English and math. Aligned with Shelby County Schools’ Destination 2025, our belief is that all students deserve the opportunity to make a choice for their post-secondary pathway. Currently these choices are limited for students and determined by the quality of the school they attend. We are committed to building an academic program that provides students with challenging work in a supportive and joyful environment, and our vision is one that celebrates and affirms students as individuals and as leaders. We will intentionally develop each student’s global perspective and critical lens for equity and empathy in our city and world. Equipped with a global perspective, our young people can and will pursue opportunities to serve and lead in our communities as change agents advocating for equity. Our vision for Bluff City Collegiate is informed by the work of high performing schools in Tennessee, as well as nationally. All elements of the proposed school design are derived first from five core beliefs:

1. Academic excellence is attainable by all students.

We unequivocally believe that all students, regardless of socioeconomic status, cultural background, or disability cannot only learn at a high level but can also be leaders in their community. Academic excellence begins by setting and holding high expectations for the work students are provided and complete, identifying and planning for the supports that students need to succeed, and consistently monitoring data to ensure every student is over prepared to rise to meet the demands of high school coursework and all post-secondary opportunities.

2. Exemplary teaching drives exemplary results.

Teachers must be well-equipped with skill and content knowledge to lead students daily and our team members will be selected for demonstrating self-efficacy and drive to be continual learners themselves. By identifying, developing, and continually supporting excellent teachers through classroom observations, feedback, and robust professional development, we will create an environment that prioritizes growth on behalf of our students and their measurable success.

3. Family partnership supports student achievement.

Families strengthen our work. We believe that by utilizing and leveraging the strength and wisdom of families, the full school community is uplifted. We commit to building a school environment where parents and guardians are welcomed, feel valued, and all are treated with dignity and respect as equal partners in supporting their child grow both academically and personally. We will encourage family involvement, maintain strong communication to support and celebrate our young people, and work collectively together to ensure their success.

4. Diversity and joy are essential for learning.

Ours is a school that affirms and celebrate the identities of all of our students, families, and staff members. Valuing our students, families, and staff by knowing and affirming who they are allows our school community to flourish. We believe students' global perspective is developed by creating an inclusive environment that celebrates the uniqueness of each individual, honors all experiences and contributions, and intentionally fosters meaningful relationships within and across lines of difference.

1.2 School Legal Status

Bluff City Collegiate Charter School is proposed to be a Shelby County Schools District charter school. Bluff City Collegiate Charter School will operate pursuant to a charter being granted by the Shelby County Schools District, a department of the Tennessee Department of Education, upon charter application approval. Bluff City Collegiate Charter School is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Bluff City Collegiate Charter School operates as a Tennessee nonprofit corporation. The nonprofit's Articles of Incorporation and non-profit status are provided as addendum to this manual.

1.3 Non-discrimination Policy

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of Bluff City Collegiate

Charter School not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age physical ability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Section 2: The Board

2.1 Decision Making

Bluff City Collegiate Charter School has been created to serve students. All decisions by the Board of Directors and the administration should be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students.

2.2 Policy Making

The Board shall be solely responsible for adopting, repealing, or amending policies for Bluff City Collegiate Charter School. Action by the Board shall be accomplished as set forth in the bylaws.

Except in cases of special need, the Board shall follow the following procedure in adopting, repealing or amending policies at Bluff City Collegiate Charter School:

- a) **First Reading.** The proposed policy shall be submitted for approval on first reading at a regular or special meeting of the Board called for that purpose. The proposed policy shall be contained in the Board packet distributed prior to the meeting. At first reading the Board shall receive public comment and comments from the sponsor of the proposed policy. A vote of the Board will be taken after the reading, and if the amendment receives a simple majority vote of the Directors present at the meeting, it will be placed on the agenda for a second reading at the next meeting of the Board.
- b) **Second Reading.** If the proposed policy is approved on first reading, it will be placed on the agenda and considered at the next regular or special meeting of the Board called for that purpose. No amendment shall be adopted at second reading unless the amendment receives a two-thirds vote of the Directors present at the meeting. If the proposed policy is adopted upon second reading it shall become a policy of Bluff City Collegiate Charter School, and the Policy Manual shall be amended accordingly.
- c) **Special Need.** Upon a two-thirds (2/3) vote of the Directors present at a regular or special meeting called for that purpose, a special need may be declared. If a special need is declared, a policy may be adopted on first reading. A proposed policy should reference the policy provision it will be amending. Ideally, the entire policy will be reprinted with new language in all caps, and language to be deleted lined out. New policies should include the proposed table of contents, policy title, and code number.

2.3 Board Review of Administrative Procedures

The Board recognizes its role of ensuring the fiscal and organizational health of the school through oversight and continuous progress monitoring. The Head of School shall be responsible

for the day-to-day administration of affairs of Bluff City Collegiate Charter School and shall manage all activities of the school as prescribed by the Board. As a result, the Board need not review administrative policies and regulations in advance of issuance except as required by law. However, the Board should approve in advance any highly sensitive matters of policy and/or regulations that have the potential to impact its duties and obligations to Bluff City Collegiate Charter School and/or the Tennessee Department of Education. To that end, the Head of School shall exercise his or her discretion to identify and bring to the Board's attention any such policies and regulations prior to issuance. Administrative policies and regulations should reference existing Board policy when applicable. The Board reserves the right to review administrative policies and regulations at its discretion. The Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with Board policies.

2.4 Compliance with Tennessee Open Meetings Act

The Open Meetings Act, commonly referred to as "Sunshine Law," is found in T.C.A. § 8-44-101 et seq. Any action taken in a meeting in violation of any of foregoing requirements is void. T.C.A. § 8-44-105. The requirements of this law are as follows:

1. All meetings of any governing body are declared to be public meetings and must be open to the public at all times. T.C.A. § 8-44-102;
2. Adequate public notice of all regular and special meetings must be given. T.C.A. § 8-44-103;
3. The minutes of the meetings must be recorded and open to public inspection and at a minimum must contain a record of the persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of a roll call. T.C.A. § 8-44-104(a); and
4. All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited. T.C.A. § 8-44-104(b)

2.5 Board Attendance Policy

Purpose. This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major school policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

Definitions. "Notified" Absence: For absence to be "notified," a Board member must notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm the day of the meeting that s/he will be absent. "Un-notified" Absence: For absence to be "un-notified," a Board member failed to notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm of meeting day that s/he will be absent.

Unsatisfactory Attendance. If any of the following conditions exist, an individual board member will be considered to have unsatisfactory attendance: (1) the member has two “un-notified” absences in a row; (2) the member has three “notified” absences in a row; or (3) the member misses one third of the total number of Board meetings during one of their term years.

Process for Responding to Unsatisfactory Attendance. The Board Secretary will keep track of Board member attendance through Board meeting minutes and will provide this information to the Chair. The Chair will directly contact Board member at risk of potentially violating the policy to issue both verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the Chair will bring this to the Board’s attention for discussion, after which point a majority vote will be held to determine possible termination from the Board.

2.6 Public Attendance at Board Meetings

Bluff City Collegiate Charter School will provide opportunities for any member of the community to express interest in and concern for the school. Accordingly, all community members will have access and be notified well in advance of all open meetings of the Board. A pre-scheduled time for public comment shall be a part of every regular Board meeting. The Board reserves the right to establish reasonable time limits for such public comment.

Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion, as defined under Tennessee law. An executive session may be called only upon the affirmative vote of two-thirds of the quorum present. No formal action of the Board may be taken in any executive session.

Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the Head of School, who will respond according to the following procedures:

- a) The Head of School will consult with the Board Chair and, if appropriate, other Board members about including the request on the agenda for the next regularly scheduled Board meeting.
- b) If the item is included on the agenda, the Board will receive in their packet for the next regularly scheduled meeting written information directly from the person making the request. If specific Board action is being requested, that action should be in the written document.
- c) The person may present their information orally to the Board when the agenda item is discussed. The Board reserves right to establish reasonable time limits for public comment and presentations. Notice of meetings of the Bluff City Collegiate Charter School Board shall be posted in the school offices and on the school website at least 7 days prior to the meeting and in full compliance with all public meeting laws in the State of Tennessee.

2.7 Standing Board Committees

Governance Committee. The Governance Committee is responsible for setting criteria for Board election and identifying and evaluating candidates for the Board of Directors. The Governance Committee will present a slate of candidates for election to the Board at least once annually. Election will be by a simple majority of the sitting Board. The Governance Committee will also conduct the Board self-evaluation, described in **Section 2.13**, and write and review all board policy.

Academic Achievement Committee. The Academic Achievement Committee will be responsible for reviewing school assessment policies and procedures and ensuring that those policies conform to district and state standards. The Academic Accountability Committee is also responsible for reviewing results of school assessment programs and reporting findings to the Board.

Finance Committee. The Finance Committee is responsible for reviewing and submitting an annual balanced budget to the Board and, after Board approval, making the budget available to the public. The Finance Committee will also oversee preparation of the annual report, including audited financial statements, and other exhibits required by the Tennessee Department of Education, and make them available to the public as stated in Tennessee law.

2.8 Ad-Hoc Committees

The Bluff City Collegiate Charter School Charter School Board of Directors reserves, per its bylaws, the ability to appoint ad-hoc committees of an advisory nature regarding pertinent business of the board comprised of board members or community members appointed by the board.

2.9 Board Fundraising Policy

The Bluff City Collegiate Charter School Charter School Board of Directors is a 100% giving Board. Board members are expected to give an annual monetary gift to Bluff City Collegiate Charter School and are asked to make Bluff City Collegiate Charter School a priority in their personal giving. Board members are expected to be involved in fundraising by using their personal and business connections when appropriate, by soliciting funds when appropriate, by serving on fund-raising committees, and by attending fund-raising events.

2.9 Board Election Procedures

The Governance Committee shall prepare and submit to the Board a report of the nominees it recommends for election to the Board. The number of seats available shall be determined in accordance with the by-laws. Whenever possible, nominated board member credentials will be presented one meeting prior to their election. Board members will be elected by a 2/3 vote of all seated members at the meeting during which elections are held. Each director shall serve from the next scheduled Board meeting after the election until the end of his or her term as determined by the Board.

2.10 Board Self-Evaluation

The Board believes that efficient and effective performance of the Board itself can have a significant impact on the overall success of the school and is an essential component of good governance. Therefore, the Board will conduct an annual assessment of its own work. The Governance Committee will conduct the assessment. This Committee shall determine the format of the assessment, but it must include a formal written survey/self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed at improvement.

2.11 Indemnification Policy

Bluff City Collegiate Charter School will purchase and maintain Directors and Officers Liability Insurance (often called D&O), liability insurance payable to the directors and officers of a corporation, or to the organization(s) itself, as indemnification (reimbursement) for losses or advancement of defense costs in the event an insured suffers such a loss as a result of a legal action brought for alleged wrongful acts in their capacity as directors and officers. The corporation will not provide indemnification for items arising from the individual's participation in an excess benefit or self-dealing transaction. Indemnification may also be denied in a proceeding brought by or on behalf of the corporation (except for expenses), if it is determined that the indemnitee did not meet the standard of conduct required. This indemnification includes expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit, or proceeding if s/he acted in good faith and in a matter s/he reasonably believed to be in or not opposed to the best interests of the Corporation. With respect to any criminal action or proceeding, s/he must also have had no reasonable cause to believe his/her conduct was unlawful

Section 3: Ethics

3.1 Confidentiality Policy

It is the policy of Bluff City Collegiate Charter School that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Bluff City Collegiate Charter School to any person, including relatives, friends, and business and professional associates, other than to persons who have a legitimate need for such information and to whom Bluff City Collegiate Charter School has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a director or employee for Bluff City Collegiate Charter School. This policy is not intended to prevent disclosure where disclosure is required by law. Directors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, directors and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on

desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons. At the end of a director's term in office or upon termination of an employee's employment, he or she shall return, at the request of Bluff City Collegiate Charter School all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his or her possession.

Section 4: Leadership

4.1 Head of School Policy

The Board shall rely on its Chair and the Head of School to provide professional and administrative leadership. The Head of School shall be hired by and report directly to the Board of Directors. The Head of School will be responsible for the day-to-day administration of the school's affairs and will manage and direct all activities of the organization as prescribed by the Board. The Head of School will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school. The Head of School is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the Head of School. The Head of School will, directly or indirectly, supervise all other staff members employed by the school and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels. Therefore:

1. The Board will never give instructions to persons who report directly or indirectly to the Head of School.
2. The Board will refrain from evaluating any staff other than the Head of School.
3. The Board will use the performance of the school as a primary indicator of the school leader's performance

4.2 Evaluation of the Head of School

Charter schools receive autonomy over fiscal management and the academic program in exchange for accountability, which measures the school's attainment of specific mission-oriented academic, operational, and governance goals. The Board of Directors' key responsibility is to manage the school through the performance of the Head of School of Bluff City Collegiate Charter School. There are three core purposes of the evaluation: to recognize areas of particular strength and success, to identify areas for improvement and/or focus, articulate areas for improvement and/or focus, and to inform the Board's request for a plan of action from the school leader that addresses how the goals in the charter will be met. Annually, the Board will convene an *ad hoc* Head of School Evaluation Committee, to consist of three members to include the Board Chair, Treasurer, and member of the Academic Accountability Committee. The Committee will conduct the evaluation in accordance with its Head of School Evaluation Protocol (which provides guidelines for: how to gather information

to inform the evaluation; a timeline for evaluation activities that aligns with the school year; and what to include in the written evaluation document).

4.3 Leadership and Sustainability

The Bluff City Collegiate Charter School charter school will have a sustainability policy that:

- a) Ensures ongoing and continuous development of leadership capacity at the Head of School and Board levels,
- b) Responds in a timely and effective manner to an emergency leadership transition, and
- c) Responds in a timely and effective manner to a planned leadership transition.

Section 5: Media Policy

5.1 Media policy

This Media Policy applies to all employees of Bluff City Collegiate Charter School as well as members of the Board of Directors. This policy covers all external news media including broadcast, electronic, and print. To ensure the quality and consistency of organizational information disseminated to media sources, the following policy shall be enforced:

- a) All media contacts are to be handled by the Head of School, or his or her designee, regardless of who the media representative is or whom he or she represents or how innocuous the request.
- b) All press releases or other promotional materials are to be approved by the Head of School or his or her designee prior to dissemination. If a reporter, producer, or other news media person should contact an employee of Bluff City Collegiate Charter School or a member of the Board of Directors, the individual who is contacted should refer the media person to the Head of School.

Section 6: Finance and Accounting

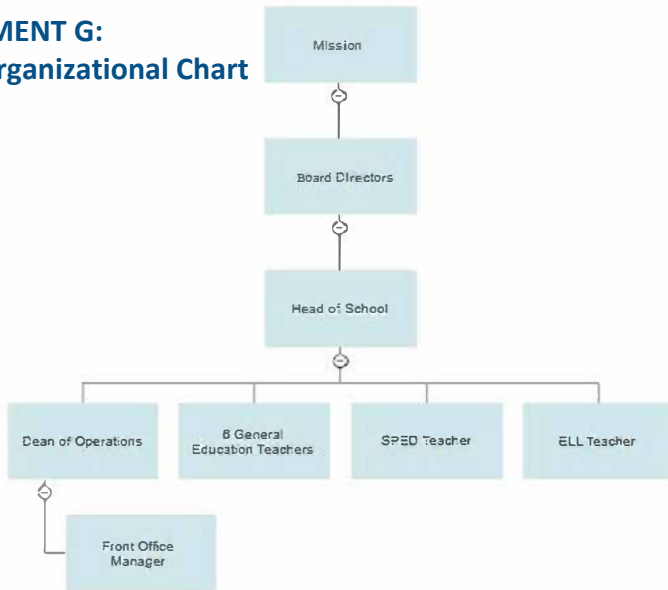
6.1 Finances

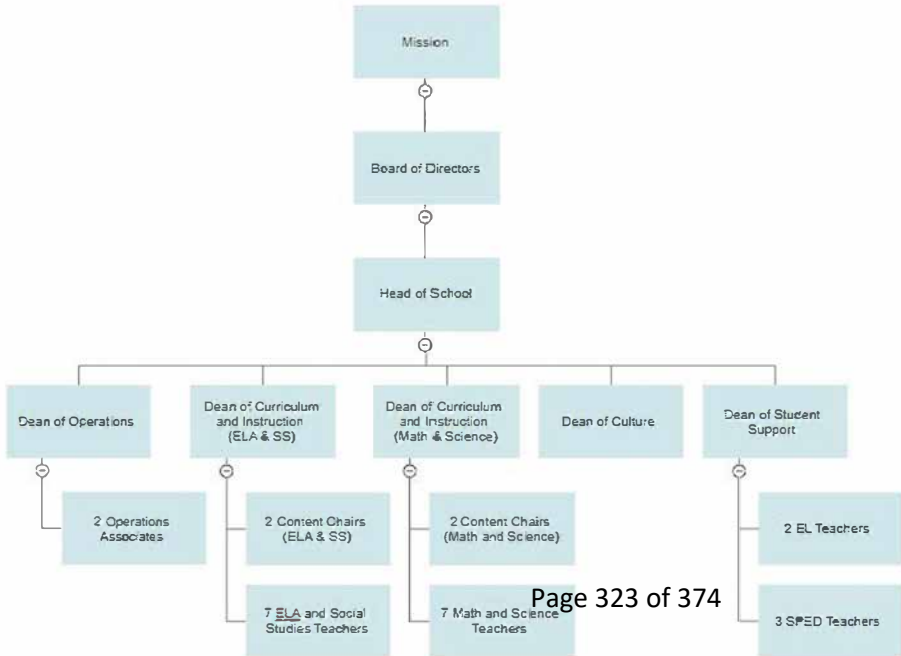
The Board of Directors of Bluff City Collegiate Charter School Charter School will ratify, annually review and maintain a separate Fiscal Policy Manual to cover the robust breadth and depth of fiscal compliance and governance. This Policy Manual will contain clear policies to provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles and best-in-class fiscal governance. In order to establish these policies, Bluff City Collegiate Charter School will consult with a Back Office Provider in creating a draft financial policy handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in reporting, procurement, purchasing, and all transactional approvals. The Head of School, Director of Operations, and Treasurer will serve as the three chief financial agents of the organization; all processes requiring the disbursement

and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight, and compliance with the law and GAAP. Minimally, the policies will outline:

- Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors
- Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer
- Securing a reputable auditor, and engaging in an annual audit
- Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations
- Petty cash management policy and deposit policy
- Contracting and RFP thresholds processes and policies
- Purchasing controls and segregation of duties Management and the Treasurer will collaborate with a Back Office Provider to create a draft financial policy

ATTACHMENT G: School Organizational Chart





SAMUEL LUKE SAVIDGE

1763 Nelson Avenue • Memphis, Tennessee United States 38114 • Tel: 9018008583 •
Savidge.Luke@BES.org

PROFESSIONAL SUMMARY

School leader with excellent communication skills. Motivated, enthusiastic educator with demonstrated talent of fostering a cohesive student learning atmosphere. Passion for education, maximizing learning opportunities in a diverse classroom setting.

QUALIFICATIONS

*MA Urban Education
*Ed.S in Ed. Leadership

*400+ hrs of leadership development
* Internship Experience

WORK EXPERIENCE

Fellow

08/2019 – Present

BES, Memphis, Tennessee

- Leads all school design planning for proposed charter school for Memphis, TN
- Builds and leads Founding Team that will seed the Governing Board
- Leads all community outreach and engagement for proposed charter school
- Receives 400+ hours of rigorous leadership training program that equips school founders with needed skills to found and lead a quality school including managing instruction, finance, operations, culture, and external relations

Instructional Coach – Science, Social Studies, Math, English

Westside Middle School, Memphis, Tennessee

07/2018 – 07/2019

- Oversaw instruction for all four core content areas
- Building test coordinator (TnReady)
- Responsible for RTI

Teacher - 7th Grade Language Arts Teacher

Sherwood Middle School, Memphis, Tennessee

08/2014 – 06/2018

- 7Language Arts Department Chair, voted by peers
- 7th Grade Level Chair, voted by peers
- Established positive behavior management through active engagement of students
- Coordinated tutoring hours to assist students in need of additional support
- Developed and implemented lesson plans to inspire critical thinking and love of learning
- Identify learning trends to individualize student instruction
- Planned and facilitated staff meetings
- Identified and recommended instructional resources for peers
- Implemented Core Values system to help students view literature with respect, empathy, excellence, gratitude, grit, integrity and humility
- Increased reading proficiency 12% to 19% in 2014
- Improved reading proficiency 19% to 23% in 2015

Mentor Teacher 08/2015 - Present

Memphis Teacher Residency, Memphis, Tennessee

- Model broad range of teaching strategies
- Provide constructive feedback to residents including prescribing ways to maintain progress and overcome difficulties
- Demonstrate positive relationship skills with students, parents and school administration
- Work cooperatively as a team member in planning, supporting and providing support of district policies
- Create risk free learning environment, providing support that is non-judgmental and confidential

Professor 08/2015 - Present

Memphis Teacher Residency, Memphis Tennessee

- Instructor for English Content Methods for Memphis Teacher Residency
- Plan and implement 4-hour Saturday morning classes that meets requirements for the Master's program through Union University
- Model and demonstrate a range of best practices and teaching strategies
- Create a judgement free learning environment that supported teachers in their growth at all levels

Resident - 11th Grade English 05/2013 - 05/2014

Memphis Teacher Residency/Kingsbury High School, Memphis, Tennessee

- Completed Master of Urban Education through Union University
- Co-teach classroom with mentor involving all aspects of instruction
- Participated in professional development classes centered on learning goals, classroom management, student motivation and engaging learning activities

Teacher's Assistant 10/2010 - 05/2013

Devereux Behavioral Treatment Center, Scottsdale, Arizona

- Teacher assistant in special education classroom with at risk students
- Supported teaching in behavior management actions
- Assisted students with class work to encourage passion for education

EDUCATION

Arkansas State University Jonesboro, AR United States 2017- 2019
Ed.S in Educational Leadership

Union University Jackson, TN United States 2013 - 2014
Masters of Urban Education in Education, GPA: 4.0

Arizona Christian University Phoenix, Arizona United States 2007 - 2010
Bachelors of Arts Christian Ministries in Religion, GPA: 3.8



Bluff City Collegiate Public Charter School

DRAFT Employee Handbook

School Year 2021-2022

*This handbook is informed by the handbook of Beacon College Prep;
we are grateful for their sharing of resources with us in the creation of this document.*

WELCOME

Welcome to Bluff City Collegiate!

We are excited for you to help fulfill Bluff City Collegiate's mission of preparing all sixth through eighth grade young people to meet a high academic bar, develop a global perspective, and be prepared for high school and college success and community leadership.

Bluff City Collegiate provides all employees with this Employee Handbook with important information about employment with Bluff City Collegiate. We encourage employees to read this handbook carefully and store it somewhere easily accessible for future reference.

This Employee Handbook is designed to give a brief description of the policies and benefits for employees, which will be helpful during their employment at Bluff City Collegiate. Many of the benefits described in this Employee Manual, including insurance benefits, retirement plans, etc., are also the subject of detailed written plans and policies which are available for employees' review on request to the Head of School or Dean of Operations.

If a question arises about the nature and extent of plan benefits or if there is conflicting language in the benefit plan documents and this Employee Manual, the formal language of the benefit plan documents governs. The information in this Employee Handbook about plan benefits is intended only for general information purposes.

PERSONNEL POLICIES AND PROCEDURES

Equal Opportunity in Hiring and Employment

Bluff City Collegiate is an Equal Opportunity Employer (“EOE”). The School’s EEO Policy prohibits discrimination in employment based on race, color, religion, national origin, disability, sex, age, sexual orientation, marital status, or any other basis prohibited by applicable law. Bluff City Collegiate prohibits discrimination against individuals with disabilities, will accommodate applicants with a disability, and will also ensure reasonable accommodation for employees with a disability. Under this policy, equal employment opportunity is required in recruitment, hiring, training and development, promotion, termination, compensation, benefits, and all other terms, conditions, and privileges of employment as required by applicable law.

Any employee who believes that a violation of this policy has occurred should bring the matter to the immediate attention of his or her supervisor. An employee who is uncomfortable for any reason in bringing such a matter to the attention of his or her supervisor shall report the matter to another supervisor, human resources representative, or the Head of School. The School will investigate all such allegations and prohibits any form of retaliation against any employee making such a complaint.

Bluff City Collegiate requires employees to abide by applicable federal and state nondiscrimination laws in their dealings with all members of the Bluff City Collegiate community, including visitors, vendors, and suppliers.

Employees with Disabilities

As implied by the Nondiscrimination Policy, above, it is the policy of Bluff City Collegiate to comply with all laws concerning the employment of persons with disabilities, including the Americans with Disabilities Act, as amended. Bluff City Collegiate will not discriminate against qualified individuals with physical or mental disabilities regarding application procedures, hiring, advancement, discharge, compensation, training, or other terms, conditions and privileges of employment.

An individual requesting a reasonable accommodation to a disability, including known limitations relating to pregnancy, childbirth, a related medical condition or breastfeeding, should present the request to the Head of School who will engage in an interactive process with the applicant or employee to identify alternative reasonable accommodation. Bluff City Collegiate may require medical documentation certifying the disability and the related limitations. If a reasonable accommodation can be made that will enable the applicant or employee to perform the essential functions of the job, Bluff City Collegiate will provide that accommodation.

Employment At-Will

It is the policy of Bluff City Collegiate that at-will employment can be terminated at the option of the employee or at the option of Bluff City Collegiate, with or without cause, at any time and for any reason. No employee or representative of Bluff City Collegiate other than the Head of School has the authority to enter into any agreement providing for the employment of any employee for any specified period of time or otherwise modifying this at-will policy. Any such agreement must be explicit, in writing, and signed by the Head of School.

Employment Classifications

Bluff City Collegiate complies fully with the Fair Labor Standards Act (“FLSA”) and all other applicable Federal and State of Tennessee wage and hour laws.

Exempt vs. Non-Exempt Employment

Non-exempt employees, as that term is defined in the FLSA, are entitled to receive overtime pay at a rate of one and one-half times their regular rate for all hours worked in excess of 40 hours in a work week. All other employees are not entitled to receive overtime pay. These other employees are referred to as “exempt” employees by the FLSA. If employees have questions regarding whether they are exempt or non-exempt, they should consult their offer of employment or ask the Dean of Operations.

Bluff City Collegiate will pay non-exempt employees for all hours worked. Non-exempt employees are prohibited from working “off the clock” or more than forty (40) hours per week even voluntarily without the prior, express consent of their supervisor, the Dean of Operations or the Head of School. In addition to the above categories, each employee will be full-time, part-time, or temporary as explained below.

Full-Time Employment

An employee is a “full-time” employee if he or she is employed on a full-time basis to fill a position which is regularly and consistently established within Bluff City Collegiate. An employee works full-time if he or she is regularly scheduled to work at least 30 hours per week. Full-time employees may be eligible to receive or participate in certain employee benefits, but only to the extent provided by the respective benefit plans (“Plan” or “Plans”).

Part-Time Employment

An employee is a “part-time” employee if he or she is employed on a part-time basis to fill a position which is regularly and consistently established within Bluff City Collegiate. An employee works part-time if he or she is regularly scheduled to work less than 30 hours per week. Part-time employees generally are not eligible to receive employee benefits.

Temporary Employment

An employee is a “temporary” employee if he or she is employed to fill a position which is not regularly and consistently established within Bluff City Collegiate including, but not limited to, faculty only employed to work during summers. A temporary employee is not considered a full-time or a part-time employee. Temporary employees generally are not eligible to receive employee benefits.

Anti-Harassment Policy

Bluff City Collegiate specifically prohibits any form of unlawful harassment based on race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be the following: Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical

conduct of a sexual or otherwise offensive nature, especially when: Submission to such conduct is made either explicitly or implicitly a term or condition of employment; Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.

Reporting of Discrimination and/or Harassment

Any employee who has a complaint of sexual harassment or any other type of discriminatory harassment at work by anyone, including supervisors, co-workers, or visitors, should immediately bring the matter to the attention of the Head of School.

In the event the harassment or discrimination involves the Head of School, the complaint may go directly to the Board of Directors via the Board Chair. If Bluff City Collegiate determines that a violation of this policy has occurred, it will take appropriate disciplinary action against the offending party, which can include warnings, suspension, or termination.

Background Checks

Bluff City Collegiate conducts background checks on prospective and current employees to help avert future problems by (1) identifying applicants or employees who could pose a threat to children or staff members and hence to the organization and its mission, and (2) identifying applicants/employees who otherwise are not suitable for employment in their positions. Background checks may include verification of social security number, education, employment history, military service, professional licenses or certifications, residence, criminal record, motor vehicle record, financial record, employment references, and other background information.

Any misrepresentation or falsification of information presented in the application process or at any point during the hiring process or during employment may result, as permitted by law, in Bluff City Collegiate's exclusion of the individual from further consideration for employment.

Once employed, all Bluff City Collegiate staff members may expect the school to perform a criminal background check every five years. If the school believes that it is necessary to conduct them more frequently, the school reserves the right to do so. Employees who have given the school the ability to do this, through written consent, will be notified when it occurs.

If a background check reveals activity that is not aligned with the code of conduct of Bluff City Collegiate, it is grounds for disciplinary action, and if permitted by law, could be terms for immediate dismissal for cause.

A Bluff City Collegiate staff member must immediately provide documentation to the Dean of Operations if an arrest was made, or a crime or a conviction for a crime as occurred.

Tuberculosis Tests and Public Health Concerns

Before employment may commence at Bluff City Collegiate, all staff members must provide health records, including but not limited to the results from a tuberculosis test result. If a staff member, or a prospective staff member, cannot take a tuberculosis test because of a medical condition, it must be discussed with the Head of School and the proper documentation must be given to the Dean of Operations.

All Bluff City Collegiate staff members must complete a TB test every two years, but the school reserves the right to request the TB test be taken more frequently. A Bluff City Collegiate staff member must make the Dean of Operations aware if there is any communicable health condition, even if not asked for from the school.

Outside Activities

Staff members are employed in a fiduciary relationship and are placed in a position of trust with Bluff City Collegiate, and because of this, must provide their best efforts when they are working and supporting young people at Bluff City Collegiate.

An employee's involvement in activities listed in (a) and (b) below is subject to conditions listed in the following paragraph and the following: (i) prior written approval of Bluff City Collegiate, which approval will be at Bluff City Collegiate's sole discretion; (ii) involvement does not interfere in any way with employee's satisfactory completion of the employee's duties and responsibilities to Bluff City Collegiate; and (iii) involvement does not have an adverse effect on the reputation or goodwill of Bluff City Collegiate. Subject to the conditions described in the next paragraph and in (i)-(iii) above, an employee may: (a) serve in a volunteer capacity as officer, director, trustee or advisor for professional organizations or other non-profit organization(s) with which the employee is affiliated so long as such service in no way interferes or conflicts with satisfactory completion of duties and responsibilities to Bluff City Collegiate; and (b) participate in outside workshops, speaking engagements, accreditation review teams, or any other brief engagement drawing on the employee's professional educational expertise (collectively, "Involvements").

Employees will inform Bluff City Collegiate of any: (a) existing Involvements prior to working for Bluff City Collegiate; and (b) other Involvements prior to agreeing to participate in any such Involvements.

In addition, employees may not provide any tutoring for hire to current students of Bluff City Collegiate, either during or outside the school year.

Compensation

Compensation

Bluff City Collegiate does not have a specific pay progression. There are no mandatory annual compensation increases, although we do anticipate in all years providing a COLA increase, which will be determined at the end of each school year. All positions, responsibilities, and compensation may be reviewed by Bluff City Collegiate. If a staff member of Bluff City Collegiate has a question about compensation, they should discuss it with the Head of School or the Dean of Operations.

Employee Evaluation

In order to ensure the development of all staff members of Bluff City Collegiate, all staff will participate in yearly informal and formal performance reviews throughout the school year.

Time Recording

All non-exempt Bluff City Collegiate staff members will complete a timecard for each pay period.

All non-exempt staff members will record their time daily and the timecard must indicate all hours of work, vacation, or leave. At the end of the pay period, the staff member must sign the timecard and submit to the Dean of Operations before leaving at the end of the week. It is prohibited to fill out or sign another staff member's timecard.

Pay Procedures

Employees are paid for regular work twice per month (on the 15th day and last day of every month) 24 times per year, unless they are covered by an employment agreement or contract that specifies otherwise. Direct deposit of paychecks is available.

Benefits

Employees are eligible to participate in the benefits program available to all full-time employees, including health, dental, life, and disability insurance benefits, subject to the terms and conditions of the benefit plans.

Work Schedules

Work Year, Week, Day

Bluff City Collegiate employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the School's mission. Teachers begin employment on the first day of Summer Institute and end June 30 the following year.

Administrative and non-instructional staff members work throughout the calendar year unless their employment agreement or contract specify otherwise. The normal workweek is Monday through Friday with an occasional weekend workday. Unless a staff member has had a conversation with the Head of School about specific circumstances, all staff members are required to arrive at the school 30 minutes before the students arrive, at 7:00am, and stay at least 30 minutes after dismissal has completed, 4:30pm.

Paid Time Off

Bluff City Collegiate provides employees with an allotment of Paid Time Off (PTO) as part of its compensation package (PTO is sometimes referred to as personal-time-off or as personal/sick days). Allotted leave will be prorated (not to fall below a minimum of one hour of paid leave for every 37 hours an employee works, not to exceed 5 days per year if the term of employment is less than 12-months.)

Ten-Month Employees

Ten-month employees receive 5 PTO days. Teachers and Instructional Assistants and are not required to report to work over scheduled school breaks (spring break, winter break, summer break) under their regular offer letters.

Twelve-Month Employees

Twelve-month employees work during the entire calendar year but are not required to work when the school is completely closed (e.g. federal holidays). Full-time, regular, and twelve-month employees receive twenty (20) days upon their first day of work or, if hired later in the academic

year, a prorated amount, not less than the minimum described above (one hour for every 37 hours worked not to exceed 7 days), during their first year of employment. Periods of unpaid leave shall count as continuous employment.

Employees other than full-time, regular employees receive PTO days as specified in their employment letters and in compliance with federal and state law.

Holidays

Bluff City Collegiate observes the following holidays: New Year's Day, Martin Luther King Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day and day after Thanksgiving, December 24, December 25, and New Year's Day. Other municipal or national holidays may be observed as announced by the Head of School.

Bluff City Collegiate will grant paid holiday time off to all regular full-time employees, as well as part-time employees regularly working 20 or more hours per week who otherwise would have been scheduled to work on the holiday.

Inclement Weather

Bluff City Collegiate follows Shelby County Schools ("SCS") for school closures, delays, and early dismissals due to inclement weather. Only in extraordinary circumstances would we depart from SCS decisions to open (for example, if our building's power is out, but SCS are open). We will announce any closure, delay or early dismissal through email, automated phone calls and texts, social media, local television and radio stations, and our school website.

Bereavement Policy

Bluff City Collegiate provides all staff members with paid time away from work in order to attend a funeral or make plans due to the death of an immediate family member. All full-time and part-time employees are eligible for 5 consecutive days of bereavement leave. Immediate family covered by this benefit is defined to be the employee's spouse, child, sibling, parents (including stepparents and in-laws), grandparents, grandchildren, child's spouse, aunts, uncles, and first cousins. At the discretion of the Head of School, additional unpaid time may be granted.

Military Leave

The Unified Services Employment and Re-employment Act ("USERRA") provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Parental Leave

Any full-time Bluff City Collegiate staff member who chooses to take time off for the birth of a child, the adoption of a child, or the placement of a child in the home for foster care, may qualify for Family Medical Leave. Bluff City Collegiate will grant all new parents two weeks of paid leave. After two weeks, employees may choose to use available Paid Time Off leave concurrently with Family Medical Leave. Employees who give birth may be eligible to receive benefits under Bluff City Collegiate's short-term disability plan.

Family and Medical Leave

The Family and Medical Leave Act of 1993 (“FMLA”) allows “eligible” staff members to take job-protected, unpaid leave, or to substitute appropriate paid leave if the staff member has earned or accrued it, up to a total of 12 work weeks in any 12 months. In certain cases, this leave may be taken on an intermittent basis rather than all at once, or the staff member may work a part-time schedule. What follows is a brief description of the benefits of the FMLA. Staff members with questions about the benefits provided under the FMLA should feel free to seek additional information from the Dean of Operations.

FMLA leave may be taken for any one, or for a combination of, the following reasons: birth of staff member’s child or to care for newborn child; placement of adopted or foster child with staff member or to care for newly placed child; to care for staff member’s spouse, child, or parent (but not in-law) with serious health condition; and/or; staff member’s own serious health condition that makes staff member unable to perform one or more essential functions of job.

A staff member on FMLA leave is entitled to have health benefits maintained while on leave as if the staff member had continued to work instead of taking the leave. If a staff member was paying all or part of the premium payments prior to leave, the staff member would continue to pay his or her share during the leave period. The Bluff City Collegiate may, under certain circumstances, be permitted to recover the cost of the premiums paid while a staff member is on FMLA leave if the staff member does not return from leave.

Termination of Employment

Voluntary Termination

While all employment at the school is “at will,” we encourage all Bluff City Collegiate staff members to provide at least 30-calendar days’ notice if they plan to leave their position at Bluff City Collegiate. All Bluff City Collegiate hourly employees are encouraged to give at least two weeks’ notice.

Involuntary Termination

Bluff City Collegiate may terminate an employee for Cause based on, among other factors, an individual's inability to complete a job at the level required, failure to follow policies or standards of professional behavior, and failure to perform all required duties, as outlined in the offer letter.

Employment may be terminated due to position elimination. At-will employees are advised that Bluff City Collegiate may terminate employment at any time, for any reason, with or without Cause.

Termination for Cause

Bluff City Collegiate staff members must abide by all policies and rules, which are clearly outlined in this document, in their contracts or offer letters, or in written or verbal communications by the Head of School or any other school leader, whether directed to the individual or distributed school wide. Employees who fail to abide by School policies will be subject to disciplinary action, up to and including termination. Serious misconduct may result in immediate termination.

By way of example only, the School can terminate employment immediately and without notice

for Cause for reasons including but not limited to serious misconduct of School policy and/or city, state, or federal law, such as abuse or mistreatment of any student, possession of a weapon on school grounds, or acts or threats of violence toward any employee, parent or other stakeholder. For cause, the Head of School or her/his delegate may substitute for termination (at the Head of School's sole discretion) any other appropriate disciplinary action, including but not limited to suspension, with or without pay.

Termination Without Cause

Bluff City Collegiate may terminate any "at-will" employee without Cause at any time, without any notice. Bluff City Collegiate may substitute for termination without Cause other changes that business conditions demand, including but not limited to, furloughs and reduction of positions to part-time.

Procedure at Termination

Upon termination of employment, Bluff City Collegiate staff members will receive their final pay in accordance with applicable laws. In cases of voluntary or involuntary termination, the employee will receive his or her final pay on the next scheduled pay period. All accrued, vested benefits that are due and payable upon termination will also be paid at this time. Other accrued benefits, such as benefits under retirement or savings plans, will be distributed under the terms of those plans.

Health Benefits Continuation (COBRA)

Federal law (COBRA) provides all staff members and qualified beneficiaries the opportunity to continue existing health insurance coverage under Bluff City Collegiate's health plan for a period of time after the occurrence of a "qualifying event" which would result in the loss of coverage. Some common qualifying events are termination of employment, whether by resignation, layoff, discharge, or even death, a substantial reduction in an employee's hours, an extended non-FMLA leave of absence, or legal separation or divorce of the employee their spouse.

When such a "qualifying event" occurs, Bluff City Collegiate, or an authorized third-party administrator, will notify the employee of the right to continue health insurance coverage under COBRA, as well as the time limits and triggering events, which are applicable in order to continue coverage. To continue coverage, the employee (or beneficiary) must elect to exercise their COBRA rights in a timely manner and pay the total premiums required for coverage.

As required by law, Bluff City Collegiate will provide written notice to covered family members describing their separate rights under COBRA (such as rights of divorced spouse to continue coverage by payment of applicable premiums).

Exit Interviews

Bluff City Collegiate may schedule exit interviews at time of employment termination. The exit interview will allow the staff member and the Head of School the opportunity to discuss benefits, repayment of any debt, or the return of Bluff City Collegiate property. Any suggestions, complaints, and questions can be addressed during the interview.

POLICIES AND STANDARDS OF CONDUCT

Dress Code

All Bluff City Collegiate staff are role models for our young people and as such we follow a professional dress code. Staff should wear dress pants, skirt or dress, and a collared shirt, blouse, or a sweater and appropriate footwear. On staff-only days, such as professional development days and Summer Institute, staff are welcome to wear work-appropriate jeans. At the discretion of the Head of School and Dean of Operations, exceptions will be made to this policy on certain occasions, such as field trips, or for certain staff, such as a physical education teacher.

Weapons

We are deeply committed to the safety of our Bluff City Collegiate community. To that end, Bluff City Collegiate does not allow for any staff members to enter the property with a weapon, which could include a handgun, firearm, knife, or other weapon of any kind regardless of whether the person is licensed to carry the weapon or not.

The only exception to our weapons policy will be police officers and security guards or other persons who have been given written consent by Bluff City Collegiate to carry a weapon on Bluff City Collegiate property.

When appropriate, in addition to any disciplinary actions that may be taken in accordance with the Disciplinary Action section of this Employee Manual, anyone who violates this policy may be referred to the appropriate police and legal authorities for prosecution.

Smoke-Free Workplace

For the health and comfort of our students, team members, and families, smoking is not permitted on the premises of Bluff City Collegiate.

Drug-Free Workplace

In accordance with the Federal Drug-Free Workplace Act, which requires that Schools maintain a drug-free workplace as a condition of receiving federal grants and contracts, Bluff City Collegiate prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. If a Bluff City Collegiate staff member reports to work under the influence of an illegal substance or of alcohol, they will be subject to disciplinary action, including immediate termination. An employee taking prescription medicines as prescribed for that employee by a licensed medical doctor will not be in violation of this policy.

Protection of Confidential Information

Staff members may, in the course of performing their duties for Bluff City Collegiate, have access to highly confidential information. Such confidential information includes but is not limited to: Information about employees (such as compensation, evaluations, and the like); Personal information regarding students or their families; and Financial information about the organization.

Any Bluff City Collegiate staff members who share this confidential information are subject to disciplinary action, which could also result in termination of employment. Any staff member who has regular access to confidential information may be required to sign specific acknowledgement

of their non-disclosure obligation, but this policy that confidential information shall not be disclosed applies to all employees at all times irrespective of whether they have been asked to sign a specific non-disclosure statement. All staff members are expected to treat confidential information with complete discretion.

Mandatory Reporting of Child Abuse, Neglect or Sexual Violation Concerns

All School personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed—physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm. Once you become aware that a student may be a victim of abuse or neglect, you **MUST** take the following steps:

1. Notify the Head of School of the situation.
2. Call the DCS hotline at 1-877-542-2873.
3. Complete an incident report.

The Head of School will assist you and the student in understanding the ramifications of the call and will contact the parent/guardian if, in doing so, no further harm will come to the child. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

School and Employee Property

Bluff City Collegiate reserves the right to examine, inspect, or search at any time and without notice any and all Bluff City Collegiate property/workplaces and contents therein or thereon, including without limitation, Bluff City Collegiate vehicles, desks, offices, cabinets, lockers, and storage compartments. This policy applies to electronic devices/networks and to intellectual property, including but not limited to computer hard drives; other electronic devices; the School’s servers and Local Area Network; cloud sites; remote-hosted sites; and the School’s Web site and related Web-logs (“blogs”).

No employee has the right to interfere with or prevent such examinations, inspections, or searches of Bluff City Collegiate property based on expectations of privacy or otherwise. Bluff City Collegiate may at Management’s sole discretion impound or dispose of any item at School workplaces that Management reasonably believes either documents a significant violation of School policy or local, state, or federal law, or that undermines workplace safety or integrity.

DISPUTE RESOLUTION

Open Communication Policy

Bluff City Collegiate staff should address any personal issue with that individual directly. If an

agreement or resolution cannot be reached, the staff members should request a meeting with the Dean of Operations to discuss the issues. In the event that the Dean of Operations cannot solve the issue or come to a resolution, or the employee does not feel comfortable discussing with the Dean of Operations, the staff member may request a meeting with the Head of School to discuss and find a resolution. The Open Communication Policy was created with the hope that a conflict can be mitigated with respectful dialogue, any staff member who has a question or concern, or feels that they are being harassed, may immediately inform the Dean of Operations or the Head of School.

Complaint Resolution Policy

Regarding specific matters that involve harassment, discrimination, or any time of inappropriate behavior, the staff member, if they feel comfortable, should speak with the staff member. If the staff member does not feel comfortable, or they cannot come to a resolution, they should speak with the Dean of Operations about the specific issue. If the conversation with the Dean of Operations does not address the concern, a final appeal may be made in writing to the Head of School.

Receipt and Acknowledgment of Responsibility for Employee Manual

Please read the following statements, sign below, and return to the Director of Operations:

- I have received and read a copy of Bluff City Collegiate’s Employee Manual.
- I understand that this Employee Manual supersedes all prior employee manuals, and that the policies and benefits described in the Employee Manual are subject to change at the sole discretion of Bluff City Collegiate at any time.
- I understand and accept that this Employee Manual is not a contract of employment and that nothing contained in this Employee Manual creates or may be construed as creating anything other than an employment at-will relationship.

_____ Employee’s Printed Name

_____ Employee’s Position

_____ Employee’s Signature

_____ Date

ATTACHMENT J: Insurance Coverage

1/9/2020

**RE: Insurance Coverage for Bluff City Collegiate
Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for Bluff City Collegiate. Our division specializes in education and schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Georgia as required by law.

Our program utilizes the following carriers which are admitted in the State of Georgia: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, United States Fire Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Bluff City Collegiate, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation Workers’ Compensation Part II (Employers’ Liability)	As specified by Georgia Statutes \$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Fiduciary Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$1,000,000 per occurrence
Inside Premises – Theft of Monies & Securities	\$1,000,000 per occurrence
Outside the Premises	\$1,000,000 per occurrence
Computer Fraud	\$1,000,000 per occurrence
Money Orders/Counterfeit Papers	\$1,000,000 per occurrence
Bonds	Can secure a Fidelity and or ERISA bond if required
Property and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow

Student Accident Coverage* (including or excluding football)	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability**	\$500,000 per loss or claim/aggregate limit
Coverage	Limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Georgia Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse	\$ 850
Directors & Officers / Employment Practices / Fiduciary	\$ 900
Property	\$ N/A
Excess \$1 million Limits (follow form over underlying)	\$ 1,000
Workers Compensation/Employers Liability	\$ 1,900
Total Annual Premium	\$ 4,650

Premiums are based upon 1st year projections of 0 students, 1.5 staff members, \$139,000 payroll, \$0 contents

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,500
Directors & Officers / Employment Practices / Fiduciary	\$ 3,800
Property	\$ 1,000
Excess \$10 million Limits (follow form over underlying)	\$ 5,000
Workers Compensation/Employers Liability	\$ 5,500
Total Annual Premium	\$ 18,800

Premiums are based upon 2nd year projections of 120 students, 11 staff members, \$738,346 payroll, \$100,000 Contents.

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,

Rusty Godfrey CIC CSRM

Regional Director

K-12 Education Practice



Insurance | Risk Management | Consulting

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**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Proposed School Information**



Proposed School Name	Bluff City Collegiate Charter School
Lead Sponsor Name	Samuel Luke Savidge
Lead Sponsor E-mail Address	lsavidge@bes.org
Lead Sponsor Phone Number	901-800-8583
CMO/EMO Affiliation	N/A

Proposed Authorizer	Shelby County Schools
Proposed Opening Grade Level(s)	6
Proposed Final Grade Level(s)	8
Proposed First Year of Operations	2020-21

Anticipated Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	120	240	360	360	360

Note: These cells auto-populate after completing Tab 2.

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

0	0	0	0	0
---	---	---	---	---

1st Grade

0	0	0	0	0
---	---	---	---	---

2nd Grade

0	0	0	0	0
---	---	---	---	---

3rd Grade

0	0	0	0	0
---	---	---	---	---

4th Grade

0	0	0	0	0
---	---	---	---	---

5th Grade

0	0	0	0	0
---	---	---	---	---

6th Grade

120	120	120	120	120
-----	-----	-----	-----	-----

7th Grade

0	120	120	120	120
---	-----	-----	-----	-----

8th Grade

0	0	120	120	120
---	---	-----	-----	-----

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

Total Enrollment (excluding Pre-Kindergarten)

120	240	360	360	360
-----	-----	-----	-----	-----

Change in Net Enrollment

120	120	120	0	0
-----	-----	-----	---	---

of Classes By Grade

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

0	0	0	0	0
---	---	---	---	---

1st Grade

0	0	0	0	0
---	---	---	---	---

2nd Grade

0	0	0	0	0
---	---	---	---	---

3rd Grade

0	0	0	0	0
---	---	---	---	---

4th Grade

0	0	0	0	0
---	---	---	---	---

5th Grade

0	0	0	0	0
---	---	---	---	---

6th Grade

4	4	4	4	4
---	---	---	---	---

7th Grade

0	4	4	4	4
---	---	---	---	---

8th Grade

0	0	4	4	4
---	---	---	---	---

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

Total # of Classes

4	8	12	12	12
---	---	----	----	----

Change in Net # of Classes

4	4	4	0	0
---	---	---	---	---

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Student Assumptions**

Other Key Assumptions Enter Estimated Percentages					
SPED %	13%	13%	13%	13%	13%
SPED Count	16	31	47	47	47
ELL %	15%	15%	15%	15%	15%
ELL Count	18	36	54	54	54
Anticipated Paid %	20%	20%	20%	20%	20%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	70%	70%	70%	70%	70%
Anticipated Paid Count	24	48	72	72	72
Anticipated Reduced Count	12	24	36	36	36
Anticipated Free Count	84	168	252	252	252
Total Free and Reduced Count	96	192	288	288	288
School Days	185	185	185	185	185
Attendance Rate	95%	95%	95%	95%	95%

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

	Rate/Assumption	Year 0		Assumption Notes
			2019-20	
Federal Revenues				
CSP Startup Grant			-	
Fundraising & Philanthropy				Detail any private funding sources
Walton Family Foundation	\$325,000	\$325,000		Assumes receipt of Walton Family Foundation start-up grant at charter authorization
Board Committed Fundraising	\$20,000	\$20,000		Assumes board commitment to fundraise or donate \$20K annually
Other		\$0		
Other		\$0		
Other		\$0		
Total Revenues			345,000	

Additional Space to Provide Fundraising Details

Compensation Assumptions

	FTE Count	Year 0		Assumption Notes
			2019-20	
Administrative Staff				
Principal/School Leader	0.83	\$78,850		Assumes no payment for Jul or Aug due to BES stipend; 10-month salary Sept 1, 2020 through June, 30 2021 @ pro-rated annual salary of \$95K
Assistant Principal	0.00	\$0		
Special Education Coordinator	0.00	\$0		
Deans, Directors	0.50	\$30,000		Assumes one Dean of Operations hired in January of 2021; 6 month salary from January 1, 2021 through June 30, 2021 at pro-rated salary of \$60K
Other (Specify in Assumptions)	0.00	\$0		
Total Administrative Compensation	1.33	108,850		
Instructional Staff				
Teachers	0.00	\$0		
Special Education Teachers	0.00	\$0		
Educational Assistants/Aides	0.00	\$0		
Elective Teachers	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Instructional Compensation	0.00	-		
Non-Instructional Staff				
Clerical Staff	0.00	\$0		
Custodial Staff	0.00	\$0		
Operations	0.00	\$0		
Social Workers/Counseling	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Non-Instructional Compensation	0.00	-		
Bonus		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
Total FTE Count	1.33			
Total Compensation		108,850		

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

Employer Benefits & Tax Assumptions

Year 0

2019-20

Base Assumption

Assumption Notes

Social Security	6.20%	\$6,749	Assumes rate of 6.2% of all wages during pre-opening year
Medicare	1.45%	\$1,578	Assumes rate of 1.45% of all wages during pre-opening year
State Unemployment	\$400 per employee	\$800	Assumes \$400 per employee per calendar year
Disability/Life Insurance	0.00%	\$0	Assumes n/a for pre-opening
Workers Compensation Insurance	1.00%	\$1,089	Assumes rate of 1.0% for all wages during pre-opening year
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$400	\$6,400	Assumes \$400 per month for all employees, including HoS for 10 months and DoO for 6 months
Dental Insurance	\$75	\$1,200	Assumes \$75 per month for all employees, including HoS for 10 months and DoO for 6 months
Vision Insurance	\$25	\$400	Assumes \$25 per month for all employees; including HoS for 10 months and DoO for 6 months
Other Retirement	0.00%	\$0	Assumes n/a for pre-opening

Total Employer Benefits & Taxes

18,216

Operating Expenses

Year 0

2019-20

Contracted Services

Assumption Notes

Professional Development	\$10,000	\$10,000	Assumes HoS and DoO travel to high performing schools, curriculum development/training @ \$10K
Financial Services	\$2,000	\$20,000	Assumes \$2K pay for 10 months; Sept 1, 2020 to Jun 30, 2021
Audit Services	\$0	\$0	
Legal Fees	\$2,500	\$2,500	Assumes one-time payment of \$2,500 for retainer to review policies
Copier Lease and Usage	\$500	\$1,500	Assumes \$500 per month for 3 months - April-June
Internet and Phone Service	\$0	\$0	
Cell Phone Service	\$75	\$750	Assumes \$75 dollar payment per month for 10 months Sept 2020 to Jun 2021
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$20	\$2,400	Assumes \$20 per student for recruitment for Y1
Bank Charges	\$20	\$200	Assumes \$20 dollar bank fee per 10 months

Supplies & Materials

Textbooks and Instructional Supplies	\$0	\$0	Assumes n/a during pre-opening
Education Software	\$0	\$0	Assumes n/a during pre-opening
Student Supplies	\$25	\$3,000	Assumes \$25 per student during Y1; bought at end of fiscal year to ensure readiness for start of Y1
Faculty Supplies	\$0	\$0	Assumes n/a during pre-opening
Library Books	\$40	\$4,800	Assumes \$40 per student during Y1; bought at end of fiscal year to ensure readiness for start of Y1
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$0	
Faculty Laptops	\$900	\$9,000	Assumes purchases of 10 laptops @ \$900 each for incoming staff
Office Supplies	\$100	\$1,000	Assumes \$100 per month for Sept 2020 to Jun 2021
Printing Paper	\$75	\$750	Assumes \$75 dollars per month for Sept 2020 to Jun 2021
Marketing Materials	\$5,000	\$5,000	Assumes all costs of materials for student recruitment and branding
Student Uniforms	\$50	\$6,000	Assumes \$50 per student during Y1; purchased at end of fiscal year to ensure readiness for start of Y1
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

Facility Related Expenses			
Rent	\$8,500	\$25,500	Assumes \$8.5K per month for set-up, cleaning, and preparation; Apr 2021 to Jun 2021; assumes utilities included within rent
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$300	\$3,000	Assumes \$300 per teacher for Y1; purchased at end of fiscal year to ensure readiness for start of Y1
Student Furniture	\$200	\$24,000	Assumes \$200 per student for Y1; purchased at end of fiscal year to ensure readiness for start of Y1
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$7	\$49,000	Assumes \$7 per square ft of building improvements for 7,000 sf
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$500	\$5,000	Assumes \$500 per 10 new Y1 FTEs
Student Recruitment & Community Engagement	\$100	\$12,000	Assumes \$120 per student enrolled for Y1; includes new student orientation, canvassing, parent meetings, and home visits
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Other	\$0	\$0	
Debt Service			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		185,400	
Total Expenses		312,466	

Bluff City Collegiate Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Beginning Cash	345,000	-	-	345,000	328,573	309,246	295,319	281,392	256,132	236,273	216,413	155,120	93,827		
Revenues															
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	345,000	-	-	-	-	-	-	-	-	-	-	-	-	-	345,000
Total Revenues	345,000	-	-	-	-	-	-	-	-	-	-	-	-	-	345,000
Expenses															
Staffing	108,850	-	-	7,885	7,885	7,885	7,885	12,885	12,885	12,885	12,885	12,885	108,850	-	-
Employer Benefits & Taxes	18,216	-	-	1,182	1,582	1,182	1,182	2,515	2,115	2,115	2,115	2,115	18,216	-	-
Contracted Services	37,350	-	-	4,985	7,485	2,485	2,485	7,485	2,485	2,485	2,485	2,485	37,350	-	-
Supplies & Materials	29,550	-	-	675	675	675	675	675	675	675	8,275	8,275	29,550	-	-
Facility-Related Expenses	101,500	-	-	-	-	-	-	-	-	-	33,833	33,833	101,500	-	-
Other Charges	17,000	-	-	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	17,000	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	312,466	-	-	16,427	19,327	13,927	13,927	25,260	19,860	19,860	61,293	61,293	312,466	-	-
Operating Income (Loss)	32,534	-	-	(16,427)	(19,327)	(13,927)	(13,927)	(25,260)	(19,860)	(19,860)	(61,293)	(61,293)	(312,466)	345,000	
Changes in Accounts Receivable															
Changes in Accounts Payable															
Line of Credit Proceeds															
Line of Credit Repayments															
Other Balance Sheet Activity															
Ending Cash				328,573	309,246	295,319	281,392	256,132	236,273	216,413	155,120	93,827	32,534		

Details of Cash Flow

	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20	Year 0 2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
Federal Revenues															
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy															
Walton Family Foundation	325,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	325,000	Assumes WFF Start-up Grant
Board Committed Fundraising	20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	20,000	Assumes Board Fund Development
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Revenues	345,000	-	-	-	-	-	-	-	-	-	-	-	-	345,000	

Bluff City Collegiate Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Compensation

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Compensation

	78,850	\$0	\$0	\$7,885	\$7,885	\$7,885	\$7,885	\$7,885	\$7,885	\$7,885	\$7,885	\$7,885	\$7,885	78,850	-	Assumption Notes
Principal/School Leader																- Assumes HOS Sept 2020 - Jun 2021
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Deans, Directors	30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	30,000	-	Assumes DOO Janu 2021 - Jun 2021
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Administrative Compensation	108,850	-	-	7,885	7,885	7,885	7,885	12,885	12,885	12,885	12,885	12,885	12,885	108,850	-	

Instructional Staff

Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Non-Instructional Staff

Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Bonus

Bonus	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Compensation

Total Compensation	108,850	-	-	7,885	7,885	7,885	7,885	12,885	12,885	12,885	12,885	12,885	12,885	108,850	-	
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Employer Benefits & Taxes

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Social Security

Social Security	6,749	\$0	\$0	\$489	\$489	\$489	\$489	\$799	\$799	\$799	\$799	\$799	\$799	6,749	-	Assumes costs based on schedule of wages
Medicare	1,578	\$0	\$0	\$114	\$114	\$114	\$114	\$187	\$187	\$187	\$187	\$187	\$187	1,578	-	Assumes costs based on schedule of wages
State Unemployment	800	\$0	\$0	\$0	\$400	\$0	\$0	\$400	\$0	\$0	\$0	\$0	\$0	800	-	Assumes costs based on schedule of wages
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumes n/a for pre-opening
Workers Compensation Insurance	1,089	\$0	\$0	\$79	\$79	\$79	\$79	\$129	\$129	\$129	\$129	\$129	\$129	1,089	-	Assumes n/a for pre-opening
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumes n/a for pre-opening
Medical Insurance	6,400	\$0	\$0	\$400	\$400	\$400	\$400	\$800	\$800	\$800	\$800	\$800	\$800	6,400	-	Assumes costs based on schedule of wages
Dental Insurance	1,200	\$0	\$0	\$75	\$75	\$75	\$75	\$150	\$150	\$150	\$150	\$150	\$150	1,200	-	Assumes costs based on schedule of wages
Vision Insurance	400	\$0	\$0	\$25	\$25	\$25	\$25	\$50	\$50	\$50	\$50	\$50	\$50	400	-	Assumes costs based on schedule of wages
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumes n/a for pre-opening

Total Employer Benefits & Taxes

Total Employer Benefits & Taxes	18,216	-	-	1,182	1,582	1,182	1,182	2,515	2,115	2,115	2,115	2,115	2,115	18,216	-	
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Bluff City Collegiate Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Operating Expenses

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	2019-20 AR/AP

Contracted Services

	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	Assumption Notes
	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Professional Development	10,000	\$0	\$0	\$0	\$5,000	\$0	\$0	\$5,000	\$0	\$0	\$0	\$0	10,000	-	- Assumes PD costs
Financial Services	20,000	\$0	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	20,000	-	- Assumes Financial Services costs
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Legal Fees	2,500	\$0	\$0	\$2,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	2,500	-	- Assumes Legal Fees retainer
Copier Lease and Usage	1,500	\$0	\$0	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,500	-	- Assumes 10 months of Copier Lease and Usage costs
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Cell Phone Service	750	\$0	\$0	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	750	-	- Assumes 10 months of Cell Phone Service costs
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Postal Charges	2,400	\$0	\$0	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	2,400	-	- Assumes 10 months of Postal Charges costs
Bank Charges	200	\$0	\$0	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	200	-	- Assumes 10 months of Bank Charges costs

Supplies & Materials

	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	Assumption Notes
	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Student Supplies	3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000	\$1,000	3,000	- Assumes Student Supplies start-up costs
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Library Books	4,800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,600	\$1,600	\$1,600	4,800	- Assumes Library Books start-up costs
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Faculty Laptops	9,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000	\$3,000	\$3,000	9,000	- Assumes Faculty Laptops start-up costs
Office Supplies	1,000	\$0	\$0	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,000	- Assumes 10 months of Office Supplies costs
Printing Paper	750	\$0	\$0	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	750	- Assumes 10 months of Printing Paper costs
Marketing Materials	5,000	\$0	\$0	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	5,000	- Assumes 10 months of Marketing Materials costs	
Student Uniforms	6,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$2,000	\$2,000	6,000	- Assumes Student Uniforms start-up costs
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-

Facility Related Expenses

	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	Assumption Notes
	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Rent	25,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,500	\$8,500	\$8,500	25,500	- Assumes 3 months of Rent costs
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Faculty Furniture	3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000	\$1,000	3,000	- Assumes Faculty Furniture start-up costs
Student Furniture	24,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,000	\$8,000	\$8,000	24,000	- Assumes Student Furniture start-up costs
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Tenant Improvements	49,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,333	\$16,333	\$16,333	49,000	- Assumes Tenant Improvements start-up costs
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-

Other Charges

	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	Assumption Notes
	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Staff Recruitment	5,000	\$0	\$0	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	5,000	-	- Assumes 10 months of Staff Recruitment costs
Student Recruitment & Community Engagement	12,000	\$0	\$0	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	12,000	-	- Assumes 10 months of Student Recruitment & Community Engagement costs
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-

Debt Service

	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	Assumption Notes
	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses

185,400	-	-	7,360	9,860	4,860	4,860	9,860	4,860	4,860	46,293	46,293	46,293	185,400	-
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Total Expenses

312,466	-	-	16,427	19,327	13,927	13,927	25,260	19,860	19,860	61,293	61,293	61,293	312,466	-
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**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	120	240	360	360	360
# of Classes	4	8	12	12	12
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	1.00	1.00	1.00
Deans, Directors	1.00	2.00	3.00	4.00	4.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	2.00	3.00	5.00	6.00	6.00
Instructional Staff					
Teachers	6.00	12.00	18.00	18.00	18.00
Special Education Teachers	1.00	2.00	3.00	3.00	3.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
Elective Teachers	0.00	2.00	3.00	3.00	3.00
Other (Specify in Assumptions)	1.00	1.00	2.00	2.00	2.00
Total Instructional FTE	8.00	17.00	26.00	26.00	26.00
Non-Instructional Staff					
Clerical Staff	1.00	1.00	2.00	2.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	0.00	0.00	0.00	0.00
Social Workers/Counseling	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	1.00	1.00	2.00	2.00	2.00
Total FTE	11.00	21.00	33.00	34.00	34.00

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Compensation Assumptions

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Annual Increase	0.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%

Administrative Staff

Base Assumption

Principal/School Leader	\$95,000	95,000	96,900	98,838	100,815	102,831
Assistant Principal	\$0	-	-	-	-	-
Special Education Coordinator	\$54,000	-	-	56,182	57,305	58,451
Deans, Directors	\$60,000	60,000	122,400	187,272	254,690	259,784
Other (Specify in Assumptions)	\$0	-	-	-	-	-
Total Administrative Compensation	155,000	219,300	342,292	412,810	421,066	421,066

Assumption Notes

Assumes annual salary of \$95K and 2% annual COLA
Assumes Student Support Coordinator promoted from SPED Teacher full time in Y3 and 2% annual COLA
Assumes Dean of Operations in Y1; Dean of Curriculum and Instruction in Y2; 2nd Dean of Curriculum and Instruction in Y3; Dean of Culture in Y4 2% annual COLA

Instructional Staff

Teachers	\$46,000	276,000	563,040	861,451	878,680	896,254
Special Education Teachers	\$50,000	50,000	102,000	156,060	159,181	162,365
Educational Assistants/Aides		-	-	-	-	-
Elective Teachers	\$40,000	-	81,600	124,848	127,345	129,892
Other (Specify in Assumptions)	\$50,000	50,000	102,000	104,040	106,121	108,243
Total Instructional Compensation		376,000	848,640	1,246,399	1,271,327	1,296,754

Assumes 15% above local salary for starting teacher and 2% COLA
Assumes 1 SPED teacher in Y1; 2 SPED teachers in Y2; 3 SPED teachers in Y3; 2% annual COLA
Assumes Physical Education teacher and Creative Arts teacher in Y2; Facing History and Ourselves teacher in Y3; 2% annual COLA
Assumes \$50K for EL Teacher - 1 EL teacher in Y1; 2 EL teachers in Y2; 2% annual COLA

Non-Instructional Staff

Clerical Staff	\$40,000	40,000	40,800	83,232	84,897	86,595
Custodial Staff	\$0	-	-	-	-	-
Operations	\$0	-	-	-	-	-
Social Workers/Counseling	\$0	-	-	-	-	-
Other (Specify in Assumptions)	\$0	-	-	-	-	-
Total Non-Instructional Compensation		40,000	40,800	83,232	84,897	86,595

Assumes 1 Office Manager in Y1; 2 Office Managers in Y3; 2% annual COLA

Other Compensation	-	-	-	-	-	-
Other Compensation	-	-	-	-	-	-
Other Compensation	-	-	-	-	-	-
Other Compensation	-	-	-	-	-	-

Total Compensation	571,000	1,108,740	1,671,923	1,769,034	1,804,414	1,804,414
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**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Employer Benefits & Tax Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2020-21	2021-22	2022-23	2023-24	2024-25	
	Base Assumption						Assumption Notes
Social Security	6.20%	\$35,402	\$68,742	\$103,659	\$109,680	\$111,874	Assumes 6.2% of all wages
Medicare	1.45%	\$8,280	\$16,077	\$24,243	\$25,651	\$26,164	Assumes 1.45% of all wages
State Unemployment	\$400	\$4,000	\$8,000	\$11,600	\$12,800	\$12,800	Assumes \$400 per employee per year
Disability/Life Insurance	0.25%	\$1,428	\$2,772	\$4,180	\$4,423	\$4,511	Assumes .25% of all wages
Workers Compensation Insurance	1.00%	\$5,710	\$11,087	\$16,719	\$17,690	\$18,044	Assumes 1.00% of all wages
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	
	Health Insurance						
	Annual Increase	0.00%	4.00%	4.00%	4.00%	4.00%	
	Cumulative Increase	100.00%	104.00%	108.16%	112.49%	116.99%	
Medical Insurance	\$3,600	\$39,600	\$78,624	\$101,238	\$137,683	\$143,174	Assumes employer contribution of \$300 per month per FTE; 4% increase beginning in Y2
Dental Insurance	\$900	\$9,900	\$19,656	\$25,298	\$34,374	\$35,734	Assumes employer contribution of \$75 per month, per FTE; 4% increase beginning in Y2
Vision Insurance	\$300	\$3,300	\$6,552	\$8,124	\$10,727	\$11,492	Assumes employer contribution of \$25 per month, per FTE; 4% increase beginning in Y2
TCRS Certified Legacy	10.46%	\$59,727	\$115,974	\$174,883	\$185,041	\$188,742	Assumes 10.46% employer contribution to TCRS for all wages for each year
TCRS Certified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2020-21
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption		Assumption Notes
Basic Education Program	\$8,464	\$1,015,680	Assumes \$8464 per 120 students in Y1; per TDOE Funding Rate
BEP Transportation Component	\$200	\$24,000	Assumes \$200 per 120 students in Y1; per TDOE Funding Rate
BEP Capital Outlay	\$300	\$36,000	Assumes \$300 per 120 students in Y1; per TDOE Funding Rate
Other	\$0	\$0	
Other	\$0	\$0	
Federal Revenues	\$0	\$0	
Title I	\$300	\$36,000	Assumes \$300 per 120 students in Y1
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$150	\$18,000	Assumes \$150 per 120 students in Y1
CSP Startup Grant	\$250,000	\$250,000	Assumes \$250K for Y1, \$50K deferred to Y2 with a possible maximum of \$600K
Other	\$0	\$0	
Other	\$0	\$0	
School Activity Revenues			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Fundraising & Philanthropy			
Walton Family Foundation	\$0	\$0	
Board Committed Fundraising	\$20,000	\$20,000	Assumes board commitment to donate or raise \$20K
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		1,399,680	

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1 Budget**

Compensation

		Year 1 2020-21		
	FTE Count			Assumption Notes
Administrative Staff				
Principal/School Leader	1.00	95,000		Assumes 1 Head of School
Assistant Principal	0.00	-		
Special Education Coordinator	0.00	-		
Deans, Directors	1.00	60,000		Assumes 1 Dean of Operations
Other (Specify in Assumptions)	0.00	-		
Total Administrative Compensation	2.00	155,000		
Instructional Staff				
Teachers	6.00	276,000		Assumes 6 Classroom teachers
Special Education Teachers	1.00	50,000		Assumes 1 Certified Special Education Teacher
Educational Assistants/Aides	0.00	-		
Elective Teachers	0.00	-		
Other (Specify in Assumptions)	1.00	50,000		Assumes 1 Certified ELL Teacher
Total Instructional Compensation	8.00	376,000		
Non-Instructional Staff				
Clerical Staff	1.00	40,000		Assumes 1 Office Manager
Custodial Staff	0.00	-		
Operations	0.00	-		
Social Workers/Counseling	0.00	-		
Other (Specify in Assumptions)	0.00	-		
Total Non-Instructional Compensation	1.00	40,000		
Other Compensation		-		
Other Compensation		-		
Other Compensation		-		
Other Compensation		-		
Total Compensation		571,000		

Employer Benefits & Taxes

		Year 1 2020-21		
				Assumption Notes
Social Security		35,402		Assumes 6.2% of wages
Medicare		8,280		Assumes 1.45% of wages
State Unemployment		4,000		Assumes 400 payment per year per FTE
Disability/Life Insurance		1,428		Assumes 1.00% payment over the year
Workers Compensation Insurance		5,710		
Other Fringe Benefits		-		
Medical Insurance		39,600		Assumes employer contribution of \$300 per month per FTE
Dental Insurance		9,900		Assumes employer contribution of \$75 per month per FTE
Vision Insurance		3,300		Assumes employer contribution of \$25 per month per FTE
TCRS Certified Legacy		59,727		Assumes 10.46% employer contribution to TCRS for all wages for each year
TCRS Certified Hybrid		-		
TCRS Classified Legacy		-		
TCRS Classified Hybrid		-		
Other Classified Retirement		-		
Other Retirement		-		
Total Employer Benefits & Taxes		167,346		

**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1 Budget**

Operating Expenses			
Year 1			
2020-21			
Contracted Services			Assumption Notes
Professional Development	\$13,500	\$13,500	Assumes \$3,500 for NWEA MAPS, \$10,000 for Follow Support -
Financial Services	\$55,000	\$55,000	Assumes multi-year contract for all back office services
Audit Services	\$3,000	\$3,000	Assumes \$3,000 for audit and 990 filing
Legal Fees	\$2,500	\$2,500	Assumes \$2,500 retainer
Copier Lease and Usage	\$1,500	\$18,000	Assumes \$500 for three copiers per month.
Internet and Phone Service	\$300	\$3,600	Assumes \$300 per month
Cell Phone Service	\$100	\$1,200	Assumes \$100 per month
Payroll Services	\$300	\$3,600	Assumes \$300 per month
Health Services	\$15	\$1,800	Assumes \$15 per child; Well Child
Transportation	\$50,000	\$50,000	Assumes 1 bus route for Y1
IT Services	\$9,600	\$9,600	Assumes \$500 for IT Support per month for Y1
Contracted SPED Services	\$1,000	\$13,000	Assumes \$1,000 per student identified as SPED
Insurance	\$15,000	\$15,000	Assumes \$15,000
Postal Charges	\$6	\$720	Assumes \$6 per student for mailers
Bank Charges	\$20	\$240	Assumes \$20 per month
Supplies & Materials			
Textbooks and Instructional Supplies	\$100	\$12,000	Assumes \$100 per student with 120 students enrolled in Y1
Education Software	\$100	\$12,000	Assumes \$100 per student with 120 students enrolled in Y1
Student Supplies	\$50	\$6,000	Assumes \$50 per student with 120 students enrolled in Y1
Faculty Supplies	\$50	\$3,000	Assumes \$50 per FTE per 10 months within the school year
Library Books	\$40	\$4,800	Assumes \$40 per student with 120 students enrolled in Y1
Testing & Evaluation	\$20	\$2,400	Assumes \$20 per student with 120 students enrolled in Y1 - quote from NWEA Maps CHECK THESE NUMBERS
Student Laptops	\$230	\$27,600	Assumes \$230 for each student with 120 students enrolled in Y1
Faculty Laptops	\$0	\$0	Assumes n/a since purchased prior to year 1
Office Supplies	\$300	\$3,000	Assumes \$300 per month for office supplies
Printing Paper	\$40	\$4,800	Assumes \$40 per student with 120 students enrolled in Y1
Marketing Materials	\$200	\$2,400	Assumes \$200 per month
Student Uniforms	\$25	\$3,000	Assumes \$25 dollars per student (2 polo shirts + 1 pant)
Gifts & Awards - Students	\$25	\$3,000	Assumes \$25 dollars per student
Gifts & Awards - Teachers and Staff	\$100	\$1,100	Assumes \$100 per FTE for Y1
Health Supplies	\$0	\$0	Assumes health supplies are covered under allotted Health Services
Facility Related Expenses			
Rent	\$8,500	\$102,000	Assumes \$8500 per month for lease
Utilities	\$1,600	\$19,200	Assumes \$1,600 per month
Custodial	\$1,200	\$14,400	Assumes \$1,200 per month
Waste	\$200	\$2,400	Assumes \$200 per month
Faculty Furniture	\$200	\$2,400	Assumes \$200 per staff member
Student Furniture	\$200	\$24,000	Assumes \$200 per student
Internet/Network Equipment	\$8,000	\$8,000	Assumes set up and monthly fee
Other Equipment	\$0	\$0	
Building Decorum	\$5,000	\$5,000	Assumes money for signage, painting, and facility branding.
Tenant Improvements	\$5	\$35,000	Assumes \$5 per SF at 7,000SF
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$5,000	\$5,000	Assumes \$5K per recruitment costs
Student Recruitment & Community Engagement	\$100	\$12,000	Assumes \$100 per student for recruitment and retention
Parent & Staff Meetings	\$50	\$500	Assumes \$50 per month
Authorizer Fee	\$31,187	\$31,187	Assumes authorizer fee 3% or equal
Other	\$0	\$0	
Debt Service			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		536,947	
Total Expenses		1,275,293	

Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP		
Beginning Cash	32,534	32,534	138,018	133,670	142,222	155,108	164,993	186,878	199,763	212,649	234,534	239,419	139,137			
Revenues																
State Revenues	1,075,680	-	107,568	107,568	107,568	107,568	107,568	107,568	107,568	107,568	2,400	105,168	1,075,680	-		
Federal Revenues	304,000	251,500	1,500	10,500	1,500	1,500	10,500	1,500	1,500	10,500	1,500	10,500	304,000	-		
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fundraising & Philanthropy	20,000	20,000	-	-	-	-	-	-	-	-	-	-	20,000	-		
Total Revenues	1,399,680	271,500	109,068	118,068	109,068	109,068	118,068	109,068	109,068	118,068	109,068	3,900	115,668	1,399,680		
Expenses																
Staffing	571,000	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	571,000	-		
Employer Benefits & Taxes	167,346	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	167,346	-		
Contracted Services	190,760	12,888	16,488	16,488	16,488	19,488	16,488	16,488	16,488	16,488	16,488	10,188	190,760	-		
Supplies & Materials	85,100	59,842	5,842	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	1,942	85,100	-		
Facility-Related Expenses	212,400	27,900	25,500	25,500	12,167	12,167	12,167	12,167	12,167	20,167	20,167	20,167	212,400	-		
Other Charges	48,687	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	4,057	48,687	-		
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Expenses	1,275,293	166,016	113,416	109,516	96,183	99,183	96,183	96,183	96,183	104,183	104,183	97,883	1,275,293	-		
Operating Income (Loss)	124,387	105,484	(4,348)	8,552	12,885	9,885	21,885	12,885	12,885	21,885	4,885	(100,283)	17,785	124,387		
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	138,018	133,670	142,222	155,108	164,993	186,878	199,763	212,649	234,534	239,419	139,137	156,922				

Details of Cash Flow

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
State Revenues															
Basic Education Program	1,015,680	\$0	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$0	\$101,568	1,015,680	-	-
BEP Transportation Component	24,000		\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$0	24,000	-	-
BEP Capital Outlay	36,000	\$0	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$0	\$3,600	36,000	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Federal Revenues															
Title I	36,000	\$0	\$0	\$9,000	\$0	\$0	\$9,000	\$0	\$0	\$9,000	\$0	\$0	\$9,000	36,000	-
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
E-Rate	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	-	
CSP Startup Grant	250,000	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	250,000	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
School Activity Revenues															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Fundraising & Philanthropy															
Walton Family Foundation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Board Committed Fundraising	20,000	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	20,000	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Revenues	1,399,680	271,500	109,068	118,068	109,068	109,068	118,068	109,068	109,068	118,068	109,068	3,900	115,668	1,399,680	

Assumption Notes

Assumption Notes

- Assumes per SCS BEP payment schedule of August - April, June
- Assumes per SCS BEP payment schedule of August - April, June
- Assumes per SCS BEP payment schedule of August - April, June
- Assumes quarterly distribution
- Assumes monthly, assumes amount applied to technology bills
- Assumes initial distribution
- Assumes annual distribution

Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Compensation

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Compensation																				
Principal/School Leader	95,000	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	95,000						Assumes 24 pay periods through FY
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Deans, Directors	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000						Assumes 24 pay periods through FY
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Total Administrative Compensation	155,000	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	155,000						
Instructional Staff																				
Teachers	276,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	276,000						Assumes 24 pay periods through FY
Special Education Teachers	50,000	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	50,000						Assumes 24 pay periods through FY
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Other (Specify in Assumptions)	50,000	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	50,000						Assumes 24 pay periods through FY
Total Instructional Compensation	376,000	31,333	31,333	31,333	31,333	31,333	31,333	31,333	31,333	31,333	31,333	31,333	31,333	376,000						
Non-Instructional Staff																				
Clerical Staff	40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	40,000						Assumes 24 pay periods through FY
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Total Non-Instructional Compensation	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000						
Total Compensation	571,000	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	47,583	571,000						

Employer Benefits & Taxes

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Social Security	35,402	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	\$2,950	35,402						Assumes on wages; 24 pay period cycles
Medicare	8,280	\$690	\$690	\$690	\$690	\$690	\$690	\$690	\$690	\$690	\$690	\$690	\$690	8,280						Assumes on wages; 24 pay period cycles
State Unemployment	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000						Assumes on wages; 24 pay period cycles
Disability/Life Insurance	1,428	\$119	\$119	\$119	\$119	\$119	\$119	\$119	\$119	\$119	\$119	\$119	\$119	1,428						Assumes on wages; 24 pay period cycles
Workers Compensation Insurance	5,710	\$476	\$476	\$476	\$476	\$476	\$476	\$476	\$476	\$476	\$476	\$476	\$476	5,710						Assumes on wages; 24 pay period cycles
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Medical Insurance	39,600	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	39,600						Assumes on wages; 24 pay period cycles
Dental Insurance	9,900	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	9,900						Assumes on wages; 24 pay period cycles
Vision Insurance	3,300	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	3,300						Assumes on wages; 24 pay period cycles
TCRS Certified Legacy	59,727	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	59,727						Assumes on wages; 24 pay period cycles
TCRS Certified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-						
Total Employer Benefits & Taxes	167,346	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	13,945	167,346						

Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Operating Expenses

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Contracted Services

	13,500	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	\$1,125	13,500	-	Assumes PD costs	
Professional Development																-	Assumes PD costs
Financial Services	55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	Assumes Financial Services costs	
Audit Services	3,000	\$0	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0	3,000	-	Assumes Audit Services costs	
Legal Fees	2,500	\$2,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	2,500	-	Assumes Legal Fees costs	
Copier Lease and Usage	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	-	Assumes Copier Lease and Usage cost	
Internet and Phone Service	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Assumes Internet and Phone Service costs	
Cell Phone Service	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	-	Assumes Cell Phone Service costs	
Payroll Services	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Assumes Payroll Services costs	
Health Services	1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,800	-	Assumes Health Services costs	
Transportation	50,000	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$0	50,000	-	Assumes Transportation costs	
IT Services	9,600	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	9,600	-	Assumes IT Services costs	
Contracted SPED Services	13,000	\$0	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$0	13,000	-	Assumes Contracted SPED Services costs	
Insurance	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Assumes Insurance costs	
Postal Charges	720	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	720	-	Assumes Postal Charges costs	
Bank Charges	240	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	240	-	Assumes Bank Charges costs	

Assumption Notes

Supplies & Materials

Textbooks and Instructional Supplies	12,000	\$12,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	12,000	-	Assumes Textbooks & Instructional Supplies costs
Education Software	12,000	\$12,000												12,000	-	Assumes Education Software costs
Student Supplies	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	Assumes Student Supplies costs
Faculty Supplies	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Assumes Faculty Supplies costs
Library Books	4,800	\$2,400	\$2,400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	4,800	-	Assumes Library Books costs
Testing & Evaluation	2,400	\$2,400												2,400	-	Assumes Testing & Evaluation costs
Student Laptops	27,600	\$27,600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	27,600	-	Assumes Student Laptops costs
Faculty Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumes Faculty Laptops costs
Office Supplies	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Assumes Office Supplies costs
Printing Paper	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	-	Assumes Printing Paper costs
Marketing Materials	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	Assumes Marketing Materials costs
Student Uniforms	3,000	\$1,500	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	3,000	-	Assumes Student Uniforms costs
Gifts & Awards - Students	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Assumes Gifts & Awards - Students costs
Gifts & Awards - Teachers and Staff	1,100	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	1,100	-	Assumes Gifts & Awards - Teachers and Staff costs
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Facility Related Expenses

Rent	102,000	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	102,000	-	Assumes Rent costs
Utilities	19,200	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	19,200	-	Assumes Utilities costs
Custodial	14,400	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	14,400	-	Assumes Custodial costs
Waste	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	Assumes Waste costs
Faculty Furniture	2,400	\$2,400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	2,400	-	Assumes Faculty Furniture costs
Student Furniture	24,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,000	\$8,000	24,000	-	Assumes Student Furniture costs
Internet/Network Equipment	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	Assumes Internet/Network Equipment costs
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Building Decorum	5,000	\$1,667	\$1,667	\$1,667	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	5,000	-	Assumes Building Decorum costs
Tenant Improvements	35,000	\$11,667	\$11,667	\$11,667	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	35,000	-	Assumes Tenant Improvements costs
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Other Charges

Staff Recruitment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Assumes Staff Recruitment costs
Student Recruitment & Community Engagment costs	12,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	12,000	-	Assumes Student Recruitment & Community Engagment costs
Parent & Staff Meetings	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	-	Assumes Parent Meetings costs
Authorizer Fee	31,187	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	\$2,599	31,187	-	Assumes Staff Meetings costs
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Debt Service

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses

	536,947	104,487	51,887	47,987	34,654	37,654	34,654	34,654	34,654	34,654	42,654	42,654	36,354	536,947	-
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Total Expenses

	1,275,293	166,016	113,416	109,516	96,183	99,183	96,183	96,183	96,183	96,183	104,183	104,183	97,883	1,275,293	-
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Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Annual Revenue Increase	0.00%	1.50%	1.50%	1.50%	1.50%
Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%

State Revenues

Assumption

Assumption Notes

Basic Education Program	\$8,464	1,015,680	\$2,031,360	\$3,139,137	\$3,186,224	\$3,234,017	Assumes \$8464 per student per year of operation with 1.5% annual increase
BEP Transportation Component	\$200	24,000	\$48,720	\$74,176	\$75,289	\$76,418	Assumes \$200 per student per year of operation with 1.5% annual increase
BEP Capital Outlay	\$300	36,000	\$73,080	\$111,264	\$112,933	\$114,627	Assumes \$300 per student per year of operation plus 1.5% annual increase
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Federal Revenues

Title I	\$300	36,000	\$73,080	\$111,264	\$112,933	\$114,627	Assumes \$300 per student per year of operation with 1.5% annual increase
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$150	18,000	\$18,270	\$36,000	\$54,000	\$54,000	Assumes \$150 per student per year of operation; no inflation
CSP Startup Grant	\$0	250,000	\$50,000	\$0	\$0	\$0	Assumes \$250K in Y1 with \$50K from deferred payment for Y2
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

School Activity Revenues

Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Fundraising & Philanthropy

Walton Family Foundation	\$0	-	\$0	\$0	\$0	\$0	
Board Committed Fundraising	\$20,000	20,000	\$20,000	\$20,000	\$20,000	\$20,000	Assumes board commitment of \$20K per year of operation
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

1,399,680	2,314,510	3,491,842	3,561,379	3,613,690
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**Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Compensation

Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
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Assumption Notes

Administrative Staff

Principal/School Leader	95,000	96,900	98,838	100,815	102,831	Assumes HOS pre-opening, starting annual salary of \$95K with 2% annual COLA
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	56,182	57,305	58,451	Assumes Student Support Coordinator in Y3 with starting salary of \$56K with 2% annual COLA
Deans, Directors	60,000	122,400	187,272	254,690	259,784	Assumes Dean of Operations in Y1; Dean of Curriculum and Instruction in Y2; 2nd Dean of Curriculum and Instruction in Y3; Dean of Culture in Y4 with starting salary of \$60K and 2% annual COLA
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	155,000	219,300	342,292	412,810	421,066	

Instructional Staff

Teachers	276,000	563,040	861,451	878,680	896,254	Assumes 15% increase above local salary for starting teacher with starting salary of \$46K and 2% annual COLA
Special Education Teachers	50,000	102,000	156,060	159,181	162,365	Assumes 1 SPED teacher in Y1; 2 SPED teachers in Y2; 3 SPED teachers in Y3 with annual salary of \$50K and 2% annual COLA
Educational Assistants/Aides	-	-	-	-	-	
Elective Teachers	-	81,600	124,848	127,345	129,892	Assumes Physical Education and Creative Arts teacher in Y2; Facing History and Ourselves teacher in Y3 with annual salary of \$40K and 2% annual COLA
Other (Specify in Assumptions)	50,000	102,000	104,040	106,121	108,243	Assumes \$50K for EL Teacher - 1 EL teacher in Y1; 2 EL teachers in Y2 with annual salary of \$50K and 2% annual COLA
Total Instructional Compensation	376,000	848,640	1,246,399	1,271,327	1,296,754	

Non-Instructional Staff

Clerical Staff	40,000	40,800	83,232	84,897	86,595	Assumes 1 Office Manager in Y1; 2 Office Managers in Y3 with annual salary of \$40K and 2% annual COLA
Custodial Staff	-	-	-	-	-	
Operations	-	-	-	-	-	
Social Workers/Counseling	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Non-Instructional Compensation	40,000	40,800	83,232	84,897	86,595	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	571,000	1,108,740	1,671,923	1,769,034	1,804,414	

Employer Benefits & Taxes

Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
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Assumption Notes

Social Security	35,402	68,742	103,659	109,680	111,874	Assumes 6.2% of wages
Medicare	8,280	16,077	24,243	25,651	26,164	Assumes 1.45% of wages
State Unemployment	4,000	8,000	11,600	12,800	12,800	Assumes \$400 payment per year per FTE
Disability/Life Insurance	1,428	2,772	4,180	4,423	4,511	Assumes 1.00% payment over the year
Workers Compensation Insurance	5,710	11,087	16,719	17,690	18,044	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	39,600	78,624	101,238	137,683	143,174	Assumes aemployeeer contribution of \$300 per month per FTE
Dental Insurance	9,900	10,296	10,708	11,136	11,582	Assumes employeeer contribution of \$75 per month per FTE
Vision Insurance	3,900	3,432	3,569	3,712	3,861	Assumes employeeer contribution of \$25 per month per FTE
TCRS Certified Legacy	59,727	115,974	174,883	185,041	188,742	Assumes 10.46% employeeer contribution to TCRS for all wages for each year
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	167,346	315,004	450,799	507,816	520,751	

Bluff City Collegiate Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Operating Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Annual Expense Increase	0.00%	1.50%	1.50%	1.50%	1.50%
Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Contracted Services						Assumption Notes	
Professional Development	\$13,500	13,500	\$13,703	\$13,908	\$14,117	\$14,328	Assumes \$3,500 for NWEA MAPS, \$10,000 for Follow Support; PD costs over all years
Financial Services	\$4,583	55,000	\$55,825	\$56,662	\$57,512	\$58,375	Assumes multi-year contract for all back office services
Audit Services	\$3,000	3,000	\$3,045	\$3,091	\$3,137	\$3,184	Assumes \$3,000 for annual audit and 990 filing
Legal Fees	\$2,500	2,500	\$2,538	\$2,576	\$2,614	\$2,653	Assumes \$2,500 retainer
Copier Lease and Usage	\$1,500	18,000	\$18,270	\$18,544	\$18,822	\$19,105	Assumes \$500 for three copiers per month
Internet and Phone Service	\$300	3,600	\$3,654	\$3,709	\$3,764	\$3,821	Assumes \$300 per month
Cell Phone Service	\$100	1,200	\$1,218	\$1,236	\$1,255	\$1,274	Assumes \$100 per month
Payroll Services	\$300	3,600	\$3,654	\$3,709	\$3,764	\$3,821	Assumes \$300 per month
Health Services	\$15	1,800	\$1,827	\$1,854	\$1,882	\$1,910	Assumes \$15 per child; Well Child
Transportation	\$50,000	50,000	\$50,750	\$51,511	\$52,284	\$53,068	Assumes 1 bus route for Y1
IT Services	\$9,600	9,600	\$9,744	\$9,890	\$10,039	\$10,189	Assumes \$500 for IT Support per month for Y1
Contracted SPED Services	\$1,000	13,000	\$13,195	\$13,393	\$13,594	\$13,798	Assumes \$1,000 per student identified as SPED
Insurance	\$125	15,000	\$15,225	\$15,453	\$15,685	\$15,920	Assumes \$15,000 with annual increase
Postal Charges	\$6	720	\$731	\$742	\$753	\$764	Assumes \$6 per student for mailers
Bank Charges	\$20	240	\$244	\$247	\$251	\$255	Assumes \$20 per month
Supplies & Materials							
Textbooks and Instructional Supplies	\$100	12,000	\$24,360	\$37,088	\$37,644	\$38,209	Assumes \$100 per student in each year plus inflation
Education Software	\$100	12,000	\$12,180	\$24,725	\$37,644	\$38,209	Assumes \$100 per student
Student Supplies	\$50	6,000	\$12,180	\$18,544	\$18,822	\$19,105	Assumes \$50 per student in each year plus inflation
Faculty Supplies	\$50	3,000	\$8,670	\$13,520	\$13,790	\$14,066	Assumes \$50 per FTE instructional staff per year plus inflation
Library Books	\$40	4,800	\$4,872	\$9,792	\$14,976	\$15,276	Assumes \$40 per student per year plus inflation
Testing & Evaluation	\$20	25,000	\$25,375	\$25,756	\$26,142	\$26,534	Assumes \$14 per new student per year plus inflation
Student Laptops	\$230	27,600	\$28,014	\$28,434	\$0	\$0	Assumes \$230 per student for Y1 through Y3 until computers equal 1 per student
Faculty Laptops	\$0	4,500	\$4,568	\$4,636	\$0	\$0	Assumes n/a purchased prior to Y1
Office Supplies	\$300	3,000	\$3,045	\$3,091	\$3,137	\$3,184	Assumes \$300 per month plus inflation
Printing Paper	\$40	4,800	\$9,792	\$14,976	\$15,276	\$15,581	Assumes \$40 per student per year plus inflation
Marketing Materials	\$200	2,400	\$12,180	\$24,725	\$37,644	\$38,209	Assumes \$200 per month plus inflation
Student Uniforms	\$25	3,000	\$6,090	\$9,272	\$9,411	\$9,552	Assumes \$25 dollars per student (2 polo shirts + 1 pant) per year plus inflation
Gifts & Awards - Students	\$25	3,000	\$3,045	\$6,120	\$9,360	\$9,547	Assumes \$25 dollars per student per year plus inflation
Gifts & Awards - Teachers and Staff	\$100	1,100	\$2,142	\$3,366	\$3,468	\$3,537	Assumes \$100 per FTE for Y1 plus inflation
Health Supplies	\$0	-	\$0	\$0	\$0	\$0	Assumes health supplies are covered under allotted Health Services
Facility Related Expenses							
Rent	\$8,500	102,000	\$103,530	\$105,083	\$106,659	\$108,259	Assumes \$8500 per month plus inflation
Utilities	\$1,600	19,200	\$19,488	\$19,780	\$20,077	\$20,378	Assumes \$1,600 per month plus inflation
Custodial	\$1,200	14,400	\$14,616	\$14,835	\$15,058	\$15,284	Assumes \$1,200 per month plus inflation
Waste	\$200	2,400	\$2,436	\$2,473	\$2,510	\$2,547	Assumes \$2,400 per month plus inflation
Faculty Furniture	\$200	2,400	\$2,436	\$2,473	\$2,510	\$0	Assumes \$200 per FTE plus inflation until fully grown.
Student Furniture	\$200	24,000	\$24,360	\$24,725	\$25,096	\$25,473	Assumes \$200 per new students plus inflation
Internet/Network Equipment	\$8,000	8,000	\$0	\$0	\$0	\$0	Assumes set up and monthly fee
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	
Building Decorum	\$5,000	5,000	\$5,075	\$5,151	\$5,228	\$5,307	Assumes money for signage, painting, and facility branding plus inflation
Tenant Improvements	\$5	70,000	\$71,050	\$72,116	\$73,197	\$74,295	Assumes \$5 per SF at 7,000 sf per year plus inflation
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other Charges							
Staff Recruitment	\$22,000	5,000	5,075	5,151	5,228	5,307	
Student Recruitment & Community Engagement	\$100	24,000	24,360	24,725	25,096	25,473	Assumes \$100 per new student per year plus inflation
Parent & Staff Meetings	\$50	500	508	515	523	531	Assumes 1 parent meeting per month with cost of \$50 per meeting plus inflation
Authorizer Fee	\$35,000	35,000	35,000	35,515	36,048	36,588	Assumes \$35K authorizer fee to SCS each year
Other	\$0	-	-	-	-	-	
Debt Service							
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Total Operating Expenses	614,860	658,067	733,114	744,020	752,917		
Total Expenses	1,353,206	2,081,811	2,855,836	3,020,870	3,078,082		

Bluff City Collegiate Charter School
 New Charter School Application Budget Template
 Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Starting Fund Balance	-	32,534	79,009	311,707	947,713	1,488,223
State Revenues	-	1,075,680	2,153,160	3,324,577	3,374,446	3,425,063
Federal Revenues	-	304,000	141,350	147,264	166,933	168,627
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	345,000	20,000	20,000	20,000	20,000	20,000
Total Revenues	345,000	1,399,680	2,314,510	3,491,842	3,561,379	3,613,690
Staffing	108,850	571,000	1,108,740	1,671,923	1,769,034	1,804,414
Employer Benefits & Taxes	18,216	167,346	315,004	450,799	507,816	520,751
Contracted Services	37,350	190,760	193,621	196,526	199,474	202,466
Supplies & Materials	29,550	112,200	156,513	224,045	227,315	231,010
Facility-Related Expenses	101,500	247,400	242,991	246,636	250,335	251,543
Other Charges	17,000	64,500	64,943	65,907	66,895	67,899
Debt Service	-	-	-	-	-	-
Total Expenses	312,466	1,353,206	2,081,811	2,855,836	3,020,870	3,078,082
Net Income	32,534	46,474	232,699	636,006	540,510	535,608
Ending Fund Balance	32,534	79,009	311,707	947,713	1,488,223	2,023,831

ATTACHMENT P: Budget Narrative

a) Compliance_____

To ensure compliance with all federal and state accounting and reporting laws and accountability, the members the Bluff City Collegiate Charter School (“Bluff City Collegiate”) Board of Directors (“Board”) will work directly with the Head of School and a board-approved Back Office Provider to safeguard the school against financial mismanagement or consequence from the state and federal government. No later than March of each fiscal calendar, the Board will establish an annual calendar for all federal, state, and local reporting requirements for the upcoming fiscal year and work through its committee structure and with management to ensure that the school meets all reporting requirements within all prescribed timelines. The Board will secure an annual audit as required, conducted by an appropriately licensed auditor, and provide copy of that audit to Shelby County Schools and any other entities as required.

b) Proposed Budget Adequate for Proposed College Preparatory School Model_____

Bluff City Collegiate proposes an extended day and extended year model, with a prioritization on extended instructional time (100 minutes per day) in English and extended instructional time (100 minutes per day) in Math. We ensure a high quality, fully licensed instructional staff in all years aligned to our instructional priorities, including staff who will meet the needs of all learners, including those with special needs and those identified as English Learners. We further believe that through a well-structured leadership team we can ensure that the instructional staff has the necessary instructional, academic, and operational resources and supports to deliver excellent academic results in all years. The proposed budget is conservative, using only secured revenues with a modest 1.5% increase annually, and projecting annual increases in all major expenditures, including annual 2% COLAs for all staff positions. We project competitive staffing salaries, including a teacher salary that is \$5,000 above local starting salaries. We outline in detail all operational, contracted services, and facility costs, presenting a budget that evidences a cash surplus in all years and a positive cash flow across all months. Each year, we end with a positive fund balance, with Y1 balance of \$32,534 and Y5 balance of \$535,608. We use conservative planning in all years, only recognizing revenue that is reasonably expected, and overall underestimating revenues and overestimating expenditures, and ensuring sufficient cash reserves to respond to unexpected needs as they may arise.

c) Bluff City Collegiate Enrollment Projections_____

We have established the following enrollment projections when creating a five-year outlook.

Figure 3.2(a): Enrollment Assumptions

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 6	120	120	120	120	120
Grade 7	-	120	120	120	120
Grade 8	-	-	120	120	120
Total	120	240	360	360	360

Bluff City Collegiate plans to open in Memphis, TN, specifically within the zip codes of 38122 and 38111, encompassing the Jackson/Treadwell and Binghamton/ White Station neighborhoods. We will work diligently to recruit students and families from the surrounding area. At the end of each year, we plan to backfill any attrition to ensure enrollment of 120 students in each grade.

d) Anticipated Funding Sources

Bluff City Collegiate has two main sources of funding for the planning year: a \$325,000 charter school start-up grant from the Walton Family Foundation (“WFF”) and a \$20,000 funding donation from our Board of Directors.

Lead Founder Luke Savidge is a 2019-2020 BES Fellow, and BES is fiscal partner with WFF. Through the BES-WFF partnership, Bluff City Collegiate upon authorization from Shelby County Schools will receive this start-up grant. Letter of Commitment of these funds can be found in **Attachment E**. The Pre-Opening Budget, TAB 3, lines 42-46 detail this financial commitment. Throughout the planning year, this revenue will be utilized to pay the salary and benefits of the founding staff, all operational and facility start-up expenses, the recruitment of teachers and staff, and the enrollment of families and students.

The second source of funding, also detailed in Pre-Opening Budget TAB 3, is our Board’s annual commitment to donating or raising \$20K to ensure that all staffing and student projections can be met. Bluff City Collegiate believes in the importance of having a giving Board and has committed to \$20K of giving for each year detailed within the attached budget. The Board’s Letter of Commitment can be found in **Attachment E**.

During the first operational year (2021-2022), Bluff City Collegiate anticipates funding sources of as outlined below.

Figure 3.2(b): Public Revenue Sources

Revenue	Rate	Driver	Source of Rate Assumption
BEP	\$8,464	Per Student	TN DOE Website SCS FY 2019
BEP Transportation Supplement	\$200	Per Student	TN DOE Website SCS FY 2019
Title I	\$300	Per FRL Student	Historical Allocations SCS to charter schools
BEP Capital Outlay	\$300	Per Student	TN DOE
E-Rate	\$150	Per Student	Historical Allocations to charter schools
CSP Grant	\$300,000	Flat Rate	TN DOE

Bluff City Collegiate has made a conservative 1.5% year-to-year increase of the BEP, BEP Transportation Supplement, and BEP Capital Outlay in order to consider the increase in per pupil funding within the state. Title I funds were allocated at \$300 per FRL student.

The Charter Schools Program (“CSP”) Planning and Implementation funding are included in the proposed budget. CSP funds have been awarded to charter school applicants once they have been approved by their authorizer, and historically, most applicants have been awarded the full funding. Through the current timeframe and funding model, applicants can receive up to

\$600,000; we have chosen to take a more conservative approach and have only included \$300,000 in the proposed budget, with most of the funding being utilized in Y1, and with the remainder disbursed within Y2.

There is no assumption of any National School Lunch Program or School Breakfast Program funding because we intend to secure food services through Shelby County Schools (“SCS”). Due to the Community Eligibility Provision status of SCS, we are anticipating a net cost of zero.

As stated, Bluff City Collegiate believes in having both an active and giving Board. The budget includes \$20,000 of committed Board giving each year. As indicated, the Board’s Letter of Commitment can be found in **Attachment E**.

e) Anticipated Expenditures_____

Below are staffing projections for Y1-Y5, with all salary and benefit details.

Figure 3.2(c): Staffing Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1	1	1	1	1
Dean of Operations	1	1	1	1	1
Dean of Curriculum	-	1	2	2	2
Dean of Student Supports	-	-	1	1	1
Dean of Culture	-	-	-	1	1
Teachers	6	12	18	18	18
SPED Teachers	1	2	3	3	3
EL Teachers	1	1	2	2	2
Elective Teachers	-	2	3	3	3
Office Manager	1	1	2	2	2

Compensation

Salaries for all staff follow trends for charter middle schools across the City of Memphis.

The Head of School and all Dean roles have been aligned with the market trends across the city, and we have projected a 2% annual COLA increase to ensure that each member of the leadership team is receiving an annual pay increase.

For classroom teachers, Bluff City Collegiate has a three-tier system: Lead Teacher, Proficient Lead Teacher, and Master Lead Teacher, all with different salaries based on years of experience and student performance data. For the Y1 budget, Bluff City Collegiate has projected an average \$46,000 teacher salary for each of six teachers, equivalent to the salary of a Proficient Lead Teacher, who is someone who joins with 2-3 years of measurable student data displaying student gains (TVAAS, TNReady Data, national normed assessment).

For our Special Education and English Language Learning teachers, both Y1 salaries have been set at \$50,000 for each position. We believe strongly in supporting all students with the services they need to be successful which requires that we maintain the funding and financial flexibility to recruit qualified and appropriately certified individuals for these roles. Our goal is that the Special Education Teacher hired in Y1 will move into the Dean of Student Supports role in Y3.

We apply a 2% increase to all future year salaries as a cost of living adjustment. This increase is not a guaranteed compensation increase, but rather a projection to cover rising costs and inflation within the industry. Resources permitting, we will evaluate opportunities to increase compensation beyond this set-aside, along with its benefits package, to remain competitive.

Benefits

Bluff City Collegiate assumes the standard 6.2% and 1.45% of all wages for each year for Social Security and Medicare employer contributions. Tennessee State Unemployment has been budget for \$400 per full time employee, while Workers Compensation has been estimated at 1% of the total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System (TCRS), we have assumed a 10.46% employer contribution for all staff, though depending on certified or classified status, as well as prior participation in TCRS before July 1, 2014, the employer contribution may vary by individual.

Medical, dental, and vision employer contributions have been estimated at \$4,800 per full time equivalent (“FTE”). We plan to use the same insurance plans as SCS and are committed as a Board to continuously researching and identifying other health insurance options that could provide all employees with the best possible health insurance option at the lowest cost to the school. There may be different costs associated for certified and classified insurance programs and different costs depending on the type of plan participation (single, single+1, and family). The \$4,800 per FTE represents the school’s contribution towards insurance costs.

Each subsequent year, a 4% year-over-year increase has been assumed to reflect potential health insurance cost increases that may be realized in future years.

Salaries and benefits, in total, represent anywhere from 51% to 62% of the school’s operating budget.

Contracted Services

Below represents a list of contracted services that Bluff City Collegiate will use in Y1-Y5. At the end of each year, a 1.5% increase has been taken into consideration for inflation of each cost.

Figure 3.2(d): Contracted Services

Service	Cost	Explanation
Professional Development	\$13,500	<ul style="list-style-type: none"> Assumes cost for training per NWEA MAP Travel costs per conferences/training
Financial Services	\$55,000	<ul style="list-style-type: none"> Assumes multi-year contract w/back-office provider Assumes costs in-lieu of hiring a CFO to manage all financials within the school
Audit Services	\$3,000	<ul style="list-style-type: none"> Assumes cost of auditing services
Legal Fees	\$2,500	<ul style="list-style-type: none"> Assumes legal fees
Copier Lease and Use	\$18,000	<ul style="list-style-type: none"> Assumes lease for three copiers and associated costs
Internet Services	\$3,600	<ul style="list-style-type: none"> Assumes initial set fees and associated maintenance
Cell Phone Service	\$1,200	<ul style="list-style-type: none"> Assumes \$100 per month for Head of School cell phone
Payroll Services	\$3,600	<ul style="list-style-type: none"> Assumes monthly payroll servicing costs
Health Services	\$1,800	<ul style="list-style-type: none"> Assumes \$15 dollars per student with assumption of

		utilized Well-Child
Transportation	\$50,000	<ul style="list-style-type: none"> Assumes one bus route for Y1 to include as needed a SPED route
IT Services	\$9,600	<ul style="list-style-type: none"> Assumes all IT related services + per student amount
Contracted SPED Services	\$13,000	<ul style="list-style-type: none"> Assumes \$1,000 per SPED student, plus contracted SPED services in excess of services offered by SCS (speech therapy, OT, psych services, etc.)
Insurance	\$15,000	<ul style="list-style-type: none"> Assumes D&O, property, and liability
Postal Charges	\$720	<ul style="list-style-type: none"> Assumes cost per enrolled student
Bank Charges	\$240	<ul style="list-style-type: none"> Assumes cost per enrolled student

Supplies and Materials

Bluff City Collegiate has budgeted \$100K for materials and supplies in Y1 and increases these costs each year in alignment with school size, as seen in TAB 8 Year 2 Through 5 in lines 138 to 152, and which outlines all associated costs including student and teacher laptops. Each detailed cost is either driven by per student or per staff numbers as appropriate, and includes a 1.5% inflationary increase from year-to-year.

Facilities

Bluff City Collegiate has earmarked between 7% and 16% of its overall spending for facility-related expenses, including furniture and equipment. Budget details are driven by the working assumption of 80 square feet per student, with 7,000 square feet in Y1 and 21,000 square feet in Y5. This includes a base rent assumption of \$8,500 per month, with a 1.5% increase year over year. We include costs of tenant improvements of \$5 per 7,000 square feet, or \$35,000, budgeted for buildout beginning in the Planning Year and continuing per year for each phase of buildout as the school grows. This \$48,000 also includes facility-related expenses for maintenance and upkeep and is aligned with the needs of similar schools of similar size at this stage of growth. Utilities have been budgeted at \$1,600 per month, along with custodial services at \$1,200 per month based on historical averages in the area. Waste pickup has been budgeted at \$200 per month.

f) Systems, Processes, and Policies for Accounting

As a public charter school, Bluff City Collegiate must ensure that all decisions regarding accounting, payroll, audits, and purchasing are done in alignment with the mission of the school, as well as in full, time-sensitive, and transparent compliance with all regulatory requirements and professional best practice. As stewards of public funds, it is the Board’s duty to oversee such fiscal health and integrity, and to ensure that management is executing on all policies and implementing all processes effectively.

For accounting and payroll, the Head of School and Dean of Operations working closely with the Board of Directors (“Board”) will identify and the Board will approve the selection of and contract for a Back Office Provider that will provide the technical support and services for our accounting and payroll needs. The Head of School, Dean of Operations, and Finance Committee of the Board will oversee both processes to ensure that they function with fidelity and in alignment with our fiscal policy manual as approved annually by the Board. At this time we are considering the use

of EdTec as our Back Office Provider, based upon their experience in Tennessee with charter schools and the strong recommendation of successful charter school leaders who have acquired their services for years.¹

With the setting of the budget, the Finance Committee of the Board of will work with the Head of School, Dean of Operations, and Back Office Provider to identify an outside auditor to conduct the annual audit, and the full Board will select the auditor through vote within a regularly scheduled public Board meeting. The audit's results will be presented to the full Board for its review and consideration, and the Board will ensure that any findings are responded to fully and within proscribed timelines and ensure that the audit report is made available to SCS.

The Head of School will be responsible for the oversight of the day-to-day operations, which includes the day-to-day spending within the school and management of all contracts and vendor relationships. With the operational support of the Dean of Operations and technical services of the Back Office Provider, the Head of School will provide monthly financial statements to the Finance Committee and to the Board of Directors for its review and approval, including but not limited to, all budget versus actual details, all cash flow statements versus actuals, and all bank statements.

Financial Policies and Fiscal Controls – Draft Policy²

Segregation of Duties. To protect against human error and human malfeasance, and in accordance with industry best practice for fiscal controls, there will be a clear segregation of duties around the management of funds. No one person will be charged with preparing and coding, signing, and recording checks. The Back Office Provider will prepare and code all checks, the Head of School (when only one signature is required, see below for more details when more than one signature is required) will be presented with all documents that attach to each expenditure and check need, and will sign all checks. The Director of Operations will make and retain copy of all documents including checks. There will also be segregation of duties between the Head of School and the Board Treasurer, as each will receive separately all monthly bank statements and bank ledgers to allow for effective oversight.

Authorization of Expenditures. All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, except for expenditures in total annual amounts greater than \$10,000. All other proposed expenditures must be approved by the Head of School, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request and purchase order forms (if applicable).

Contracts. All professional consulting services shall be provided for under a contract. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. Contracts exceeding \$10,000 require a bidding process of sufficient duration to ensure competition. However, the Head of School may make a finding to the Board for sole sourcing a

¹ Lead Founder at an initial meeting with EdTec on January 14, 2020. Money allocated for back office services can be found in TAB 6 Year 1 Budget line 122.

² All policies are informed by those implemented at Memphis Rise Academy Charter School.

contract exceeding \$10,000; in this case, the Board may also approve the contract in arrears at the time of contract execution. (The basis for such a finding may include items such as: time/urgency issues; the absence of competitors; high service/quality from a particular contractor). Additional Board approval is recommended in cases when scope or cost of an approved contract has materially changed (more than 20%). Bid tabulations shall be presented to the Board along with a recommendation for action from the Finance Committee. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

Invoices. Invoices under \$10,000 must be approved by one of the following authorized positions: Head of School or school level Director of Operations. Invoices for \$10,000 or more must be approved by the Head of School and Board Treasurer.

Accounts Payable. The school shall abide by the Back Office Provider's accounts payable policies and procedures set forth separately.

Credit and Debit Card Usage. Unless otherwise specified by the Board and/or school management, the use of School debit cards shall not be allowed for any School purchase. The School has an approved combined credit card limit of \$50,000. Authorized card holders include the Head of School and Directors of Operations. Credit card statements will be reconciled and reviewed by the Board and management on a monthly basis.

Other Electronic Payments. Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements in excess of \$5,000 without the express written consent of the Head of School and Board Treasurer.

Employee Reimbursements. Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed.

Personal Use of School Funds. Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

BANKING

General Checking Account. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts and/or invested in non-speculative federally backed instruments and/or standard money market accounts. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Head of School and Board Treasurer. Checks above \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$10,000 from this account shall be the Head of School, Board Treasurer, and Board Chair. The General Checking Account shall be reconciled monthly by an outsourced accountant that does not have the ability to approve expenses or disperse funds from the account.

Deposits of Receipts. The School will deposit all funds received as soon as practical upon receipt. The Director of Operations of each school will open all mail daily, and immediately sort all checks and forward them to the Director of Operations or Head of School. The Head of School will immediately endorse checks to the appropriate school bank account and prepare appropriate deposits as soon as practical, ideally on the same day, in no case later than three working days.

Budget Adoption. A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

Form 990 Federal Tax Return. The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm which will then prepare the final return for filing.

Board Meetings. The Board shall review financial statements at periodic Board meetings. The Board shall review and approve the monthly check registers from the General Checking Account.

Conflict of Interest. Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate, more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Tennessee Code Annotated and IRS requirements.

PAYROLL

New Employees. Requests for new employees shall be initiated by the Head of School and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB-tested consistent with State law. Fingerprint and background clearance must be received by the School before any employee may start work. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.

Timekeeping (for hourly staff). The Head of School shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees. Authorized timesheets shall be forwarded to the Back Office Provider according to its policies and procedures set forth separately. Payroll processing and payment shall take place according to its policies and procedures set forth separately.

Independent Contractors. The School shall only engage independent contractors if the following practices are followed: The expense is within the approved budget or separately approved by the Board; The contractor provides proof of adequate insurance and IRS form W-9; IRS rules are followed regarding classification of staff as contractors versus employees; and The work is done under contract.

g) Annual Financial Audit_____

Annual Financial Audit. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the statutory audit deadline for Tennessee charter schools. The audit shall include, but not be limited to: (1) audit of the accuracy of the School's financial statements; (2) audit of the School's attendance accounting and revenue claims practices; and (3) audit of the School's internal controls practices. If the School receives over \$750,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm shall be on the State approved list of auditors. At the conclusion of the audit, the contracted Back Office Provider will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.

Annual Operational and Administrative Audit. As part of the BES Fellowship, Lead Founder Luke Savidge and the Founding Team have access to BES Follow On Support. As part of that annual support program, the school will receive, at minimum, annual school audits that focus on all aspects of the school, including operations and administration.

h) Collective Experience to Manage Finances_____

We have established a Founding Team that will populate the Board of Directors with membership that brings strong financial experience. This will ensure that decisions are aligned with the mission and vision of the school, that we maintain strong fiscal oversight in the short- and long-term and ensure the school's fiscal health in all years, and that all monies are being managed ethically and responsibly at all times. Our Founding Team consists of nine individuals, all of whom bring a level of expertise to the mission and vision of Bluff City Collegiate that is needed to ensure fiduciary responsibility each year. Specifically for experience with ensuring financial responsibility, two members bring 20+ years being a Principal of a school, and ensuring that the school was utilizing its resources in a responsible manner. Along with these two individuals who have served in a leadership role within a school, we have three additional individuals who have direct financial experience. Two individuals worked within the banking industry, with one specifically working in school finance as a school finance auditor. Each year, the Board will review and approve the school's annual budget, requiring the budget to be mission-aligned, conservative, clear, and inclusive of detailed assumptions for all revenue and expenditure projections. The Finance Committee will work closely with management to ensure strong fiscal oversight. Each month, within regularly scheduled Board meetings, management and the Finance Committee of the Board will provide formal updates on the health of the school, including presentation and review of all projected and actual budgets, cash flows, and all bank statements.

As BES Fellow, Lead Founder and proposed Head of School Luke Savidge has engaged in 20+ hours of financial training from proven providers in the charter landscape.

i) Roles and Responsibilities to Manage the School's Finances_____

The Head of School and Director of Operations will work closely with both the Back Office Provider and the Board of Bluff City Collegiate to ensure that all decisions are being made in

alignment with the mission and vision of the school.

Figure 3.2(e): Budget Responsibilities

Role	Responsibilities
Board	<ul style="list-style-type: none"> • Approval of annual budget • Oversight of budget • Philanthropy responsibilities
Administration	<ul style="list-style-type: none"> • Setting priorities of school year, which influences the budget. • Approval and oversight of the day-to-day, week-to-week spending • Responsible for explanation of monies spent to the Board of Directors

j) Contingency

With any budget and projected finances, there are no guarantees. It is important for the Head of School, Director of Operations, Back Office Provider, and the Board to be in constant communication and to constantly underestimate the monies coming into the school, and to overestimate the expenses. The overestimating of expenses can be accomplished, as we have done in the proposed budget, through inflating salaries each year by 2% for COLA, and medical, dental, and vision by 4% each year, while only increasing salaries by 1.5% each year.

Bluff City Collegiate believes in a slow growth model because it has been shown to best support strong academic performance for students. With the slow growth model, we believe that the funding that we have projected, such as the Walton Family Foundation Start-up Grant and the commitment from our Board together allow us to make wise financial decisions early in the school’s existence, so that we can sustain and serve families and students at a high level in all years of the charter term.

The Head of School and the Board will work diligently to establish relationships across the City of Memphis with many individuals, but specifically within the financial philanthropic world, in order to serve families and parents at a high level. Though the budget planned is conservative, detailed, and well planned, there is always the chance that the school may unexpectedly experience a delayed cash receipt; for such instances, we will work with a financial institution to obtain a line of credit in the event that there may be a cash flow issue in any of month. Should costs be higher than anticipated in the proposed budget in any year, management and the Board would review budgetary priorities, always safeguarding the core academic program and the needs of all students and all subgroups of learners. We would work together to determine any costs that are not mission-critical, efficiently combine any responsibilities to reduce personnel costs, and delay the purchase of any items that can be delayed into future years.

k) Cash Flow

Cash flow has been provided for the periods from July 2020 to June 2021, and from July 2021 to June 2022. Revenue and expenses have been aligned to their typical schedules of distribution, and where possible, schedules have been differentiated to reflect the nature of how Tennessee charter schools receive and spend money based on the time of the year. The cash flow for both

years detailed how the monies is being spent, and where they may be months that present a challenge for the school. In months throughout the school's existence where there is a shortfall of cash, there school would take the following steps in order to deal with such an issue:

- Establish a line of credit with a financial institution. Similar schools have been able to secure lines of credit in excess of \$150,000 before entering their first year of operation.
- Negotiate extended payment terms with vendors. There are considerable sums in Technology, Equipment, and Furniture line item for Year 2.
- Secure short-term private loans from philanthropic individuals.
- Negotiate a delayed or deferred payment structure into the lease during the summer months.

Any potential cash shortfall would be manageable based upon the above strategies, which have been utilized at other charter schools with success.

l) High Needs Students and Budgetary Impact

While we have projected our special needs community based upon local averages drawn from surrounding schools, we cannot know the precise needs of our students until they are enrolled. We will secure all special education records as quickly as possible from our families and the sending schools from which are students are matriculating to know the full needs of our students. We will align budget and staffing priorities accordingly, and should we face significant need that challenges the current budget, we would make decisions that would allow us to support our high needs students and safeguard the mission for all students. While this is never an easy process for any individual school, or larger network of school or district, we share the responsibility of managing our resources to meet all needs.

m) Outside Vendors

Bluff City Collegiate will work with the Board in order to search, identify, and secure a Back Office Provider that will ensure that the monies brought into the school year are being spent in a fiscally responsible way throughout the school year. Selection will be made based upon proven and successful experience with Tennessee charter schools and economic value for all services provided. Before the end of each fiscal year, the Head of School and the Dean of Operations will work directly with the Board in order to evaluate the services rendered from the Back Office Provider to determine if services will remain the same, or if there are necessary changes that need to be made. The Board and its Finance Committee will review each month all financial statements and through this process will have direct access to the work of the Back Office Provider. Annual audits will provide further insight into the quality of all financial services.