



Luceo Collegiate School of the Arts Charter School
Application for a Public Charter School
Opening in the 2021-2022 School Year

Respectfully submitted
on behalf of the Founding Team of Luceo Collegiate School of the Arts Charter School
by Lead Founder, BES Fellow, and Proposed Head of School LeBaron McClary
February 3, 2020

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GENERAL INFORMATION

Name of proposed school: Luceo Collegiate School of the Arts Charter School

Projected year of school opening: 2021

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Luceo Collegiate School of the Arts, Inc.

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

Model or focus of proposed school: Arts and College Preparatory K-8 Charter School

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

Mailing address: 6712 Wild Ridge Circle Apt. 2 Memphis, TN 38120

Primary Telephone: (901)721-8721 Alternative Telephone: ()

Email Address: lmccclary@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
LeBaron McClary	Lead Founder BES Fellow	Proposed Head of School
David Makarsky	Chief Operating Officer Wright Investments	Proposed Board Chair Governance and Finance Committees
Marcellus Harper	Executive Director Collage Dance Collective	Proposed Vice Chair Academic Achievement and Governance Committees
Shenika Thomas	Assistant Vice Chancellor University of TN Health Science Center	Proposed Treasurer Finance Committee
Lou Etta Burkin	Project Engineer FedEx	Proposed Secretary Governance Committee
Whitney Trotter	Founder and Owner Bluff City Health	Board Member Academic Achievement Committee
Charles Green	Instructor Belhaven University	Board Member Academic Achievement Committee
Daniel McPhail	Vice President NAI Saig Company	Board Member Finance Committee

Name of proposed school leader (if any): LeBaron McClary

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 Luceo Collegiate School of the Arts 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.

LeBaron McClary
Signature

LeBaron McClary
Printed Name of Authorized Signatory

Lead Founder and Proposed Head of School
Title of Authorized Signatory

Luceo Collegiate School of the Arts Charter School

EXECUTIVE SUMMARY

MISSION

Luceo Collegiate School of the Arts Charter School prepares all kindergarten through eighth grade students to thrive in high school, college, and career through rigorous academics, the arts, and the unwavering belief that every student can succeed in life.

VISION

The vision for Luceo Collegiate School of the Arts Charter School is ambitious, creative, and aligned with the goals of Shelby County Schools and the needs of the Binghampton community, located within the City of Memphis, Tennessee.

Eleven years ago, President Barack Obama told a 2009 graduating class that “[t]he future belongs to young people with an education and the imagination to create it.”¹ At Luceo Collegiate School of the Arts Charter School (“LCSA”), we believe that every student’s academic journey should include a college preparatory academic experience focusing on powerful literacy development that allows every child to grow and achieve as a reader, writer, communicator, and thinker. We *also* believe that every student’s academic journey should also include an arts education that leverages the powers of dance, music, visual arts, and drama as vehicles to advance the core academic program, develop the whole student, and build a culturally affirming school community.

Shelby County School’s Reimagine 901 dreams big: “Imagine if every student could attend a school with . . . a wide array of creative and competitive programs, robust technology and resources to accelerate learning and strong social emotional supports to help students overcome barriers to success.”² In alignment with the Reimagine campaign’s call to design a school for students in the 21st century, and aligned to the rich history of the arts within the City of Memphis, we propose Luceo Collegiate School of the Arts as an empowering and expansive option for families and students.

Our educational program stems from four core beliefs.

Creativity is Currency in the 21st Century. School and life success requires discipline, confidence, and creativity. We believe that the arts are a driver for self-discipline and an outlet for self-expression, and we believe that the arts have a direct correlation to marketability in the 21st century workforce. Post-secondary endeavors in every field require creative, innovative, and divergent thinking to solve problems. In addition, the arts affirm students’ identities by honoring their culture and traditions, promote social and emotional well-being, and inspire students to work hard towards their dreams.

Literacy is the Passport to the Future. To survive and compete in our world, and to truly “shine brightly” as our school name indicates, students from all communities, and especially those from our most under-resourced, marginalized communities must be able to read critically, write elegantly, speak powerfully, and listen deliberately. Through daily small group literacy instruction delivered within a

¹ “Obama’s Speech at the New Economic School.” *NY Times*. 7 July 2009. <https://www.nytimes.com/2009/07/07/world/europe/07prexy.text.html>.

² <https://www.scsk12.org/news/?id=1128>.

two-teacher model and using expanded time teaching and multiple instructional modalities, students deeply engage in the process of learning to read. A small group instructional model is our academic anchor, propelling students forward in all content areas and all grades.

Outstanding teaching inspires outstanding results. Strong schools start with strong adult teams. We hire mission-aligned people to lead our students, and we provide the right training and supports for all members of our team as a key lever in students achieving excellence. Teachers participate in rigorous and targeted professional development to drive the growth of technique, content knowledge, and student outcomes. We develop teachers to deliver culturally sustaining pedagogy to include students' funds of knowledge: languages, cultures, and experiences, blending together our students' cultural backgrounds with those of the larger world.³

Families are partners in our mission. Families are partners in ensuring the success of our students and school. We cultivate strong relationships with our families and ensure they always know their child(ren)'s progress. As we work to nurture and develop our students, we invite parents to join us in every step of the process. In addition to bi-weekly communication with their student's North Star - a dedicated student mentor/advisor - families are invited to quarterly arts showcases, bi-monthly workshops, monthly Family Café Nights, Family Breakfasts, and our SHINE Community Choir.

ACHIEVING OUR MISSION

When we are achieving our mission, the results will be clear. All third graders are reading on or above reading level. All eighth graders are academically, socially, and emotionally ready to matriculate successfully into a high-performing, college-preparatory high school. All K-8 students are proficient in at least one artform - drama, instrumental music, vocal music, visual arts, and/or dance. After four years of attendance, students demonstrate academic achievement in the top 5% of Tennessee schools.

GEOGRAPHIC AND POPULATION CONSIDERATIONS

The Binghampton community is approximately defined as the area bordered by Poplar Avenue, E. Parkway N., Summer Avenue, and N. Holmes Street. Within this proud but struggling community, 48% of households have annual incomes less than \$20,000, with an area median income of \$26,000; 35% of residents live below the poverty level, with 70% certain Census block groups below the poverty level; 33% of households earn no wages or salary income.⁴

According to Destination 2025 (*2019 Academic Plan: A Roadmap to Equity in Action*), 24% of 3rd through 5th graders (approximately 1 in 4 children) are on track or mastering Tennessee State ELA Standards; 34.1% of 3rd through 5th graders (approximately 1 in 3 children) are on track or mastering Tennessee state Math Standards; 18.5% and 22.2% of 6th through 8th graders (approximately 1 in 5 children) are on track or mastering the Tennessee state ELA and Math standards.⁵

In the Central City Region of Shelby County School District, which includes the Binghampton, White State, Chickasaw Gardens, University of Memphis, Jackson, Treadwell, Sherwood and Isle communities, there is not one creative and performing arts school option for elementary or middle

³ Nieto, Sonia. *The Light in Their Eyes: Creating Multicultural Learning Communities*. NY: Teachers College Press, 1999.

⁴ "Binghampton Development Corporation." *Binghampton Development Corporation*, www.bdcmemphis.org/.

⁵ Destination 2025: 2019 Academic Plan: A Roadmap to Equity in Action.

<http://www.scsk12.org/academic/files/2019/Academic%20Plan%202019%20Version.pdf>.

school students.⁶ Arts Integration schools are schools that incorporate one or two elements of the arts into traditional classes as an instructional tool. An example of Arts Integration is asking a student to draw a picture for something that was just discussed in the class. We are *not* proposing such a school. Instead, we *are* proposing a Creative and Performing Arts school that offers a full range of art disciplines such as music (instrumental, vocal or both), visual arts, theater (acting), and dance. We envision a school that is rich with literacy and rich with the arts, and one in which students reach ambitious academic, creative, and personal goals every year.

CORE ELEMENTS TO MEET LOCAL NEED

Slow Growth Model. LCSA proposes a slow growth model, starting with 60 students in kindergarten and 60 students in grade one, adding one grade each year, expanding a staff each year to serve our students' needs, and growing to a full K-8 school of 540 students in 2028.

Literacy Model. Through daily small group literacy instruction delivered within a two-teacher model and using expanded time teaching, using multiple instructional modalities, and implementing an integrated arts literacy approach, students deeply engage in the process of learning to read and then applying their reading in exciting and challenging ways across the curriculum.

Arts Education. Different from any K-8 options available to Memphis families, LCSA is a college preparatory K-8 school with a robust, comprehensive arts education across all grades and an integrated arts course specific to enhancing literacy skills. Every student has 75 daily minutes of arts education and 210 minutes of literacy instruction, part of which fuses the two via performance-based curriculum.

Developing the Whole Student. Each LCSA student will be assigned a North Star who will serve as the student's dedicated advisor and guide. North Stars will meet with students on a bi-weekly basis during breakfast, snack, recess, or lunch, developing a strong relationship that promotes growth and achievement and expanding that relationship to include the student's family as well.

TEAM CAPACITY

Lead Founder and proposed Head of School LeBaron McClary brings nine years of youth development and school leadership experience. For the last nine years, Mr. McClary served as an Instructional and Operational leader for the Harlem Children's Zone and Lead Youth Development Specialist at South Bronx Community Charter High School in New York City. Prior, Mr. McClary was a professional ballet dancer, performing through the United States, Europe, and Africa. A Julliard graduate, Mr. McClary is currently a Fellow with BES (formerly Building Excellent Schools). He has strengthened his instructional lens, studying over 30 high performing charter schools nationally and participating in 600+ hours of professional training in finance, operations, academics, and school leadership. Mr. McClary is joined by an extraordinary Founding Team with deep and seasoned roots in the education, non-profit, arts, and business communities across the City of Memphis. Their collective professional expertise, wide personal networks, and diverse human perspectives, along with their unquestioned commitment to the communities and children of Memphis and their success, will position us to successfully navigate the start-up process to establish a school of uncompromising ambition which uniquely combines academics and the arts to allow every child to succeed and SHINE.

⁶ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>

SECTION 1. ACADEMIC PLAN DESIGN AND CAPACITY

Section 1.1 School Mission and Vision

a. School Mission

Luceo Collegiate School of the Arts Charter School prepares all kindergarten through eighth grade students to thrive in high school, college, and career through rigorous academics, the arts, and the unwavering belief that every student can succeed in life.

b. Vision and Goals

“Every child is born with creative potential. It is our job in early learning programs—and later school years— to nurture that creativity and support resourceful problem-solving, imaginative thinking, and transference of skills and knowledge to new experiences.”¹ - *Libby Doggett, Ph.D., Former Deputy Assistant Secretary for Policy and Early Learning*

Albert Einstein once said, “I never teach my pupils, I attempt to provide them with the conditions in which they can learn.” At Luceo Collegiate School of the Arts Charter School (“LCSA”), we believe that every child can succeed within a joyful, college-centered, creative, and structured community committed to excellence and a culture that celebrates academic, artistic, and personal growth and achievement. This philosophy is built on the foundational belief that every child, regardless of race, social and economic status, or zip-code, can succeed.

In Memphis, and other places throughout the country, there is a tremendous need to transform our public schools. Too often, students graduate from high schools with obsolete curricular choices and approaches, lacking an emphasis on the creativity, problem-solving skills, and critical thinking skills necessary for students to be successful in their post-secondary endeavors and the workforce.² It is with this mindset and for this need that LCSA is proposed.

Childhood psychology research tells us that success in school and ultimately in life is not only a result of mastering academic skills and content.³ True success is born from an amalgamation of academic, cognitive, and social-emotional skills and mindsets. For children from low-income, minority communities, schools must prioritize academic development while also developing the cognitive and social-emotional skills and mindset of all children – regardless of challenges at home or in the community.

We know that an early set of holistic supports and structures prepares children to persist in classrooms throughout their entire educational journey. *The Building Blocks for Learning: A Framework for Comprehensive Student Development* is clear: “When students matriculate through K-12 without the skills necessary to engage in learning, they can’t process the vast amount of instruction that comes their way each day and it becomes daunting, if not impossible, to stay on track.”⁴ At LCSA, we prepare students

¹ Menzer, Melissa. *The Arts in Early Childhood: Social and Emotional Benefits of Arts Participation*. Washington: NEA Office of Research & Analysis. 2015. Print

² Ibid.

³ Stafford-Brizard, K. Brook. *Turnaround for Children: Building Blocks for Learning: A Framework for Comprehensive Student Development*. Turnaround for Children. 2016. Print

⁴ Ibid.

with the skills and habits to thrive academically, emotionally, socially, physically, creatively, and cognitively.

LCSA is a K-8 arts school that will develop the minds and bodies of children in Memphis through a rigorous academic program, a unique arts program, and a supportive school environment. We are aligned with the goals of Shelby County Schools (SCS) to help all students re-imagine what is possible for their own futures – ultimately setting them on the path to thrive in high school, college, career, and life.

In pursuit of our mission and vision, the design of LCSA is anchored in four core beliefs.

Core Belief 1: Literacy is the passport to the future.

To survive and compete in an ever-changing world, students must be able to read, write, listen, and speak at a level that will open doors and expand opportunities for themselves and their families. Studies have shown that low reading achievement at a young age has both a long-term and short-term effect on an adult’s ability to obtain employment, expand their earning potential, and maintain general productiveness.⁵ Reading proficiency by the third grade can be an indicator of a child’s ability to comprehend more complex text and build more advanced skills.⁶ Prior to the fourth grade, children are learning to read; however, upon entering the fourth grade, children are reading to learn, using their reading skills to gain information across content areas, making connections to the world at large, and thinking critically about their learning.⁷ To ensure our students’ academic success, we have designed a four-component literacy model that includes small group instruction, extended time on literacy, literacy in all content areas, and culturally sustaining pedagogy and text selection. **Section 1.3** provides more detail on our literacy model and culturally sustaining pedagogy.

Aligned with the Destination 2025 vision for Shelby County Schools, literacy is an academic priority for LCSA.⁸ Through small group literacy instruction, students will have opportunities to fully engage in the process of learning to read. Our small group instructional model will be the anchor that propels students forward in their literacy acquisition, ultimately positioning students for success in the later grades where they are using reading to learn. Our small group literacy instruction is intentionally designed to include the 10 elements of the Orton-Gillingham approach, which holds that literacy instruction should be: multisensory, phonetic and alphabetic, synthetic and analytic, structured, sequential, repetitive, cumulative, cognitive, diagnostic and prescriptive.⁹

“For the things we have to learn before we can do them, we learn by doing them.”¹⁰ In our work, this means that for students to fully master literacy skills, we must practice (and practice a great deal), and effective practice requires adequate time. *Reimagining the School Day: More Time for Learning*, produced by the Wallace Foundation, states that one factor that perpetuates the achievement gap for students of color is less time for high-quality instruction. At LCSA, students will have an extended day schedule,

⁵ *To Read Or Not To Read: A Question of National Consequence*. Washington: NEA Office of Research & Analysis. 2007. Print

⁶ Fieser, Leila. *Early Warning! Why Reading by the End of Third Grade Matters*. Baltimore: Annie E. Casey Foundation. 2010. Print

⁷ Ibid.

⁸ Anderson, John et al. *Annual Report: 2018 Destination 2025*. Memphis: Shelby County Schools. 2019. Print

⁹ <https://www.ortonacademy.org/resources/what-is-the-orton-gillingham-approach/>.

¹⁰ Aristotle, and H. Rackham. *The Nicomachean Ethics*. Harvard University Press, 2003.

which will allow for more practice. During this extended time, on four days per week (Monday, Tuesday, Thursday, and Friday) kindergarten through fifth grade students will have 210 minutes of literacy learning per day, and sixth through eighth grade students will receive 180 minutes per day. On Wednesdays, kindergarten through fifth grade students will receive 135 minutes of literacy learning, and sixth through eighth grade students will receive 100 minutes of literacy learning, so that teachers can utilize time together for professional development designed to improve literacy and other content area practices. This expanded and multi-modality focus on literacy in the early years is well supported by decades of research shown to improve long-term academic performance and graduation rates for students from low-income, minority communities. Research shows that students who are proficient readers and writers are four times more likely to graduate from high school. Aligned to Destination 2025 priority two, a focus on improving literacy skills early will increase high school graduation, contributing to Shelby County Schools' goal of 90%.⁴

Literacy practices will be infused in each content area during the school day. In the primary grades, kindergarten through second grade, students will focus on building essential skills during literacy blocks as well as during their creative blocks by practicing sounds and creating new words (phonemic awareness), working on diction, and building vocabulary. **Section 1.3** outlines more information on creative blocks. Literacy blocks will be used for the following: phonics, phonemic awareness, word recognition, reading comprehension, vocabulary, shared reading, and guided reading. During our creative blocks, teachers will incorporate corresponding phonics, shared reading, and vocabulary building into all lessons to supplement and reinforce the learning that students are engaging in during literacy blocks. For example, in drama class, students might act out the text they have been reading during their literacy block, strengthening their understanding of the text while also practicing diction and sounds in a more interactive way. In upper elementary and middle school, students will engage in reading and writing across curriculum. Traditionally, reading and writing across the curriculum is a middle school and high school approach to improving comprehension and writing skills, but we will be incorporating this technique starting in third grade to ensure students are reading and writing at or above grade level. Within each class, students will analyze, write, and defend their thoughts and opinions with evidence from fiction and non-fiction text through formal and informal oral presentations.

The last component of our literacy program is culturally relevant text selections. Students from minority communities must visualize themselves in the text that they are reading. Books and literature should serve both as windows to the greater world and also as mirrors into a child's own life. Using Culturally Sustaining Pedagogy, students will honor their cultural backgrounds while also building knowledge and awareness of the "dominant culture."¹¹ We reference culturally sustaining pedagogy as opposed to culturally relevant pedagogy because culturally sustaining pedagogy requires that we are more than responsive or relevant to the experiences and practices of our children. Culturally sustaining pedagogy ensures our school is continually supporting children in sustaining cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence.¹² Text selection and instruction at LCSA will honor the identities of students while also preparing them to face the larger world. Students at LCSA will read books like *I, Too Am America* by

¹¹ Paris, D. 2012. *Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice*. American Educational Research Association

¹² Ibid.

Langston Hugh, *Knock: My Dad's Dream for Me* by Daniel Beaty, and *Radiant Child: The Story of Jean-Michael Basquiat* by Javaka Steptoe.

Tennessee Academic Standards, TNReady, and frequent formative and summative assessments aligned to those standards, as well as reading competencies and national expectations for learning will measure student growth. For example, our literacy program will support us in ensuring that 90% of all students grow a minimum of three STEP levels in reading per year on the Strategic Testing and Evaluation of Progress (STEP) reading assessment. **Section 1.4** describes the details of our accountability goals, including use of standards and assessments such as TNReady, STEP, and the Northwest Education Association Measures of Academic Progress (“NWEA MAP”) Reading Assessments. In sum, we believe that our literacy model provides students with more opportunities to build the necessary skills to thrive in high school, college, and career, while also honoring their identities and experiences.

Core Belief 2: Creativity is currency in the 21st century.

Former Secretary of Education Arne Duncan stated in a report produced by President Barack Obama’s Committee on the Arts and Humanities that “[t]o succeed today, and in the future, America’s children will need to be inventive, resourceful, and imaginative. We believe the best way to foster that necessary creativity is through robust Arts education.”¹³ At LCSA, we believe that the arts serve as an outlet for self-expression and have a direct correlation to marketability in the 21st century workforce. We know that in today’s global economy, creativity is essential. Workers in today’s workforce need more than just skills and knowledge to be productive and innovative participants. The jobs of today and of the future require creative, innovative, and divergent thinking to solve problems. In an article published by *Forbes*, this reality is made clear as well: “Creativity is a crucial skill we all need because, in our fast-changing times, employers value employees who can look beyond the present and imagine future possibilities for their company. Creative workers are the ones who ask why. They question, they are curious, and in so doing, they develop new ideas and solutions.”¹⁴

Traditionally, arts education is slowly removed from a student’s life as they matriculate through elementary, middle, and high school. At LCSA, elementary school students, kindergarten through fifth grade, will have an opportunity to participate in 75 minutes of arts instruction per day, and middle school students, sixth through eighth grade, will have an opportunity to participate in 90 minutes of arts instruction per day. Students will participate in a range of artforms such as visual arts (sketching, painting, drawing, and pottery), instrumental and vocal music (jazz, classical, popular), drama (masks, scene study, acting techniques, cold reading, and improvisation) and dance (classical ballet, classical and contemporary modern dance, West African dance, ballroom dance, and hip-hop dance). Our arts program uses a mixture of arts disciplines as well as genres to ensure that we honor the history and cultures of our students and families. In four longitudinal studies examining the impact of the arts on academic success, researchers found that students from low socio-economic status who had more exposure to and higher participation in the arts were more academically successful than those who did not participate in the arts. The studies state that there is a positive connection with “school grades,

¹³ Dyer, M. Christine. *Reinvesting in Arts Education: Winning American’s Future Through Creative Schools*. President’s Committee on the Arts and the Humanities. 2011. Print.

¹⁴ <https://www.forbes.com/sites/nataliapeart/2019/09/10/the-12-most-important-skills-you-need-to-succeed-at-work/#471083a1c6ab>.

test scores, honors society memberships, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics.”¹⁵ We believe that both sides of the brain, left which is more analytical and linear, and right which is more creative and intuitive, need to be nurtured during a student’s educational journey, thus students will participate in a range of creative classes that will develop their capacity to problem-solve. Additionally, and in alignment with Shelby County Schools’ Destination 2025 2019-2020 Report, we believe that the arts “help all students to develop multiple capabilities for learning and to develop critical and problem-solving skills that are applicable to lifelong learning that extends beyond the classroom.”¹⁶

Moreover, “[a]n investigation of an arts infusion program on creative thinking, academic achievement, affective functioning, and arts appreciation of children at three grade levels” finds that schools that infused the arts across content areas as an instructional tool were more successful with academic achievement. The study states, “[T]he arts infusion treatment group outperformed their peers in the full control group on tests measuring reading achievement. When compared to both the modified control and full control groups, the arts infusion treatment group achieved higher in mathematics including total math, math concepts, application, and comprehension.”¹⁷ During Lead Founder LeBaron McClary’s BES Fellowship, he was able to study this arts-infused instructional tool at Purpose Preparatory Academy Charter School in Nashville, which in 2019 was recognized for being one of the highest performing elementary schools in Tennessee, and the Founder received the Charter School Leadership Award.¹⁸ McClary also has leveraged this arts-infused instructional tool in his teaching in both Gaborone, Botswana and New York City. With this foundation and a network of like-minded leaders, LCSA will have a combination of arts integrated classes and independent arts classes.

Core Belief 3: Outstanding teaching inspires outstanding results.

A strong school starts with strong people. At LCSA, we believe in hiring the right people to lead our students, and we also believe that with the right training and supports those adults will consistently inspire students to reach toward excellence.

As stated in our mission, we have the unwavering belief that all children can succeed in life. With that belief comes high expectations. Our staff and teachers will hold our students to a very high bar. We believe that students meet whatever expectation is set for them; thus, we have set a college-readiness bar for all students. A college-readiness standard, as explained in the *Opportunity Myth*, “seeks to clarify the thinking and problem-solving abilities students need in order to be ready – by the end of their K-12 careers – for the expectations of college level work.”¹⁹ One important point is that the college readiness bar referenced in the *Opportunity Myth* was defined by students.²⁰

¹⁵ Catterall, J.S., Dumais, S.A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: findings from four longitudinal studies*. Washington, D.C. National Endowment for the Arts.

¹⁶ <http://www.scsk12.org/2025/files/2019/Academic%20Plan%202019-20.pdf>.

¹⁷ Luftig, R. (2000). “An investigation of an arts infusion program on creative thinking, academic achievement, affective functioning, and arts appreciation of children at three grade levels.” *Studies in Art Education*, 41(3), 208-227.

¹⁸ <https://Publiccharter.org/about-charter-schools/charter-schools-trailblazers/charter-school-leadership-awards>.

¹⁹ https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf.

²⁰ Ibid.

As educators, we are always teaching our students to continuously learn, grow, and improve; however, many of us fail to apply this approach to our practice of teaching. Similar to students having a growth mindset, teachers and educators also need to have a growth mindset about their practice and students' skills and abilities. Throughout the school year, our teachers will participate in intentional professional development, which will include a focus on growth mindset. Research shows that students and teachers can operate from a fixed mindset, which limits academic potential and depletes the drive of both students and teachers. Growth mindset supports the belief that one's abilities, qualities, and intelligence can be developed.²¹ Teachers must believe not only in the ability and the potential of their students but also in the need and ability to improve their individual practice.

We understand that to provide students with rigorous academics, we must ensure that students have grade level material, rigorous curriculum choices, deep content knowledge, and adequate time to learn and apply their learning in authentic and measurable ways. We believe in providing teachers access to rigorous curriculum choices as well as allowing them sufficient time to develop tailored, grade level lessons and assignments coupled with strong instructional practices – all in order to increase academic achievement. **Section 1.3** details LCSA's instructional practices in more detail. Teachers will participate in ongoing professional development to ensure mastery of content knowledge. We believe, as Stephen Covey, author of *7 Habits of Highly Effective People* states – although meant for a different purpose, that our teachers need to seek to understand before trying to require students to understand.²²

Culturally sustaining pedagogy has as its explicit goal the development of multilingualism and multiculturalism in practice and perspective for students and teachers. Django Paris, renowned researcher and scholar, states that “CSP [culturally sustaining pedagogy] seeks to perpetuate and foster – to sustain – linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change.”²³ Simply put, good teaching must include the funds of knowledge – languages, cultures, and experiences – that students possess for them to achieve academic success.²⁴ Through ongoing professional development and curriculum that reflects our students' cultural backgrounds and those of the more dominant culture, our teachers will be trained to promulgate culturally sustaining pedagogy.

Core Belief 4: Families are partners in our mission.

At LCSA, we believe that families are important partners in ensuring the success of our students and school. Thus, we will be working diligently on cultivating strong relationships with our families. As we work to nurture and develop the hearts, minds, and souls of our students, we will invite parents to join us in every step of the process. In addition to the bi-weekly communication with their student's North Star, a personal mentor and advisor to each student, families will be invited to quarterly arts showcases, bi-monthly workshops, monthly Family Café Nights and Family Breakfasts. Both Family Café Night and Family Breakfast events will be geared toward supporting parents in supporting their

²¹ Dweck, Carol. *Mindset: The New Psychology of Success*. Random House, 2006.

²² Covey, S. *7 Habits of Highly Effective People*. Free Press, 2004.

²³ Paris, Django. “What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique.” *Forward*. *Harvard Educational Review*. 2014.

²⁴ Nieto, S. *The Light in Their Eyes: Creating Multicultural Learning Communities*. NY: Teachers College Press, 1999.

students with academics at home. Furthermore, these events will touch on topics including but not limited to financial literacy, literacy practices at home, and preparing for college.

In the 2002 report *A New Wave Evidence: The impact of School, Family, and Community Connections on Student Achievement*, researchers found a direct correlation between student success and parental involvement: “Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.”²⁵ While studying high performing charter schools with BES, LCSA Lead Founder LeBaron McClary was able to experience effective parent engagement at Nashville Classical Charter School.²⁶ Additionally, in his roles as Network Instructional Coach and Director of Programs and Operations at the Harlem Children’s Zone, McClary was exposed to how schools worked with the Parents As Partners Association (PAPA) to drive academic and behavioral success.²⁷ LCSA will build strong relationships with parents and the community and leverage those relationships to manifest the success of their students.

In alignment with our four core beliefs that drive our mission, three additional core principles underpin how we will operationalize our school vision.

1. Intentional by design

Drawing on routines and systems from some of the highest performing charter schools in the country and here in Tennessee, LCSA will create a safe, joyful, and intentionally structured environment that drives academic achievement. Every minute of every day matters when it comes to ensuring our students are successful. As a result, we will have consistent school-wide organizational systems and routines in place, and we will teach and practice these explicitly as a staff and teach and practice these explicitly with our students. Students will be introduced to LCSA systems on the first day of school and will be expected to apply these systems immediately. Classroom layouts, structured routines and procedures, and all transitions will be normed for consistency. All systems and routines are designed for the purpose of maximizing instructional time.

Through the BES Fellowship, LCSA’s Lead Founder has had the opportunity to observe and directly study high performing charter schools, taking core design elements of those schools, which share best practices focused on maximizing instructional time by improving operational efficiency. These schools have consistently performed above their districts’ averages and are often among the highest performing schools in their respective states. Three of the schools of study that have specifically informed our vision are Nashville Classical (Nashville, TN), Purpose Preparatory Academy (Nashville, TN) and North Star (Newark, NJ), all of which have received state and/or national recognition for their academic success. Each school has demonstrated an intentional school design that focuses on maximizing instructional time. Nashville Classical’s operational approach allows teachers to stay fully engaged in instruction while the operations team manages all non-instructional tasks. Purpose

²⁵ Henderson, A.T., and K.L. Mapp. *A New Wave of Evidence: The Impact of school, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections Schools. Southwest Educational Development Laboratory. 2002.

²⁶ A studied practiced at Nashville Classical Charter School

²⁷ A successful practice executed by the Proposed Head of School while Network Instructional Coach and Director of Programs and Operations at the Harlem Children’s Zone/Promise Academy Charter Schools. Please see Mr. McClary’s Resume in [Attachment H](#).

Preparatory Academy’s intentionality around structuring literacy rotations and implementation of a two-teacher model for their lower elementary school (K & 1) and upper school (grades 2 & 3) is a major component of their success. North Star’s arts integration program provides students with an opportunity to study the performing arts while also enhancing their academic knowledge.

We hold all students, regardless of age, to high expectations for academics and behavior. Classroom disruptions have an impact that not only interferes with the learning of the student causing the disruption, but also has a ripple effect on other students, the culture of the classroom, and the school community. A seminal study conducted by Harvard University’s Dr. Roland G. Fryer, Jr., finds that there are five tenets of high poverty, high achieving schools, and one of the tenets is a culture of high expectations.²⁸ There will be high expectations around dress code as well as the development and application of soft and executive skills such as public speaking, problem solving, and self-regulation. In addition to the high expectations set for students, staff will be expected to model and embody these expectations as well.

Based on the belief that college preparation begins now, all students will have an assigned “North Star” – an LCSA staff member mentor – to champion their needs and ultimately help them shine (Luceo).²⁹ North Stars will be responsible for meeting with students bi-weekly.³⁰ Additionally, mentors will communicate successes and areas of improvement with parents and other school stakeholders.

2. Guided by data

At LCSA, we believe that data should be used to analyze what students learned, as opposed to what teachers taught.³¹ Using the Understanding By Design framework (UbD), we will anchor our strategies in our goals and then backward plan SMART (Specific, Measurable, Attainable, Realistic, Timely) benchmarks. We will use formative and summative assessments as data sources to guide all decision-making.

We have the unwavering belief that every student can succeed with the appropriate supports and intentional structure. We will use assessments as a tool to ensure all needs for all students are being met. We will use a variety of assessments that range from daily in-class tools such as public presentations (all grades), exit tickets (all grades), round robin charts (lower grades), and dialectical notebooks (upper grades) – to district, state, and national assessments like the NWEA MAP, STEP Literacy Assessment, and TNReady.

Just as important as our implementation of these assessments, time to dive into the data is crucial. Data dives will provide an opportunity for teachers to analyze and dissect data to improve supports for our students. Teachers will have grade team meetings, content team meetings, and independent opportunities to analyze data. There will be six scheduled data days throughout the year with the focus on unpacking deficiency and content misconceptions.³² Additionally, on a quarterly basis and as a

²⁸ Freiberg, H. Jerome, et al. “Classroom Management—a Pathway to Student Achievement: A Study of Fourteen Inner-City Elementary Schools.” *The Elementary School Journal*. Vol. 110, No. 1 (September 2009), pp. 63-80.

²⁹ A successful practice executed by Proposed Head of School at both South Bronx Community Charter High School and Harlem Children’s Zone/Promise Academy Charter Schools.

³⁰ North Stars will meet with students during breakfast, snack, lunch or recess for 20 minutes in the cafeteria or classroom. More on North Stars can be found in [Section 1.2](#)

³¹ Bambrick-Santoyo, P. *Driven by Data 2.0*. San Francisco, CA: Jossey-Bass. 2019.

³² A successful practice observed at Purpose Prep in Nashville, TN.

whole team, we will participate in case conferencing where the data of top performing students and students who need additional support will be paired side-by-side for an intense and critical comparative analysis to extricate the strengths and deficiencies of both students so that an individualized detailed plan can be created to support their needs.³³

3. Identity plus character

In addition to building a strong academic foundation, LCSA believes that positive identity and character development supports the whole student. Work from Paulo Freire and Donaldo Macedo explains that children, particularly those from minority communities, must understand that there are two forms of literacy – one which is understanding text (the word) and the other which is understanding people, places, and circumstances (the world).³⁴ One critical aspect of identity development is first being able to see, understand, and navigate the multiple literacies of the world. Students from minority communities must learn to be literate of the word and of the world. Within our intentional work around identity development, we will teach students to honor and value the historically accumulated and culturally developed bodies of knowledge and skills essential for individual, household, and community well-being.³⁵

At LCSA, we believe that everyone can embody the characteristics of a leader. **SHINE** (Luceo in Latin) values are our school’s guiding ethos: “With integrity, we **Support**, we **Honor**, we **Inspire**, we **Navigate**, we **Excel**” will be explicitly taught, recited, and reinforced daily during all academic class and creative blocks. Standing ovations will be given to students when they SHINE by demonstrating one of the values. SHINE values will be used to help cultivate a safe, joyful, and structured school culture. Students will participate in weekly Community Circles where we honor those who have SHINED during the previous week. One student from every grade will be given the SHINING Blazer (gold blazer), signifying the student of the week. There will be quarterly SHINE ceremonies where students are celebrated and honored for demonstrating SHINING excellence.

Our SHINE values are rooted in the principles of culturally sustaining pedagogy (Django Paris), also known as culturally relevant teaching (Gloria Ladson-Billings) and culturally responsive environments (Geneva Gay). Respected scholar Django Paris posits that “culturally sustaining requires that our pedagogies be more than responsive of or relevant to the cultural experiences’ and practices of young people – it requires that they support young people in sustaining the cultural and linguistic competencies of their communities while simultaneously offering access to dominant cultural competencies.”³⁶ Our SHINE values **SUPPORT** students in developing their identity by **HONORING** their cultural and linguistic competencies, which will **INSPIRE** a curiosity and eagerness to learn, while also providing students with the skills needed to **NAVIGATE** the larger world, ultimately allowing them to **EXCEL** in school and beyond.

³³ Proposed Head of School observed and participated in quarterly case conferences at the Harlem Children’s Zone/Promise Academy Charter Schools.

³⁴ Freire, P., & Macedo, D. (2015). *Literacy: Reading the Word and the World*. Retrieved from <http://papers3://publication/uuid/1F31385E-B508-4D0E-8380-3F68A788C36E>.

³⁵ Willis, A. I. “Focus on Research: Historical Considerations.” *Language Arts*. 1997.

³⁶ Paris, D. “Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology and Practice.” *American Education Research Association*. 2018.

S: We SUPPORT each other at all times.

H: We HONOR each other's cultural background.

I: We INSPIRE each other to SHINE.

N: We help each other NAVIGATE difficult situations.

E: We help each other EXCEL.

To measure the effectiveness of our academic and arts model, as well as progress toward our mission, LCSA has identified eight major goals that will guide our school toward success. All goals are crafted to ensure our students are on the path to college and a life of opportunity:

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 demonstrate fiduciary and financial responsibility.
6. The school will be fully enrolled, with high levels of daily attendance and student retention.
7. Families will express satisfaction with the academic program and school communication.
8. The Board of Directors will provide effective and sound oversight of the school.

These eight goals are defined fully, with measurable outcomes, listed in **Section 1.4**. Our objective of preparing all students to thrive in high school, college, and career are outlined in Goals 1 through 4. Goals 5 through 8 ensure that we maintain viability through fiscal health, consistent enrollment, positive family engagement, and strong governance.

c. Prescribed Purpose of Luceo Collegiate School of the Arts Charter School

In accordance with T.C.A. § 49-13-102, LCSA has been designed to address the six purposes for charter school creation in the State of Tennessee:

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 assessments;
5. Create new professional opportunities for teachers; and
6. Afford parents substantial meaningful opportunities to participate in the education of their children.

T.C.A. Purposes (1) and (2). In accordance with the state purpose of T.C.A. § 49-13-102 (1) and (2), LCSA proposes a charter school in Binghampton, 38112, specifically designed to meaningfully close the achievement gap between high and low-income students, and to provide options for families

to meet the educational needs of all students.³⁷ Our unique school model of providing both rigorous academics and high-quality arts programming was built with these purposes in mind.

T.C.A Purpose (3). In accordance with T.C.A. § 49-13-102 (3), LCSA encourages the use of different and innovative teaching methods by incorporating a high-quality arts program, the integration of literacy and the arts, and our two-teacher model. Mathematics instruction will use cognitive guided instruction (CGI) to improve problem solving skills and develop a greater understanding of mathematic concepts. Lastly, our rites of passage program helps to affirms student identities. In exchange for this autonomy, we understand we have a greater responsibility for student performance.

T.C.A. Purpose (4). In accordance with T.C.A. § 49-13-102 (4), LCSA has designed our goals to ensure students demonstrate proficiency on state academic assessments, as well as nationally normed assessments. More details can be found in **Section 1.4**.

T.C.A. Purpose (5). In accordance with T.C.A. § 49-13-102 (5), LCSA will support teacher development through an extensive summer training institute prior to the start of each school year. Additionally, there will be eight full days of professional development throughout the year, as well as consistent coaching. More detail on our professional development plan is provided in **Section 2.5**.

T.C.A. Purpose (6). In accordance with T.C.A. § 49-13-102 (6), LCSA will provide families with meaningful opportunities to participate in the education of their children through quarterly arts showcases, monthly family meetings, bi-monthly family workshops, and attending school trips. Additionally, we have designed a unique advising model that provides each student with a “North Star” (advisor) who will meet with students on a bi-weekly basis and communicate with parents about their child’s academic, artistic, social, and emotional success.

d. Alignment with Authorizer Priorities

In its Destination 2025 Report, Shelby County Schools has identified five key priorities. LCSA proposes a K-8 college-preparatory performing arts school that will address all priorities.

Figure 1.1 (a) Alignment with Authorizer Priorities

Shelby County Schools Priorities	LCSA Alignment with SCS Priorities
Priority 1: Strengthen Early Literacy	<ul style="list-style-type: none"> • Intentionally designed school model based on other proven school models with college prep curriculum that prioritizes early literacy and integrates the arts • 30 minutes on phonics daily • 90 minutes on small group instruction daily • 30 minutes on readers theatre daily • 30 minutes on writing daily • 30 minutes on read aloud daily
Priority 2: Improve Post-Secondary Readiness	<ul style="list-style-type: none"> • Unique arts model backed by research that connects arts participation to college readiness

³⁷ See **Section 1.2** for details on community and demographics.

	<ul style="list-style-type: none"> • Rites of Passage experience that affirms the identities of students, providing confidence and a desire for positive post-secondary experiences
<p>Priority 3: Develop Teachers, Leaders, and Central Office</p>	<ul style="list-style-type: none"> • Extensive professional development before and throughout the school year • Month-long summer training institute prior to the start of the school year • 8 full days of professional development throughout the school year • Weekly half-days of professional development throughout the school year • Consistent 60 minute 1-on-1 coaching biweekly throughout the year with the instructional leadership team
<p>Priority 4: Expand High-Quality School Options</p>	<ul style="list-style-type: none"> • Currently, there are no K-8 arts schools in the Binghampton community or City of Memphis
<p>Priority 5: Mobilize Family and Community Partners</p>	<ul style="list-style-type: none"> • Families are partners in our mission to provide a high-quality education to our students; we will continue to build and maintain positive relationships with community partners such as: <ul style="list-style-type: none"> ○ Maslow Development Corporation³⁸ ○ Kaizen Careers ○ Collage Dance Collective ○ Memphis Urban League ○ Inspire Community Cafe

e. Achieving Our Mission

When we are achieving our mission, all third-grade students will be reading on or above grade level. Additionally, all eighth-grade students will be academically, socially, and emotionally ready to matriculate successfully into a high-performing, college-preparatory high school. Furthermore, all students will be proficient in at least one artform such as drama, instrumental music, vocal music, visual arts, or dance. Finally, after four years of attendance, our students will demonstrate academic achievement in the top 5% of Tennessee schools on TNReady assessments.

Recognizing that not all students will begin with us as kindergarteners or first graders, we are committed to ensuring the success of all students. Our absolute, comparative, and longitudinal goals outlined in our accountability plan, **Section 1.4**, provide evidence of our commitment to both yearly growth and academic excellence. Additionally, these metrics will allow the Board of Directors to evaluate the performance of the Head of School and monitor the overall success of the school.

Section 1.2: Enrollment Summary

³⁸ Letters of Support can be found in **Attachment E**.

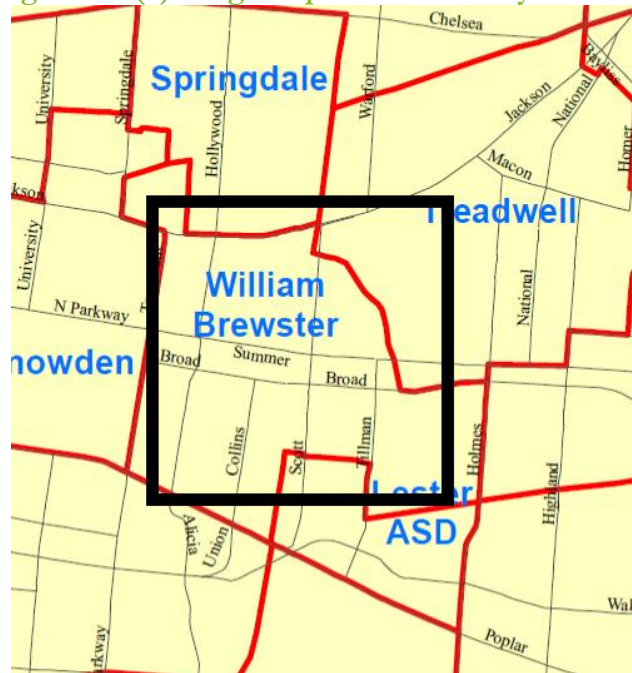
a. Community

In accordance with Tennessee charter law, Luceo Collegiate School of the Arts Charter School (LCSA) will enroll any student living within the Shelby County School District, so long as we have the capacity as outlined in Tenn. Code Ann. § 49-13-113. Our target student recruitment efforts will take place in the Binghampton community and surrounding areas such as Cordova.

The Binghampton community is approximately defined as the area bordered by Poplar Avenue, E. Parkway N., Summer Avenue, and N. Holmes Street. In Binghampton, 48% of households have annual incomes less than \$20,000, and the area has a median income of \$26,000; 35% of residents live below the poverty level, with 70% of certain Census block groups below the poverty level; 33% of households earn no wages or salary income.³⁹

Students living here are currently zoned to schools as identified below.

Figure 1.2 (a) Binghampton Elementary Schools⁴⁰



The following tables show the demographics of students in elementary and middle schools surrounding Binghampton. Currently, schools within this community are serving predominately Black and Latinx children, however, they do not offer a program that intentionally recognizes, affirms, or celebrates their cultural identity through culturally sustaining pedagogy. We believe in, and we have proposed, a unique school model in which students are able to bring their full selves, including their funds of knowledge, each day to school.⁴¹

³⁹ “Binghampton Development Corporation.” *Binghampton Development Corporation*, www.bdcmemphis.org/.

⁴⁰ “Shelby County Schools.” *SCS School Directory*, www.scsk12.org/schools/?LP=schools#/.

⁴¹ Nieto, S. “The Light in Their Eyes: Creating Multicultural Learning Communities.” NY: Teachers College Press, 1999.

Figure 1.2 (b) Binghampton Elementary School Demographics

School	Student Demographics	High-Needs Populations	Student Population
Brewster Elementary School PK-5	71.2% Black 23.2% Latinx 1.9% Asian 3% White	74.2% Economically Disadvantaged 17.6% English Language Learners 16.4% Students with Disabilities	427
Snowden School (Optional Program School) PK-8	69.4 Black 6.8 Latinx 2.9 Asian 20.4% White	48.6% Economically Disadvantaged 3.3% English Language Learners 7.1% Students with Disabilities	1291
Cornerstone Prep Lester Campus PK-5	94.9% Black 4.3% Latinx .3% Asian .5% White	79.7% Economically Disadvantaged 9.1% English Language Learners 18.1% Students with Disabilities	375

b. Rationale for Proposed Community

LCSA considered four factors in selecting the Binghampton community as our proposed community: (1) high poverty levels, (2) need for elementary and middle schools in the community, (3) no arts school in the community, and (4) proximity to Memphis arts district and other arts organizations.

Figure 1.2 (c) Factors Contributing to Selection of Proposed Community

Consideration	Alignment to the Binghampton Community
High Poverty	The 38112 zip code has an overall poverty rate of 28.6%, however, the poverty rate for children under the age of 18 is 42.2%. ⁴²
Lack of Elementary and Middle Schools in Community	Currently there are only 3 elementary schools in the 38112 zip code. <ul style="list-style-type: none"> • Cornerstone-Lester – ASD school • Brewster Elementary – Optional Program⁴³ • Snowden – Optional Program There are no middle schools in the 38112 zip code
No Arts School Options	There are no K-8 creative arts and performing arts schools in central city east. ⁴⁴
Proximity	In addition to the need for more quality school options, Binghampton is centrally located between the Memphis Arts District and Memphis Theatre District. This location will allow LCSA to build and leverage partnerships with local community organizations and arts non-profits.

⁴² <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>.

⁴³ Optional programs are theme-based programs that offer specialized and advanced courses. Students must meet the entrance requirements to be accepted into the program.

⁴⁴ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

Figure 1.2 (d) Central City East School Makeup

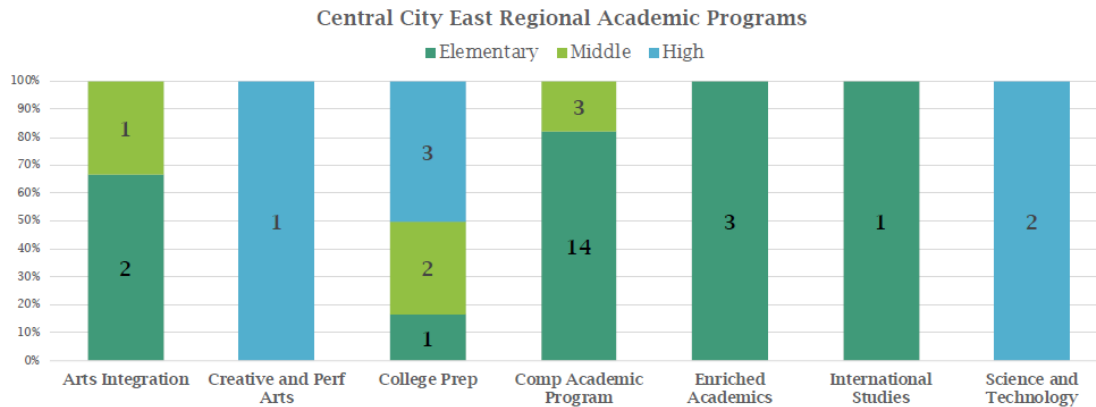
CENTRAL CITY EAST REGIONAL SCHOOL MAKEUP
 Binghampton/White Station, Chickasaw Gardens/Univ. of Memphis, Jackson/Treadwell, Sherwood/Sea Isle

The Central City East Region* is comprised of:

- 22 Elementary Schools: 5 - Charters, 1- Contract, 16 - District Managed (6 w/optional programs)
- 6 Middle Schools: 1 - Charters, 5 - District Managed (2 w/optional programs)
- 6 High Schools: 1 - Charters, 5 - District Managed (5 w/optional programs).

*3 ASD schools also reside in the region

The academic programs offered in the region are indicated in the chart below:



24

In the Central City region of the Shelby County School District, which includes the Binghampton, White State, Chickasaw Gardens, University of Memphis, Jackson, Treadwell, Sherwood, and Isle communities, there are no creative and performing arts school options for elementary or middle school students. Arts integration schools are schools that incorporate one or two elements of the arts into traditional classes as an instructional tool. An example of arts integration is asking a student to draw a picture of something that was just discussed in a core content area class. Creative and performing arts schools are schools that offer a full range of art disciplines such as music (instrumental, vocal, or both), visual arts, theater (acting), and dance. This means that students in our community with a desire to explore their artistic passions are unable to do so until high school.

Over 55% of the student in the Binghampton community cannot read on grade level. Additionally, 75% of students in the Binghampton community cannot do math on grade level. For the past three years, Cornerstone Prep – Lester Campus has fallen in the bottom five percent of schools in the state.⁴⁵ Furthermore, William Herbert Brewster Elementary and Snowden Elementary/Middle have had student groups fall in the bottom 5 percent of schools.⁴⁶ The families in the Binghampton community need additional school options for their children.

c. Academic Performance of Schools in Target Communities

According to the Destination 2025 Report (2019 Academic Plan: A Roadmap to Equity in Action), 24% of third through fifth grade students (approximately 1 in 4 children) are on track or mastering Tennessee state ELA standards and only 34.1% of third through fifth grade students (approximately 1 in 3 children) are on track or mastering Tennessee state math standards. Additionally, only 18.5% and 22.2% of sixth through eighth grade students (approximately 1 in 5 children) are on track or

⁴⁵ <https://reportcard.tnk12.gov/districts/985/schools/8010/page/SchoolOverall>.

⁴⁶ <https://reportcard.tnk12.gov/districts/792/schools/2053/page/SchoolOverall>.

mastering the Tennessee state ELA and math standards, respectively.⁴⁷ Additionally, the Shelby County Schools Report Card states that only 12.9% of students receiving special education services, 21.1% of English language learners, and 17.3% of economically disadvantaged students are meeting or exceeding grade level. The figure below demonstrates the academic performance of the schools in the 38112 zip code and surrounding areas.

Figure 1.2 (e) TN Report Card Academic Performance⁴⁸

School	Grade Band	Overall Success Rate ⁴⁹	ELA	Math	Special Education	English Language Learners	Economically Disadvantaged
Brewster Elementary	PK-5	21.2%	16.9%	25.5%	32.9%	21.8%	21.6%
Snowden (Optional Program School ⁵⁰)	PK-8	32.9%	30.5%	35.4%	6.1%	24.5%	20.6%
Cornerstone Prep – Lester Campus	PK-5	10.7%	8.9%	11.5%	N/A ⁵¹	N/A	9.3%
Grahamwood Elementary (Optional Program School)	K-5	51.1%	48.5%	54.2%	15.9%	23.4%	22.4%
Peabody Elementary (Optional School) ⁵²	PK-5	39.6%	39.2	40.9	N/A	N/A	27.7%
Idlewild Elementary (Optional School)	K-5	56.8%	49.8%	62.7%	N/A	N/A	39.5%
Rozelle Elementary (Optional School)	K-5	28.9%	21.8%	34.5%	N/A	N/A	22.4%

d. Target Population

As a public charter school, LCSA will serve all learners regardless of race, socioeconomic status, previous achievement, learning disability, English proficiency, or zip code. We have strategically

⁴⁷ Destination 2025: 2019 Academic Plan: A Roadmap to Equity in Action.

⁴⁸ <https://reportcard.tnk12.gov/districts/792/page/DistrictOverall>;
<https://reportcard.tnk12.gov/districts/985/schools/8010/page/SchoolOverall>.

⁴⁹ Percentage of students on or above grade level based on state exams.

⁵⁰ <https://reportcard.tnk12.gov/districts/792/page/DistrictOverall>

⁵¹ This school has an optional program built within the school.

⁵² Percentage too low to calculate.

⁵² Optional programs are theme-based programs that offer specialized and advanced courses. Students must meet the entrance requirements to be accepted into the program.

selected to serve kindergarten through eighth grade students living in the 38112 zip code due to levels of poverty, median household income, low higher education rates, lack of school options, and mediocre academic achievement data for students in this community. In the 38112 zip code, only 30.5% adults have a Bachelor's degree or higher, and roughly 28.6% of residents live below the poverty line.⁵³ The median household income is \$31,647. We project that 90% of our students will qualify for free or reduced lunch. Furthermore, we project that 13% of our students will require special education services and 10% will be emerging bilingual learners, also known as English language learners. Our mission is to prepare all students to thrive in high school, college, and career.

e. Effectiveness of Luceo Collegiate School of the Arts Charter School

Slow Growth Model

Research has shown that slow growth schools have achieved better results over time than schools that open full scale in year one.⁵⁴ As a school that values community and family engagement, a slow growth model will allow us to establish authentic and deep relationships and a strong school culture. See **Section 1.10** for a detailed outline of our relationships and work with our families and partners. Moreover, we will be able to inculcate a strong, well-equipped, mission-driven team growing the skills and leadership capacity of founding team members for success over the subsequent years. Lastly, our slow growth model will allow us to aggressively monitor the quality of curriculum design in both our academic and arts programs and implementation of both, ensuring we are providing all students with the necessary supports for success. LCSA proposes a slow growth K-8 charter school beginning with two grades (K and 1) and adding one grade in each subsequent year until we are fully grown through and including grade 8.

Literacy Model

The LCSA literacy model was designed based in part on the high-performing elementary models of Purpose Preparatory Academy (Purpose Prep) in Nashville, TN, and Ivy Hill Preparatory Academy (Ivy Hill Prep) in Brooklyn, NY. Both Purpose Prep and Ivy Hill Prep are intentional in their literacy design, allowing for small group literacy rotations with no more than eight students per small group. Both schools leverage a two-teacher literacy model. Our middle school literacy program was designed based on the high performing sixth through eighth grade school Memphis RISE Academy, whose literacy model challenges students with both popular canonized text as well as culturally relevant text. Their literacy model allows students to bring in their personal experience so that they can read themselves into a text. All of these schools serve students of similar demographics to those which we expect to serve. On average, students at LCSA will spend 210 minutes per day on literacy structured within a two-teacher model, as well as practice foundational literacy skills in all content areas with our literacy-across-the-curriculum approach. **Section 1.3** details information about our literacy program.

Arts Education

Different from any K-8 options currently available to families in Memphis, LCSA is a college preparatory K-8 school with an additional focus on robust and comprehensive arts education across all grades and an integrated arts course specific to enhancing literacy skills. As a part of their arts education, all students will explore multiple artforms such as drama, instrumental music, vocal music,

⁵³ https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml.

⁵⁴ https://my.vanderbilt.edu/marisacannata/files/2013/10/Starting_Strong_final.pdf.

visual arts, and dance within each grade and across all years at the school. Moreover, to complement the literacy model, we will offer integrated arts components during literacy time, such as Readers Theatre, Narration, and Father Stan Approach (Stanislavsky Technique).⁵⁵ Elementary school students will participate in 45 minutes of arts programming per day as well as 30 minutes of integrated arts instruction (75 minutes total). Middle school students will participate in 75 minutes of arts programming and 45 minutes of integrated arts instruction per day (120 minutes total). Skills such as self-regulation and public speaking, which are taught through arts education, will be transferrable to any post-secondary endeavor students choose.

Developing the Whole Student

Each LCSA student will be assigned a North Star who will serve as a student’s mentor and guide. North Stars will meet with students on a biweekly basis during breakfast, snack, recess, or lunch for 20 minutes, capturing notes about the student, the conversation, successes, and challenges. The North Star will then upload all notes to our online student database. These notes will allow all school-based stakeholders to provide additional support to a student or family when needed. North Stars will communicate with families on a biweekly basis. This is a highly successful practice at the Harlem Children’s Zone/Promise Academy Charter Schools called Academic Case Management (ACM) for middle and high school students and Academic Case Management Elementary (ACME) for elementary school students.⁵⁶

f. Existing Operators

Not applicable.

g. Enrollment Summary and Anticipated Demographics

Figure 1.2 (f) Enrollment Summary

Grade Level	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	At Capacity 2028-2029
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2		60	60	60	60	60
3			60	60	60	60
4				60	60	60
5					60	60
6						60
7						60
8						60
Totals	120	180	240	300	360	540

Figure 1.2 (g) Projected Student Demographics

⁵⁵ Arts integrated classes are classes that use one or more art disciplines as instructional tools to improve academic outcomes. Section 1.3 provides details for the arts integrated classes.

⁵⁶ Proposed Head of School observed and successfully executed this model in his role Director of Programs and Operations at the Harlem Children’s Zone/Promise Academy Charter Schools. For Mr. McClary’s resume, please see Attachment H.

Anticipated Demographics	% Economically Disadvantaged Students	% Students with Disabilities	% English Language Learners
Black – 85% Latinx – 10% Asian – 4% White – 1%	77%	16%	10%

Section 1.3: Academic Focus and Plan

a. Academic Focus

We have designed a rigorous, comprehensive, arts and college preparatory program that prepares all K-8 students to thrive in high school and college and equips students with the skills to be critical thinkers, creative problem solvers, and innovative leaders in any post-secondary pathway they choose to pursue. To that end, we have made intentional choices in our design to incorporate the arts and emphasize literacy across all content areas. The design elements for Luceo Collegiate School of the Arts Charter School (LCSA) are listed below:

- Lower elementary school (K-2): Focus on foundational literacy skills
- Upper elementary school (3-5): Focus on advanced literacy skills and core knowledge
- Middle school (6-8): Focus on college preparatory academics
- Literacy across content areas
- Arts education across all grade levels
- Arts integrated literacy time
- Extended school day
- Saturday school

b. Academic Plan, Curriculum Development, Materials and Instructional Methods

As an ambitious arts and college preparatory K-8 school, the design of our curriculum and instruction will support our mission and Shelby County Schools’ priorities through the implementation of best practices from successful high performing schools throughout the nation. All curriculum will be selected, developed, and implemented in alignment with Tennessee academic state standards, Common Core State Standards, TNReady Assessments, Next Generation Science Standards, National Core Arts Standards, and literacy priorities outlined in the Shelby County Destination 2025 Strategic Plan.

Through his BES Fellowship, Lead Founder and Proposed Head of School LeBaron McClary⁵⁷ has studied more than 40 high performing schools around the country. Our curricular choices and instructional approaches leverage key elements of those high performing schools, which have

⁵⁷ Former professional ballet dancer and graduate of the Juilliard School in New York, Mr. McClary has also had the opportunity to learn from Harlem Children’s Zone/Promise Academy Charter Schools where he served as an Arts and English teacher, Network Instructional Coach, and Director of Programs and Operations.

demonstrated academic success for consecutive years, outperforming their districts, and in some cases their states, and serve as “exemplar schools” on which to model our practices.

Figure 1.3 (a) Purpose Prep Charter School⁵⁸

Overview of Luceo Collegiate School of the Arts Exemplar School	
School 1: Purpose Prep Charter School	
A K-4 college preparatory charter school in Nashville, Tennessee	
Results⁵⁹	<p>Does the school’s student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?</p> <p>Based on 2019 TNReady ELA Results</p> <ul style="list-style-type: none"> • 41.7% of 3rd graders are meeting or exceeding compared to 28.8% in the district and 36.7% in the state • 57.7% of 4th graders are meeting or exceeding compared to 27.4% in the district and 34.4% in the state <p>Based on 2019 TNReady Math Results</p> <ul style="list-style-type: none"> • 47.9% of 3rd graders are meeting or exceeding compared to 34.3% in the district and 43.8% in the state • 43.6% of 4th graders are meeting or exceeding compared to 36.2% in the district and 46% in the state
Student Population⁶⁰	<p>Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Latinx students? Does the school serve comparable populations of Students with Disabilities, English Language Learners and Economically Disadvantaged Students?</p> <ul style="list-style-type: none"> • African American/Black: 92.2% • Latinx: 3.4% • White: 3.6% • ELL: 1.3% • Economically Disadvantaged: 49.7% • Special Needs: 7%
Alignment	<p>Is the school located in Tennessee? If not, is the school located in a Common Core State? Does the school use curriculum programs that is aligned to Tennessee Academic Standards? Does the school use curriculum programs that is aligned to Tennessee Academic Standards?</p> <ul style="list-style-type: none"> • Purpose Prep is a charter school in Nashville, TN • Purpose Prep uses a number of Tennessee standards-aligned curricula

⁵⁸ Purpose Prep was incubated and founded through the BES Fellowship and has been continuously supported through BES since its opening in 2013.

⁵⁹ <https://www.schooldigger.com/go/TN/schools/0318002319/school.aspx>.

⁶⁰ <https://reportcard.tnk12.gov/districts/190/schools/8046/page/SchoolProfile>.

Access	<p>Does the school regularly and consistently make curricular materials publicly available? Is it likely that the Luceo Collegiate School of the Arts Founding Team will be able to access curricular materials during the founding year?</p> <p>As a school founded by a BES Fellow, Purpose Prep opens its doors to other BES Fellows, including the recently opened Memphis Merit Academy and Ivy Hill Preparatory (NY), and Purpose Prep leadership annually leads training and provides resources to other BES school leaders.</p>
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Figure 1.3 (b) Nashville Classical Charter School

Overview of Luceo Collegiate School of the Arts Exemplar School	
School 2: Nashville Classical Charter School⁶¹	
A K-8 college preparatory charter school in Nashville, Tennessee	
Results⁶²	<p>Does the school’s student achievement data confirm that students are on track for entry into a rigorous, college-preparatory high school? Does the school consistently outperform state and district proficiency averages? Does the school meaningfully narrow or eliminate achievement gaps for at-risk populations?</p> <p>Based on the 2018 TNReady ELA Results</p> <ul style="list-style-type: none"> • 48.5% of 3rd graders are meeting or exceeding compared to 28.8% in the district and 36.9% in the state • 41.5% of 4th graders are meeting or exceeding compared to 27.4% in the district and 34.3% in the state • 60% of 5th graders are meeting or exceeding compared to 26.9% in the district and 35.2% in the state <p>Based on the 2019 TNReady Math Results</p> <ul style="list-style-type: none"> • 68.2% of 3rd graders are meeting or exceeding compared to 34.3% in the district and 43.8 % in the state • 56.1% of 4th graders are meeting or exceeding compared to 36.2% in the district and 46% in the state • 70.6 of 5th graders are meeting or exceeding compared to 31.8% in the district and 46.2% in the state
Student Population⁶³	<p>Does the school serve a similar demographic to that of our student population? Does the school serve significant percentages of Black and/or Latinx students? Does the school serve comparable populations of Students with Disabilities, English Language Learners and Economically Disadvantaged Students?</p> <ul style="list-style-type: none"> • African American/Black: 68.7% • Latinx: 7.6% • White: 22.6% • ELL: 2% • Economically Disadvantaged: 44.8% • Special Needs: 13%

⁶¹ Nashville Classical was incubated and founded through the BES Fellowship and has been continuously supported through BES since its opening in 2013.

⁶² <https://www.schooldigger.com/go/TN/schools/0318002332/school.aspx>.

⁶³ <https://reportcard.tnk12.gov/districts/190/schools/8044/page/SchoolProfile>.

Alignment	<p>Is the school located in Tennessee? If not, is the school located in a Common Core State? Does the school use curriculum programs align to Tennessee Academic Standards? Does the school use curriculum programs align to Tennessee Academic Standards?</p> <ul style="list-style-type: none"> • Nashville Classical is a charter school in Nashville, TN • Nashville Classical Charter School uses a number of Tennessee standards-aligned curricula
Access	<p>Does the school regularly and consistently make curricular materials publicly available? Is it likely the Luceo Collegiate School of the Arts Founding Team will be able to access curricular materials during the founding year?</p> <p>As a school founded by a BES Fellow, Nashville Classical opens its doors to other BES Fellows, including Beacon College Prep, which was recently awarded a charter.</p>

Curricular Materials

Our approach to designing curriculum is largely influenced by the work of Grant Wiggins and Jay McTighe: Understanding by Design (UbD).⁶⁴ UbD emphasizes the importance of first starting with the desired outcome for students. Educators then create assessments followed by the activities and experiences they want students to have. This approach is also called the “backwards planning approach.” To this end, in Y1, the Head of School will select, develop, or adapt curriculum to ensure alignment with Tennessee Academic Standards and Common Core State Standards, and to ensure that students meet or exceed grade level academic expectations. In subsequent years, the Head of School and the Instructional Leadership Team (Dean of Curriculum and Instruction in Y2, Dean of Student Supports in Y3, Director of Lower School in Y5, and Director of Upper School in Y6) will adapt curriculum to ensure alignment and academic rigor.

Each year all curriculum frameworks, including scope and sequence and pacing guides, will be created by the Instructional Leadership Team before the start of summer staff orientation. Teachers will have the flexibility to revise and update as needed throughout the school year to ensure we are properly supporting our students. Teachers will be responsible for all unit and lesson plans – except for the founding year, in which the first two units and lessons for each subject will be created by the Instructional Leadership Team, including weekly assessments and exit tickets.⁶⁵ The Instructional Leadership Team will ensure that literacy is built in across all units and lessons and across all content areas. During summer orientation as well as throughout the school year, teachers will participate in professional development sessions focused on integrating literacy across different content areas. Teachers will also have the opportunity to participate in external trainings, such as Bard College’s Institute for Writing and Thinking and the University of Pennsylvania’s Penn Literacy Network.

Curriculum Choices

Kindergarten - Grade 2

⁶⁴ https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf.

⁶⁵ The Head of School will leverage support from BES and the BES network.

In our lower elementary school (K-2), we will use SRA Reading Mastery coupled with the Orton-Gillingham approach for our literacy program. SRA Reading Mastery is a direct instruction program designed to explicitly teach English language reading. The Orton-Gillingham approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling do not come easily to individuals, such as for those with dyslexia. We will internally create our reading comprehension curricula adapted from high performing charter schools like Purpose Prep in Nashville, TN, Ivy Hill Preparatory in Brooklyn, NY, and North Star in Newark, NJ. Our writing curriculum will be internally created and combined with Lucy Calkins' Writing Without Tears. Our students will also participate in an integrated arts class, Readers Theater, focused on strengthening literacy skills. **Figure 1.3(g)** provides a description for Readers Theater. Our math curricular choices include Every Day Math Counts Calendar Math for math fluency, Eureka Math for procedural, conceptual, and application math skills, and Cognitively Guided Instruction (CGI) for number stories. We will leverage Full Option Science System, Next Generation Science Standards, and CORE Knowledge to internally create our science and social studies curricula.⁶⁶ We will also use Lexia Core 5 and Zearn as our blended learning software.⁶⁷ The LCSA arts curriculum for lower elementary school will be internally created by the Head of School, Director of Arts Education (Y6), and arts teachers, and will be aligned with Tennessee State Arts Standards and include visual arts, general music, theater, and dance.

Grades 3 - 5

In our upper elementary school (grades 3-5), we will internally create our literacy and writing curriculum adapted from the CORE Knowledge Language Arts curriculum. For Novel Reading, Guided Reading, and Close Reading, we will adapt the curricula from high performing schools like Nashville Classical and Purpose Prep, both in Nashville, TN. Our integrated arts curriculum for upper elementary school will be internally created and include approaches like narration. **Figure 1.3(g)** provides a description of narration. Our math curricular choices include Eureka Math for procedural, conceptual, and application math skills and Cognitively Guided Instruction (CGI) for number stories. Similar to our lower elementary school science and social studies curricula, we will leverage Full Option Science System, Next Generation Science Standards, and CORE Knowledge to internally create our Science and Social Studies curricula and use Lexia Core 5 and Zearn for blended learning. The LCSA arts curriculum for upper elementary school will be internally created by the Head of School, Director of Arts Education (Y6), arts teachers, and will be aligned with Tennessee State Arts Standards and include visual arts, instrumental music, vocal music, theater, and beginner ballet, West African dance, and hip hop.⁶⁸

Grades 6 - 8

Our middle school (6-8) curricular choices for English language arts will be internally created. This curriculum will include classical, contemporary, and information text selection. The writing curriculum will be adapted from high performing schools like Nashville Classical in Nashville, TN, and include grammar development, sentence structuring, and essay development. Our middle school integrated

⁶⁶ Proposed Head of School has observed this successfully at Nashville Classical.

⁶⁷ Cost for all software and programs associated to technology are reflected in the budget worksheet, **Attachment O**

⁶⁸ Proposed Head of School has created arts curriculum for dance, music, and theatre at the Juilliard school, a New York City Department of Education school, and Harlem Children's Zone/Promise Academy Charter School.

arts curriculum will be internally created and focus on using theater techniques developed by Constantin Stanislavski. **Figure 1.3(g)** provides details on the Stanislavski Technique. The math curriculum will be internally created with the goal of preparing students to excel in advanced level courses in the 7th and 8th grades, like Algebra I and Geometry. Both the science and social studies curricula will be internally created to prepare students for advanced level science high school courses like Earth Science, Chemistry, AP US History, and World History. The arts curriculum for middle school will be internally created and will develop proficiency in at least one art form. An arts curriculum will be developed for the following classes in middle school: visual arts (sketching, painting, drawing, and pottery), instrumental and vocal music (jazz, classical, popular), drama (masks, scene study, acting techniques, cold reading, and improvisation) and dance (classical ballet, classical, and contemporary modern dance, West African dance, ballroom dance, and hip hop dance). All internally designed curricula will be aligned with Tennessee State Arts Standards.

To ensure all students are prepared to thrive in high school, college, and career, LCSA will integrate purchased and internally created curriculum. Proposed curricular choices for all subjects are below.

Figure 1.3 (e) Proposed Elementary School Curricular Choices

Grade	Literacy	Math	Science	Social Studies
K	<p>Fluency/Phonic: SRA Reading Mastery and Orton-Gillingham</p> <p>Reading Comprehension: Internally created and adapted from high performing charter schools like Purpose Prep and Ivy Hill Preparatory</p> <p>Guiding Reading Text: Reading A-Z</p> <p>Writing: Internally created and Lucy Calkins' Writing without Tears.</p> <p>Blending Learning Program: Lexia Core 5</p> <p>Arts Integration: Readers Theater</p>	<p>Math Fluency: Every Day Math Counts Calendar Math</p> <p>Procedural, Conceptual, and Application Math Skills: Eureka Math</p> <p>Number Stories: Cognitively Guided Instruction (CGI)</p> <p>Blended Learning: Zearn</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>
1	<p>Fluency/Phonic: SRA Reading Mastery and Orton-Gillingham</p> <p>Reading Comprehension: Internally created and adapted from high performing charter schools like Purpose Prep and Ivy Hill Preparatory</p>	<p>Math Fluency: Every Day Math Counts Calendar Math</p> <p>Procedural, Conceptual, and Application Math Skills: Eureka Math</p> <p>Number Stories: Cognitively Guided Instruction (CGI)</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>

	<p>Guiding Reading Text: Reading A-Z</p> <p>Writers Workshop: Internally created and Lucy Calkins' Writing without Tears.</p> <p>Blending Learning Program: Lexia Core 5</p> <p>Arts Integration: Readers Theater</p>	<p>Blended Learning: Zearn</p>		
2	<p>Fluency/Phonic: SRA Reading Mastery and Orton-Gillingham</p> <p>Reading Comprehension: Internally created and adapted from high performing charter schools like Purpose Prep Academy and Ivy Hill Preparatory</p> <p>Guiding Reading Text: Reading A-Z</p> <p>Writers Workshop: Internally created and Lucy Calkins' Writing without Tears.</p> <p>Blending Learning Program: Lexia Core 5</p> <p>Arts Integration: Readers Theater</p>	<p>Math Fluency: Every Day Math Counts Calendar Math</p> <p>Procedural, Conceptual, and Application Math Skills: Eureka Math</p> <p>Number Stories: Cognitively Guided Instruction (CGI)</p> <p>Blended Learning: Zearn</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>
3	<p>Internally created by Instructional Leadership Team</p> <p>Informational: Core Knowledge</p> <p>Writers Workshop: Internally created by Instructional Leadership Team</p> <p>Blended Learning: Lexia Core 5</p> <p>Arts Integration: Narration</p> <p>Novel Reading: Adapted from Springfield Preparatory in Springfield, MA</p> <p>Guided Reading: Adapted from Nashville Classical and Purpose Prep</p>	<p>Procedural, Conceptual, and Application Math Skills: Eureka Math</p> <p>Number Stories: Cognitively Guided Instruction (CGI)</p> <p>Blended Learning: Zearn</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>

	<p>Close Reading: Adapted from Nashville Classical and Purpose Prep</p>			
4	<p>Internally created by Instructional Leadership Team</p> <p>Informational: Core Knowledge</p> <p>Writers Workshop: Internally created by Instructional Leadership Team and adapted from high performing schools like Nashville Classical</p> <p>Blended Learning: Lexia Core 5</p> <p>Arts Integration: Narration</p> <p>Novel Reading: Adapted from Springfield Preparatory</p> <p>Guided Reading: Adapted from Nashville Classical and Purpose Prep</p> <p>Close Reading: Adapted from Nashville Classical and Purpose Prep</p>	<p>Procedural, Conceptual, and Application Math Skills: Eureka Math</p> <p>Number Stories: Cognitively Guided Instruction (CGI)</p> <p>Blended Learning: Zearn</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>
5	<p>Internally created by Instructional Leadership Team</p> <p>Writers Workshop: Internally created by Instructional Leadership Team</p> <p>Informational: Core Knowledge</p> <p>Blended Learning: Lexia Core 5</p> <p>Arts Integration: Narration</p> <p>Novel Reading: Adapted from Springfield Preparatory</p> <p>Guided Reading: Adapted from Nashville Classical and Purpose Prep</p> <p>Close Reading: Adapted from Nashville</p>	<p>Procedural, Conceptual, and Application Math Skills: Eureka Math</p> <p>Number Stories: Cognitively Guided Instruction (CGI)</p> <p>Blended Learning: Zearn</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>

	Classical and Purpose Prep			
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Figure 1.3 (f) Proposed Middle School Curricular Choices

Grade	English Language Arts	Math	Science	Social Studies
6	<p>Internally created by Instructional Leadership Team</p> <p>Text Selections: Literature and informational text selections adapted from Nashville Classical</p> <p>Writers Workshop: Internally created by Instructional Leadership Team and adapted from high performing schools like Nashville Classical</p> <p>Blended Learning: Newsela</p> <p>Arts Integration: Father Stan Technique</p>	<p>Internally created by Instructional Leadership Team</p> <p>Blended Learning: Khan Academy</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>
7	<p>Internally created by Instructional Leadership Team</p> <p>Text Selections: Literature and informational text selections adapted from Nashville Classical</p> <p>Writers Workshop: Internally created by Instructional Leadership Team and adapted from high performing schools like Nashville Classical</p> <p>Blended Learning: Newsela</p> <p>Arts Integration: Father Stan Technique</p>	<p>Internally created by Instructional Leadership Team</p> <p>Blended Learning: Khan Academy</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System (FOSS), Next Generation Science Standards, and CORE Knowledge</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>
8	<p>Internally created by Instructional Leadership Team</p> <p>Text Selections: Literature and informational text</p>	<p>Internally created by Instructional Leadership Team</p> <p>Blended Learning: Khan Academy</p>	<p>Internally created by Instructional Leadership Team and adapted from Full Option Science System</p>	<p>Internally created by Instructional Leadership Team and adapted from CORE Knowledge</p>

	selections adapted from Nashville Classical Writers Workshop: Internally created by Instructional Leadership Team and adapted from high performing schools like Nashville Classical Blended Learning: Newsela Arts Integration: Father Stan Technique		(FOSS), Next Generation Science Standards, and CORE Knowledge	
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Curricular Component Descriptions

Literacy Components

In alignment with the State of Tennessee and Shelby County Schools, we believe that a strong literacy foundation can change the trajectory of a student’s life and propel them toward realizing their dreams. In Memphis, 23% of third graders are reading on grade level and 11% of high school students are graduating college-ready.⁶⁹ At LCSA, we will ensure that all students receive a strong foundational start to literacy through expansive, multiple modality literacy rotations and writers’ workshops.

Figure 1.3 (g) Description of Literacy Components

Component	Grade Band	Description/Rationale
Read Aloud	K-2	During Interactive Read Aloud, teachers will model metacognitive skills and habits of strong readers, analyzing aloud the author’s choices while reading with fluency, inflection, and excitement. A purposeful Read Aloud highlights common sight words, reinforces key vocabulary, and leverages artfully placed think aloud and text based-discussions to deepen student critical thinking.
Phonics	K-2	We will adapt a combination of Reading Mastery and the Orton-Gillingham approach to help students build foundational phonemic awareness and decoding skills. Direct phonics instruction provides daily opportunities for beginning readers to build skill and fluency with letter recognition, letter-sound associations, and decoding strategies.
Guided Reading	K-5	Guided Reading gives students the opportunity to deepen their understanding of, and fluency with, a variety of reading comprehension skills and strategies. Teachers select a text that is at students’ instructional level and guide students toward a clearly defined teaching point. Teachers first model the teaching point, while frontloading vocabulary and contextual knowledge, emulating the comprehension skill or tool.
Close Reading	3-5	Teachers will support students in diving deep into texts of a variety of genres while critically analyzing the main idea and seeking out text evidence to support their claims. Through close reading, students

⁶⁹ “Shelby County Schools.” *Shelby County Schools*, www.scsk12.org/charter/reportsandpub.php?PID=1449.

		practice skills such as making inferences, understanding the author's motivations and stylistic writing choices, and understanding character feelings.
Novel Reading	3-5	Students read and analyze a novel together as a class. Students hone their Habits of Discussion and deepen their ability to use text-based evidence through facilitated Book Talks or rich text-based discussions with the class.
Literature	6-8	Through comparative texts study, students will be exposed to rich non-fiction texts, persuasive texts, and poetry, and will analyze and interpret the meaning of texts, drawing connections between big ideas, their lived experiences, and texts, and analyzing literary techniques and author's choices.
Reader's Theater	K-2	Performed without the need for props, costumes, or set, Reader's Theater adapts scripts from grade level books and gives students essential practice in oral reading fluency and public speaking.
Narration	3-5	Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information, or comment on scene action or character motivations.
Father Stan Technique	6-8	Applying teaching principles of Constantin Stanislavski (grandfather of Modern Theatre), students read themselves into text using the seven questions of the Stanislavski technique. Who am I? Where am I? What time is it? What do I want? Why do I want it? How do I get it? What must I overcome to get want I want?
Writers Workshop	K-8	Internally created by the Instructional Leadership Team and adapted from high performing schools like Nashville Classical. Students will have opportunities to build stamina, practice phonemic awareness, and construct poems, essay and stories.

Math Components

In alignment with the State of Tennessee and Shelby County School District, we believe strongly that in addition to building a student's procedural knowledge of mathematics, students also need to understand mathematics on a conceptual level.

Figure 1.3 (f) Description of Mathematics Components

Component	Grade Band	Description/Rationale
Calendar Math	K-2	Students will build pattern recognition, number recognition and fluency, place value, and other skills in fast-paced, engaging whole group lessons.
Eureka	K-5	Aligned with CCSS and TAS, students will deepen their procedural knowledge by developing a greater conceptual understanding of math concepts.
Cognitive Guided Instruction	K-5	During Number Stories, students will develop problem-solving skills by independently working to solve unfamiliar, contextualized problems through Cognitively Guided Instruction (CGI).
Middle School Math	6-7	Internally created by the Instructional Leadership Team.
Algebra I	8	Internally created by the Instructional Leadership Team. All students will complete Algebra I in the 8th grade.

Science, Social Studies, and the Arts

The science, social studies, and arts curricula will be internally created by the Head of School in Year 1 and the Instructional Leadership Team in subsequent years. The curriculum will be adapted from the Full Option Science System (FOSS), Next Generation Science Standards, and Core Knowledge. The Social Studies curriculum will be adapted from Core Knowledge

Instructional Methods

To meet the diverse needs of our students, LCSA will draw heavily from models and strategies outlined in *Teach Like a Champion 2.0*,⁷⁰ *Great Habits, Great Readers*,⁷¹ *Driven by Data*,⁷² and *Teaching as Leadership*.⁷³ Based on best practices from high performing schools that are 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: two-teacher model, small group instruction, extended time, driven by data, Harambee (Swahili for all pull together) “cheers and chants,” kinesthetic learning, habits of discussion, inquiry-based learning, and project-based learning.

Figure 1.3 (g) Core Components of LCSA Instructional Plan

Best Practice	Description
Two-Teacher Literacy Model	We have a two-teacher literacy model. At least one teacher per grade will be dually certified as a General Education Teacher and Special Education or English Language Learners Teacher.
Small Group Instruction	Each day we have designated 30 minutes for re-teaching and interventions to ensure no student is left behind.
Extended Time	We have an extended school year as well as an extended day. We have 181 instructional days with 495 minutes of instruction per day. We spend: K – Grade 5 <ul style="list-style-type: none"> • 210 minutes on Literacy • 90 minutes on Math • 45 minutes on Arts Education • 30 minutes on Arts Integration • 30 minutes on Science or Social Studies • 30 minutes on RTI² Grade 6 – Grade 8 <ul style="list-style-type: none"> • 180 minutes on Literacy • 90 minutes on Math • 75 minutes on Arts Education • 45 minutes on Arts Integration • 45 minutes on Science • 45 minutes on Social Studies • 30 minutes on RTI²
Driven by Data	To ensure we are properly supporting students, all staff will leverage data in the following ways: Daily: attendance, behavioral tracking, and exit tickets

⁷⁰ Lemov, Doug. *Teach Like a Champion 2.0*. 2ndⁿ ed. Vol. 1. San Francisco, CA: Jossey-Bass, 2014.

⁷¹ Bambrick-Santoyo, Paul. 2013. *Great Habits, Great Readers*. San Francisco, CA: Jossey-Bass, 2013.

⁷² Bambrick-Santoyo, P. *Driven by Data*, San Francisco, CA; Jossey-Bass, 2010.

⁷³ Farr, Scott. *Teaching as Leadership*. San Francisco, CA: Jossey-Bass, 2010.

	Weekly: attendance, homework, quizzes or test Monthly: attendance, unit assessments Every 6-8 Weeks: STEP assessments Quarterly (August, January, and May): NWEA MAP assessments
Harambee	We use music, cheers, and chants to build community and help students remember key concepts.
Kinesthetic Learning	We use theater and movement to keep students engaged, complement academic instruction, and support all learning styles.
Habits of Discussion	We teach students how to effectively engage in scholarly discussions with their peers.
Inquiry-Based Learning	We use the 5Es (engage, explore, explain, elaborate, and evaluate) to deepen critical thinking skills.
Project-Based Learning	We use the seven principles of project-based learning to create real-world experiences for our students. <ol style="list-style-type: none"> 1. New to know 2. Driving questions 3. Student voice and choice 4. 21st century skills 5. Inquiry and innovation 6. Feedback and revisions 7. Presentation

c. Philosophy, Instructional Methods, and Features

To deliver on our mission to prepare all students to thrive in high school, college, and career, teachers must hold students accountable to high behavioral and academic expectations. To support teachers, we will adopt the instructional taxonomies from Doug Lemov’s *Teach Like a Champion 2.0*.⁷⁴ The Head of School and Instructional Leadership Team will facilitate and coach these instructional taxonomies for all teachers daily.

Figure 1.3 (h) Description of Key Taxonomies

Taxonomy	Description	Example
Sweat the Details	Teacher expects clear execution of task from student regardless how minor something may seem.	Teacher asks for all feet to be planted firmly on the floor and a student is sitting with their legs crossed. The student is redirected.
What to Do	Teacher narrates explicitly what to do opposed to what not to do.	Teacher says, “When I say go, please stand up quietly, push in your chair quietly, and stand behind your chair quietly. Go.”
Radar	Teacher positions themselves in a place that allows them to scan the entire room.	Teacher stands in the back-left corner of the room.
Positive Narration	Teacher positively acknowledges 3 or 4 students for doing the right thing, gently reminding others to follow suit.	After describing what to do, teacher positively recognizes the blue line and green line.

⁷⁴ Lemov, Doug. *Teach Like a Champion 2.0* 2nd ed. Vol. 1 San Francisco, CA; Jossey-Bass, 2014.

Do it Again	Teacher instructs a student(s) to repeat a process if done incorrectly or not by all students.	Teacher says, “We were almost there. Let’s try it again when I say go. Go.”
100 Percent	Teacher expects 100% participation or waits for a full, complete answer.	Teacher asks for students’ attention and waits until s/he has everyone’s attention.
Less Invasive Correction	Teacher speaks privately to a student while still in the classroom without interrupting instruction.	Student defies an explicit direction; teacher leans over and speaks to student quietly but firmly.

d. Research Supporting Academic Plan

The LCSA academic plan, which includes curricular choices, instructional models, and instructional methods, is 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. Douglas Reeves’ “High Performance in High-Poverty Schools: 90/90/90” explains that to achieve high results for high-risk students we must: (1) utilize frequent and meaningful assessments; (2) replicate best practices of other high-performing schools achieving high student achievement results; (3) focus on literacy; and (4) develop and focus on high-quality instruction. His research focused only on schools where 90% or more of students: (1) identified as racial or ethnic minorities; (2) qualified for free or reduced lunch; and (3) performed at high levels.⁷⁵

The academic plan and design of LCSA are aligned to the models of high poverty and high performing charter schools, with a strong focus on literacy and meaningful assessments. The above-referenced research, as well as training and support from BES, has allowed us to design a curriculum and instructional plan that will implement best practices, instructional pedagogy, and rigorous curriculum found in schools that have consistently and successfully achieved results with high-poverty students. Proposed Head of School LeBaron McClary will complete a Leadership Residency with Ivy Hill Preparatory, which has heavily informed our LCSA curricular and implementation decisions and will serve as inspiration for selection of instructional materials and eventual adaptation. Our Head of School will complete an additional Leadership Residency in the summer of 2020 to further inform instructional and curricular decisions.

Our academic program focuses on literacy, anchored in the belief that students should be able to see themselves – culture, identity, and community – in literature. Research shows that students from low-income, high-poverty communities have experienced difficulties in school because of a lack of diversity within the school curricula, text, and culture.⁷⁶ At LCSA, we will strategically blend literacy into our students’ cultures, identities, and communities to leverage their innate abilities and knowledge, as opposed to trying to squeeze student culture into our education program.⁷⁷ To that end, in our

⁷⁵ Reeves, Douglas. “High Performance and High Poverty Schools: 90/90/90 and Beyond.” https://www.researchgate.net/publication/228772648_High_performance_in_high_poverty_schools_909090_and_beyond.

⁷⁶ Pewewardy, C. “Culturally responsible pedagogy in action: An American Indian magnet school.” *Teaching Diverse Populations: Formulating a knowledge base*. 1993.

⁷⁷ Ladson-Billings, G. “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy.” *Theory Into Practice*. 1995.

literacy program, we will also explore the multiple meanings of literacy. Literacy is commonly understood and explained as the ability to read and write text, but it is also the ability to read the world.⁷⁸ In alignment with one of our SHINE values, **Navigate**, we will support our students in reading the world so that they can cultivate the necessary tactical skills to successfully **Navigate** life and, often times, environments that were not created for them but tolerate their existence.⁷⁹ **Section 1.10** outlines our SHINE values in detail.

As an arts school, LCSA understands the value and transformative impact the arts have in the lives of children. However, in low-income, high-poverty communities, due in part to heavy emphasis on preparing students to take standardized tests and assessments, arts programming has been deprioritized and cut from most school programs instead of being used as a tool to boost academic achievement.⁸⁰ Research from a 2005 Harris poll commissioned by Americans for the Arts shows that “93% agree the arts are vital to providing a well-rounded education for children, a 2% increase over 2001, 86% agree an arts education encourages and assists in the improvement of a child’s attitudes toward school, 83% believe that arts education helps teach children to communicate effectively with adults and peers, 79% agree incorporating the arts into education is the first step in adding back what’s missing in public education today.”⁸¹ Additional research has drawn connections between students who study the arts and academic and social benefits. This research shows that what students learn in the arts has the potential help them master academic content areas such as reading, math, and history.⁸²

e. Curriculum and Basic Learning Environment

Our school design includes a lower school (K-2), upper school (3-5), and middle school (6-8). Our lower school focuses heavily on building a strong literacy foundation; our upper school builds on that foundational knowledge with complexity and variation; and our middle school encourages our students to think critically and intensely through inquiry and deeper artistic study.

LCSA will have 30 students per class and 60 students per grade level. Our two-teacher model allows for a teacher-student ratio of 15:1, and our one dually certified teacher per grade allows us to support the learning needs of all students. Additionally, our use of the arts, blended learning, arts integration, and extensive literacy time – 210 minutes per day in the lower school, 210 minutes per day in the upper school, and 180 minutes per day in middle school allow us to prepare all students to be successful in high school, college, and career.

⁷⁸ Freire, P., Macedo, D. *Literacy: Reading the Word and the World*. 2015

⁷⁹ Hughes et al. “Parents’ ethnic-racial socialization practices: A review of research and directions for future studies.” *Developmental Psychology*. 2006

⁸⁰ Catterall, James S., Richard Chapleau, and John Iwanaga (2002), “Involvement in the Arts and Human development: Extending an Analysis of General Associations and Introducing the Special Cases of Intensive Involvement in Music and Theatre Arts.”

⁸¹ How the Benefit Student Achievement

⁸² Deasy, Richard J. (editor) (2002), “Critical Links: Learning in the Arts and Student Achievement and Social Development.” Washington, DC: AEP.

f. Proposed Instructional Goals, Methods, and Academic Benchmarks

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. **Section 1.4** provides further details on Academic Goals, Benchmarks, and Metrics.

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.

Luceo Collegiate School of the Arts has chosen to use the following methodologies: two-teacher literacy model, small group instruction, extended time, data-driven decision making, Harambee (cheers and chants), kinesthetic learning, habits of discussion, inquiry-based learning, and project-based learning. **Figure 1.3(g)** provides further details. These methodologies are commonly used across high-poverty, high-performing schools to ensure student success. Additionally, to achieve our Year 3 goals, we know that there are specific academic benchmarks we need to meet in Year 1 and Year 2. The following benchmarks will be used to assess student proficiency before Year 3:

- Y1 – 70% of all kindergarten students will achieve Strategic Testing and Evaluation of Progress (STEP) Level 3 by the end of the school year, showing grade 1 reading readiness.
- Y2 – 80% of all grade 1 students will achieve STEP Level 6 by the end of the school year, showing grade 2 reading readiness.
- Y3 – 90% of all grade 2 students will achieve STEP Level 9 by the end of the school year, demonstrating grade 3 reading readiness.
- Students with disabilities and English language learners will achieve growth on STEP assessments at or above the same rate as the whole school average.
- The average annual increase in percentiles in Reading Comprehension on the Northwest Evaluation Association Measures of Annual Progress (NWEA MAP) average a minimum of five percentiles of growth per year until the average score reaches 75.

g. Alignment with Target Population

Aligned with national averages and state standards, LCSA's challenging curriculum, informed by high-performing elementary, middle, and high schools throughout Tennessee and across the country, will prepare our students to achieve results comparable to those from wealthier neighborhoods. Our primary student recruitment will take place within the Binghampton community. However, we will also recruit from communities such as Cordova and East Memphis.⁸³ The instructional strategies and approaches we will use have been proven effective in the top performing schools in Tennessee and across the nation.

h. Explanation of Alignment of Academic Plan to Tennessee Academic Standards (TAS)

⁸³ LCSA will provide bus service for students. This is reflected in **Attachment O**.

Our academic plan is aligned with Tennessee Academic Standards (TAS) and Common Core State Standards (CCSS). We will use TAS and CCSS to backwards plan all unit maps and inform all curricular decisions. Our Founding Board of Directors includes Dr. Charles Green, who has worked in leading school programs aligned to Tennessee Academic Standards. Dr. Green has over 40 years of experience as a school, district, and state leader in Tennessee, as well as Iowa, Missouri, Louisiana, North Carolina and Colorado.⁸⁴

Each component of our academic model relating to literacy reflects the CCSS for English Language Arts. Our comprehensive approach to literacy instruction ensures: (a) regular practice with complex text and its academic vocabulary; (b) reading and writing grounded in evidence from literary and informational text; and (c) building knowledge through content-rich literary and informational text. Our approach to mathematics, which includes Eureka and CGI, is aligned with the Standards for Mathematical Practice.

i. Blended Learning

Through study and observation of high performing charter schools across the country, including Tennessee schools Purpose Prep, Nashville Classical, and Freedom Prep, we have seen how effective blended learning can be as a tool to promote independent learning and skills acquisition. Thus, LCSA intends to implement blended learning into our literacy and math rotations.

Our literacy rotations model is consistent through all three academies: lower school, upper school, and middle school. During the literacy rotation block, students will be working in three groups. In the lower school (K-2), our three groups consist of guided reading (30 minutes), phonics (30 minutes), and independent work (30 minutes). In the upper school (3-5), the groups include guided reading (30 minutes), non-fiction texts analysis (30 minutes), and independent work (30 minutes). In middle school (6-8), the groups consist of independent work time (30 minutes), independent reading (30 minutes), and document-based questions (30 minutes). Across all three academies, when students are not engaged in small group work with a teacher, they will either be completing an independent reading task or working independently on a Chromebook with blended learning software. This program will be adaptive and meet the needs of individual students. Additionally, during the daily 30-minute RTT² block, students not receiving Tier 2 or Tier 3 supports engage with our blended learning tools on a Chromebook.

Currently the blended learning software we are considering for literacy in the lower and upper school is Lexia Core5 and for the middle school it is Newsela. For our mathematics blended learning software, we are considering Zearn in the lower and upper school and Khan Academy for middle school. Our decisions are based on three factors: (1) program adaptability, (2) alignment to curriculum and Tennessee Academic Standards, and (3) student engagement. Lexia Core5, Newsela, and Zearn provide adaptive lessons to students, allowing them to independently work on skills and gaps specific to their needs and present levels of achievement. All programs align well with our current curricular choices. Lexia has a strong focus on foundational literacy through phonemic awareness, fluency, and comprehension; Zearn is designed to align to the problem types, presentation styles, and language used in Eureka Math. Furthermore, all programs have been used by other high performing schools serving similar student demographics.

⁸⁴ Dr. Charles Green's bio and resume can be found in [Attachment F.7](#)

j. Remediation of Academic Underperformance

To ensure the success of all students, we have selected rigorous instructional materials aligned to the TAS as well as the CCSS that are nationally recognized and used in successful charter schools across the country and here in Tennessee. We have included methods and models that will support all students in accessing this material. Our two-teacher model, small group instruction model, daily RTI² supports, and blended learning model all provide opportunities for teachers to fill gaps while pushing academic rigor. Research shows that both students and teachers benefit from the two-teacher model.⁸⁵ Research also shows that small group instruction allows teachers to focus on the precise skill or content knowledge students need to move forward in their learning.⁸⁶

k. Differentiating Instruction, Response to Instruction, Intervention

We are aligned with Shelby County Schools (SCS) in the way we will implement RTI² protocol to ensure that all students can access our rigorous curriculum. This protocol will be overseen by the Student Supports Team, which consists of the Head of School, Dean/Director of Curriculum & Instruction, Dean/Director of Student Supports, special education teachers, English language learner teachers, and other classroom teachers.

Per SCS guidelines and best practice, the following normed, four-step screening processes will be followed. **Step 1** - Administer a nationally normed, skills-based universal screener (NWEA MAP) to all students as part of the universal screening process. **Step 2** – The SST will use and analyze the results of the skills-based universal screener (NWEA MAP) compared to other classroom-based assessments (STEP, Eureka module assessments, exit tickets, and work samples), using this information to confirm or challenge performance on the skills-based universal screener. **Step 3** - Students identified as “at-risk” based on multiple sources of data (<25% on NWEA MAP) will be administered survey level and/or diagnostic assessments to determine student intervention needs. (FastBridge will serve as our diagnostic as well as progress monitoring tool.)⁸⁷ **Step 4** - Apply data-driven analysis for data-based decision making for instructional materials and decisions in Tiers 1-3. Based on data results, students who fail to make adequate progress with Tier 1 interventions or who are deemed “at-risk” based on NWEA MAP and classroom data (bottom 10-25% or 1.5 years behind grade level according to STEP) will receive additional Tier 2 interventions. Students who fail to make adequate progress as measured by FastBridge, NWEA MAP, or STEP, or who fall in the bottom 10% of NWEA MAP performance, will receive additional supports through Tier 3 interventions. Our plans for students making adequate progress and those not making adequate progress are described below.

Figure 1.3 (I) K – Grade 5 Response to Intervention Tier System

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none">• 210 minutes of literacy instruction per day• 90 minutes of math	<ul style="list-style-type: none">• 210 minutes of literacy instruction per day• 90 minutes of math	<ul style="list-style-type: none">• 210 minutes of literacy instruction per day• 90 minutes of math instruction

⁸⁵ Hanover Research. *The Effectiveness of the Co-Teacher Model*. Hanover Research. DC. 2006

⁸⁶ https://www.collaborativeclassroom.org/wp-content/uploads/nodefiles/node_presentation_smallgroupwebinarfinal.pdf

⁸⁷ FastBridge is a nationally recognized, research driven assessment platform that supports in monitoring student progress.

<ul style="list-style-type: none"> instruction per day 45 minutes of arts instruction per day 30 minutes of targeted blending learning per day 30 minutes of arts integrated instruction per day Biweekly check-in with North Star 	<ul style="list-style-type: none"> instruction per day 45 minutes of arts instruction per day 30 minutes of targeted blending learning per day 30 minutes of arts integrated instruction per day 30-minute RTI block 5:1 student-teacher small group ratio Monitoring using FastBridge Weekly check-in with North Star 	<ul style="list-style-type: none"> per day 45 minutes of arts instruction per day 30 minutes of targeted blending learning per day 30 minutes of arts integrated instruction per day 30-minute RTI block 1:1 - 3:1 student-teacher small group ratio Additional RTI block during arts integrated instruction 3 times per week Daily check-in with North Star
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Figure 1.3 (I) Grade 6 – Grade 8 Response to Intervention Tier System

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> 180 minutes of literacy instruction per day 90 minutes of math instruction per day 75 minutes of arts instruction per day 30 minutes of targeted blending learning per day 45 minutes of arts integrated instruction per day Biweekly check-in with North Star 	<ul style="list-style-type: none"> 180 minutes of literacy instruction per day 90 minutes of math instruction per day 75 minutes of arts instruction per day 30 minutes of targeted blending learning per day 45 minutes of arts integrated instruction per day 30-minute RTI block 5:1 student-teacher small group ratio Monitoring using FastBridge Weekly check-in with North Star 	<ul style="list-style-type: none"> 180 minutes of literacy instruction per day 90 minutes of math instruction per day 75 minutes of arts instruction per day 30 minutes of targeted blending learning per day 45 minutes of arts integrated instruction per day 30-minute RTI block 1:1 - 3:1 student-teacher small group ratio Additional RTI block during arts integrated instruction 3 times per week Daily check-in with North Star

In addition to receiving biweekly communication from their child’s North Star, families of the children who need Tier 2 and Tier 3 supports will also communicate with members of the Student Supports Team (SST). The SST will meet with all families of students who need Tier 2 and Tier 3 supports to review work, create both in-school action plans and out-of-school (at home) action plans. Families of children who need Tier 2 and Tier 3 supports will also receive written biweekly progress reports. Families will be made aware that if a student fails to make adequate progress with Tier 3 interventions, it may be recommended that an evaluation for special education services will be conducted. Our goal as a school is to be as communicative as possible throughout the process, while ensuring that sound, data-driven interventions are implemented with fidelity so that we do not over-identify students for special education services.

Section 1.4: Academic Performance Standards

a. Annual and Long-Term Academic Achievement Goals

“Our goal can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.” - Pablo Picasso⁸⁸

“I would argue that discipline, especially self-discipline, is critical to one’s ability to achieve success in life. The ability to dream big and set goals is important too, but I would argue that without discipline, it’s nearly impossible to achieve anything worthwhile in life. . . . I feel this is especially true for artists. . . . It takes real discipline.”⁸⁹

“Under Tennessee’s accountability system, districts must increase achievement levels for all students and show faster growth in achievement for the students who are furthest behind in order to narrow achievement gaps.”⁹⁰

“One of the state’s primary roles is to set expectations and manage outcomes for districts, both by evaluating current performance and by providing supports that promote equity, excellence, and continuous improvement.”⁹¹

As a college preparatory arts school, we propose ambitious goals for our students in the traditional course of study, and in the arts. In both arenas, clarity of vision, constant measurement of movement towards and attainment of goals, and a disciplined plan of action are all critical to success.

Our mission is to prepare all students at Luceo Collegiate School of the Arts Charter School (LCSA) to thrive in high school, college, and career, and therefore to ensure that growth mindset and a foundational college preparatory education are firmly established in kindergarten through eighth grade. As a critical component of our mission, it is our obligation to prepare our students academically in measurable and systemic ways and to transparently report our results to all stakeholders, including students, families, the community and its various stakeholders, our staff, our Board of Directors, and Shelby County Schools. Please see below our detailed academic goals, each paired with multiple measures that we will use to assess the levels of success we meet each year, the degree to which we are meeting what our families want, and the degree to which we are meeting what the State of Tennessee requires.

Academic Goals

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

Measure 1.01 (Absolute): Y1 - 70% of all kindergarten students will achieve Strategic Testing and Evaluation of Progress (STEP) Level 3 by end of school year, showing grade 1 reading readiness.

⁸⁸ <https://artcentron.com/2016/07/25/pablo-picasso-art-quotes/>.

⁸⁹ <https://reddotblog.com/the-discipline-it-takes-to-create-art/>.

⁹⁰ <https://www.tn.gov/education/data/accountability/2019-district-accountability.html>.

⁹¹ https://www.tn.gov/content/dam/tn/education/cpm/essa/ESSA_district_accountability_fact_sheet.pdf.

Measure 1.02 (Absolute): Y2 - 80% of all grade 1 students will achieve STEP Level 6 by end of school year, showing grade 2 reading readiness.

Measure 1.03 (Absolute): Y3 - 90% of all grade 2 students will achieve STEP Level 9 by end of school year, demonstrating grade 3 reading readiness.

Measure 1.04 (Growth): All Years - 90% of all students will grow a minimum of three STEP Levels of per year.

Measure 1.05 (Absolute): All Years - Students with disabilities and English language learners will achieve growth on STEP assessments at or above the same rate as the whole school average.

Measure 1.06 (Growth & Comparative): All Years - Average annual increase of percentiles in Reading Comprehension on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) average minimum of five percentiles of growth per year until average percentile reaches 75.

Measure 1.07 (Absolute): All Years – Students with disabilities and ELL students achieve growth on NWEA MAP Reading Comprehension at or above the same rate as that of the whole school average.

Measure 1.08 (Absolute): All Years - 50% of students who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.

Measure 1.09 (Absolute): All Years - 60% of all students who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.

Measure 1.10 (Absolute): All Years - 80% of all students who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.

Measure 1.11 (Comparative): All Years - In each testing year, students who have attended the school for three 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 the district average.

Measure 1.12 (Comparative): All Years - In each testing year, students who have attended the school for four 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.

Measure 1.13 (Comparative): All Years - In each testing year, students who have attended the school for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts at a rate in the top 25% of school performance in Tennessee.

Goal 2. Students will be proficient in Mathematics.

Measure 2.01 (Growth & Comparative): All Years - Average annual increase of percentiles in Math on NWEA MAP averages minimum of 5 percentiles of growth per year until average percentile reaches 75.

Measure 2.02 (Absolute): All Years – Students with disabilities and ELL students achieve growth on NWEA MAP Math at or above the same rate as that of the whole school average.

Measure 2.02 (Absolute): All Years - 50% 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.

Measure 2.03 (Absolute): All Years - 60% of all students who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics.

Measure 2.04 (Absolute): All Years - 80% of all students who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics.

Measure 2.05 (Comparative): All Years - In each testing year, students who have attended the school for three consecutive 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 the district average.

Measure 2.06 (Comparative): All Years - In each testing year, students who have attended the school for four 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.

Measure 2.07 (Comparative): All Years - In each testing year, students who have attended the school for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics at a rate in the top 25% of the schools in Tennessee.

Goal 3. Students will be proficient in Science.

Measure 3.01 (Absolute): All Years - 50% 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.

Measure 3.02 (Absolute): All Years - 60% of all students who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Science.

Measure 3.03 (Absolute): All Years - 80% of all students who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Science.

Measure 3.04 (Comparative): All Years - In each testing year, students who have attended the school for three consecutive 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 the district average.

Measure 3.05 (Comparative): All Years - In each testing year, students who have attended the school for four 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.

Measure 3.06 (Comparative): All Years - In each testing year, students who have attended the school for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Science at a rate in the top 25% of the schools in Tennessee.

Goal 4. Students will be proficient in Social Studies.

Measure 4.01 (Absolute): All Years - 50% of 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.

Measure 4.02 (Absolute): All Years - 60% of all students who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.

Measure 4.03 (Absolute): All Years - 80% of all students who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.

Measure 4.04 (Comparative): All Years - In each testing year, students who have attended the school for three consecutive 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 the district average.

Measure 4.05 (Comparative): All Years - In each testing year, students who have attended the school for four 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.

Measure 4.06 (Comparative): All Years - In each testing year, students who have attended the school for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies at a rate in the top 25% of the schools in Tennessee.

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

Measure 5.01: The school will be consistently in good standing with the state under its 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 fiscal and fiduciary responsibility.

Measure 6.01: External, annual audit reports demonstrate that the school meets or exceeds professional accounting standards.

Measure 6.02: Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by annual balanced budgets submitted to SCS.

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

Measure 7.01: 90% of students who complete the school year re-enroll the following year.

Measure 7.02: School averages 96% daily student attendance annually.

Goal 8. Families will express satisfaction with the academic program and school communication.

Measure 8.01: Satisfaction with academic program, as measured by an annual survey at the end of each school year, will on average exceed 80%, with 85% of families responding.

Measure 8.02: Satisfaction with the school's communication, as measured by an annual survey at the end of each school year, will on average exceed 80%, with 85% of families responding.

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

Measure 9.01: Board conducts formal annual review of school leader.

Measure 9.02: Board conducts formal annual self-evaluation to assess strengths/weaknesses.

Measure 9.03: Board conducts formal annual review of bylaws and policies.

Measure 9.04: Board conducts formal annual review of school's strengths/weaknesses.

b. Setting, Monitoring, and Revising Achievement Goals

Goal Setting

We evaluate our progress through a set of absolute, growth, and comparative metrics and in alignment with the goals and priorities established in Shelby County Schools' Destination 2025 Strategic Plan. Our absolute goals measure our explicit progress, annually, without comparison to neighboring schools, subgroups, or other variables. We will use this data to determine the percentage of students who are on track or above on TAS and to plan out realistic and ambitious benchmarks for grades and subgroups. Our growth goals allow us to monitor student achievement based on starting point and annual end point. We will use this data to ensure that our students are growing at rates higher than the national average and to accelerate students to their appropriate grade level performance. Our comparative goals ensure that we monitor our achievement relative to the achievement of other schools and districts. We will use a combination of these goals to ensure that we are delivering on our mission to prepare students to thrive in high school, college, and career.

Metrics associated with each goal type were chosen based on: (a) performance data of schools in the region and performance data of successful schools implementing similar models, (b) alignment with the requirements of our mission, and (c) alignment with the priorities of Shelby County Schools and the state of Tennessee.

Goal Monitoring

All absolute, growth, and comparative goals will be reviewed and measured by the Board of Directors monthly and annually. The Head of School will monitor the progress toward goals on an ongoing basis using an academic dashboard, which s/he will present to the Academic Achievement Committee of the Board and the Board of Directors monthly. The Head of School will track progress during the year using STEP, NWEA MAP, and interim assessment data, and will track summative achievement using all tools at the end of the year, along with TNReady, and will track progress year to year using NWEA MAP. Triangulating all data will keep us accountable for results and guide us to continual improvement within and across years.

Revising Achievement Goals

The Board of Directors ("Board") will review goals annually, ensuring that targets are rigorous and measurable. The Board will examine results across subgroups, including but not limited to students with disabilities and English language learners, and they will track for sufficient growth over the year and across years, and in comparison to schools within our city and state. The Board will also examine the rate of growth within each RTI band to measure the effectiveness of our 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 the goals but will not lower them. Adequate and appropriate changes to these goals will be made if there are programmatic or structural changes made to TNReady or other rating systems. Additionally, if there are any changes to the Tennessee Academic Standards or state testing, we will revise our goals as needed to align with new requirements during the annual review.

c. Corrective Action Plan if School Falls Below District or State Achievement Expectations

If LCSEA were to fall below SCS or Tennessee expectations, we will first adhere to any local or state requirements. The Head of School and Board of Directors will analyze all necessary data and develop a comprehensive, measurable, and timebound corrective action plan. The Head of School will implement this corrective action and report to the appropriate Board Committee(s) on a biweekly basis as well as during the monthly public Board meeting. If the school has not made sufficient progress after two months, the Board will revert to weekly monitoring and may ask the Head of School to revise the original corrective action plan. The Board's Academic Achievement Committee will continue to monitor the progress of the school and provide formal monthly reports to Board. If the school has not made progress by the fourth month, the Board will help the Head of School assemble a team of internal and/or external individuals to ensure the school meets district or state academic achievement expectations. This plan will stay in effect until the school is no longer below district or state expectations. It is the responsibility of the Board of Directors to evaluate the Head of School and would consider consistent underperformance as grounds for termination or a nonrenewal of contract.

d. Student Attendance

We believe students must be in school every day, on time. A study conducted by the National Center for Children in Poverty explains that high rates of absenteeism in the early years of a child's educational journey has a negative impact on academic achievement.⁹² When students are missing from school, they miss critical literacy instruction, which has even more dire impact on children from minoritized communities.⁹³ Our goal is to maintain a 96% or better attendance rate throughout the school year and across all grade bands.

To ensure high daily attendance, and ultimately the success of our students, we will celebrate and incentivize students and families who demonstrate exemplary attendance. We will celebrate our students and families during our community meetings. Classes and grades that demonstrate exemplary attendance will receive class and grade incentives in addition to individual incentives.

Moreover, we will support strong attendance by partnering and building strong, positive relationships with our families to ensure we are united in our understanding around attendance. During annual orientation, parents will be informed of the importance of attendance and its impact on academic achievement. Each month, during parent café night and parent breakfast, families will be reminded about the importance of being in school – on time. Furthermore, we will also support strong attendance by assisting with removing barriers to attendance by maintaining open two-way communication with all stakeholders. This open line of communication will allow us to help parents with identifying barriers, such as unstable housing, transportation challenges, and health concerns. We will help families identify barriers by accurately inputting attendance data in our student data management system, consistently analyzing attendance data to discern trends and patterns, communicating with parents of frequently absent students to offer support to the student and family,

⁹² *A National Portrait of Chronic Absenteeism in the Early Grades*. National Center for Children in Poverty. <https://www.attendanceworks.org/wp-content/uploads/2017/09/A-National-Portrait-of-Chronic-Absenteeism-in-the-Early-Grades-Oct-2007.pdf>.

⁹³ *Attendance in Early Grades: Why it matters for reading*. <https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>.

as well as following a clear system of tiered responses to attendance concerns as detailed below and as further outlined in **Figure 1.4**.

To support our families with morning schedules, the doors of the school building will open as early 7:15 am for breakfast. The official start of school will begin at 7:45 am. Any students who arrives after the 7:45 am cutoff will be considered tardy. Once late, parents and students must report to the general school office for a late pass from the Office Manager before reporting to class. If a student is tardy two times within one quarter (approximately 8-9 weeks), the family will receive a personal phone call warning from the school. If a student is tardy four times within one quarter, a tardy letter will be placed in the student’s file and sent home to the family, and the family will also be called in for a required parent meeting. If a student is tardy five or more times within one quarter, the family will receive a tardy letter, a phone call from the School Leadership Team, as well as a home visit. Below is a comprehensive Multi-Tiered Systems of Support Plan (MTSS).

Figure 1.4 (a) Multi-Tiered Systems of Support Plan

Tier	Indicator	Intervention
Tier 1	0 to 4 unexcused absences in one year 0 to 2 tardy arrivals in one quarter	<ul style="list-style-type: none"> • Engaging school climate • Positive relationships with students and families through home visits, ongoing engagement events, and family communication • Tardy and absence policy in Student and Family Handbook (signed by all families) • Positive reinforcement of great attendance through awards for perfect monthly attendance, attendance recognitions once per quarter to celebrate students who miss 0-1 day per quarter, and quarterly celebrations for classes with the highest average daily attendance • Phone calls home with each absence, parent sign-in with each tardy
Tier 2	5 to 9 unexcused absences in one year 3 to 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 with Head of School in Year 1 and Year 2, Dean of Student Supports in Y3+, to discuss barriers to attendance and create action plan to support families • Provide list of outside agencies who may be able to assist
Tier 3	10+ unexcused absences 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 • Mandatory meeting with the Head of School in Year 1 and Year 2 and Dean of Student Supports in Y3+ • Signed action plan stating specific plans to address chronic absenteeism • Signed letter stating student is at risk of retention per attendance

LCSA will adopt many of the attendance policies of Shelby County Schools noted in Policy 6014. In accordance with this 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 5 days of absence during school year. Notes must be date specific and required for absences beyond 5 days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or 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. A court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which student has no control as approved by the principal.
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, student's Principal shall give student: (a) Excused absence for 1 day when student's parent, custodian, or other person with legal custody or control of student is deployed; (b) Additional excused absence for 1 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 wit 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 1st through 4th unexcused absence; documentation of calls will be recorded and placed in student's file. (2) 5th through 9th 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 Student Support Coordinator. Signed copy of letter will be placed in student's file. (3) At 10th unexcused absence, 1st official letter will be generated by the school and sent to parent/guardian informing them of noncompliance with attendance laws and consequences for failing to comply, with a mandatory meeting with Head of School and/or Student 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 5 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 Head of School and teachers to determine eligibility and readiness for promotion as discussed in **Section 1.4(e)**.

e. Student Matriculation

Currently unavailable to students and families in Memphis, our unique K-8 school model of rigorous academics and arts education allows us to provide all students with the supports they need to be academically successful. We understand that students will need different levels of support, and, despite layers of intervention, still may need more time at their present grade level. Thus, we reserve the right to retain a student. All retention decisions will be made with the best interest of the student in mind. To ensure to the greatest extent possible that students are prepared for the academic challenges of the next grade level and have demonstrated mastery of standards within the current grade, we have developed a promotion and retention policy reflective of our mission and academic goals.

Promotion and Retention

Grade level promotion is based on attendance, mastery of content as demonstrated by final class grades, and the meeting of final exam requirements. Additionally, as we anticipate our incoming student population will be performing below grade level when they start with us, and in some cases, significantly below grade level, we have added a growth metric to our policy.

Figure 1.4 (a) Promotion Criteria for LCSA

Grade Level	Grading Scale ⁹⁴	Attendance
K – 2	Class average $\geq 70\%$	Absent ≤ 12 days
3 – 5	Class average $\geq 70\%$	Absent ≤ 12 days
6 – 8	Class average $\geq 70\%$	Absent ≤ 12 days

Figure 1.4 (b) Proficiency and Growth Levels for STEP

Grade Level	Ending Grade Expectation	Growth Expectation
Kindergarten	Achieved STEP 3	3 or more levels each year
1 st Grade	Achieved STEP 6	
2 nd Grade	Achieved STEP 9	
3 rd Grade	Achieved STEP 12	
4 th Grade	Achieved STEP 15	
5 th Grade	Achieved STEP 18	

The Head of School will make all final retention and promotion decisions, with recommendations made by applicable staff members (general education teachers, special education teachers, and the

⁹⁴ Grade scale class average refers to all classes

Student Support Coordinator).⁹⁵ All students will be held to the same academic standards for promotion and retention unless specified in a student’s IEP or Section 504 plan.

We recognize that proactive parent communication is key to student success. We will have open and proactive communication with families about student progress. Our robust academic, behavioral, and attendance supports systematically encourage communication with families. Data will be communicated with parents throughout the year regardless of promotional status. Action plans for students who may be promotion-in-doubt will be created no later than the third marking period in order to best support students academically. Ongoing communication will keep parents abreast of progress and the school’s final decisions.

f. Luceo Collegiate School of the Arts Exit Standards

To ensure students are prepared to excel in high school, we will closely monitor their progress towards mastery of the eighth-grade standards. These standards are outlined below in **Figures 1.4 (c), 1.4 (d), 1.4 (e), 1.4 (f), and 1.4 (g)**.

Figure 1.4 (c) Grade 8 English Language Arts Exit Standards⁹⁶

Grade 8 Reading Standards for Literature	
Key Idea and Details	<p>Cite textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
Craft and Structure	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
Integration of Knowledge and Ideas	<p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
Grade 8 Reading Standards for Informational Text	
Key Ideas and Details	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

⁹⁵ The retention decision will remain with the Head of School in Y1 through Y5. The retention decision will pass to the Academy Directors in Y6 (Director of Lower School) and Y7 (Director of Upper School).

⁹⁶ Common Core State Standards Initiative <http://www.corestandards.org/ELA-Literacy/RL/8/>.

	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
Craft and Structure	<p>Determine meaning of words and phrases as used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
Integration of Knowledge and Ideas	<p>Evaluate advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>Delineate and evaluate argument and specific claims in a text, assessing whether reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Analyze case in which two or more texts provide conflicting information on the same topic and identify where texts disagree on matters of fact or interpretation.</p>
Range of Reading and Level of Text Complexity	<p>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>

Grade 8 Writing Standards

Text Types and Purposes	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating understanding of topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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	<ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	<ul style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	<ul style="list-style-type: none"> 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 8 Speaking and Listening Standards	
Comprehension and Collaboration	<ul style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

	<ul style="list-style-type: none"> c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <ol style="list-style-type: none"> 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge of Ideas	<ol style="list-style-type: none"> 4. Present claims and findings, emphasizing salient points in focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Grade 8 Language Standards	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	<ul style="list-style-type: none"> d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Figure 1.4 (d) Grade 8 Exit Standards – Algebra 1⁹⁷

Domain	Cluster	Standard
Real Number System	Use Properties of Rational and Irrational Numbers	<ul style="list-style-type: none"> 1. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
Quantities	Reason Quantitatively and Use Units to Solve Problems	<ul style="list-style-type: none"> 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Seeing Structure in Expression	Interpret the Structure of Expression	<ul style="list-style-type: none"> 1. Interpret expressions that represent a quantity in terms of its context. <ul style="list-style-type: none"> a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> 2. Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>
	Write expressions in equivalent forms to solve problems	<ul style="list-style-type: none"> 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. <ul style="list-style-type: none"> a. Factor a quadratic expression to reveal the zeros of the function it defines.

⁹⁷ Common Core State Standards Initiative <http://www.corestandards.org/Math/Content/HSA/introduction/>.

		<ul style="list-style-type: none"> b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i>
Arithmetic with Polynomials and Rational Expressions	Perform Arithmetic Operations on Polynomials	1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
	Understand Relationship Between Zeros and Factors of Polynomials	1. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
Creating Equations	Create Equations That Describe Numbers or Relationship	<ol style="list-style-type: none"> 1. Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>
Reasoning with Equations and Inequalities	Understand Solving Equations as a Process of Reasoning and Explaining Reasoning	1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
	Solve Equations and Inequalities In One Variable	<ol style="list-style-type: none"> 1. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. <ul style="list-style-type: none"> a. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.
	Solving Systems of Equations	2. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

		<p>3. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>4. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p>
	Represent and Solve Inequalities Graphically	<p>Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
Interpreting Functions	Understand the Concept of a Function and Use Function Notation	<p>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p>
	Interpret Functions That Arise in Application in Terms of the Text	<p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>
	Analyze Functions and Use Different Representations	<p>1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p>

		<ol style="list-style-type: none"> a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. <ol style="list-style-type: none"> 2. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <ol style="list-style-type: none"> a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. 3. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>
Building Functions	Build a Function that Models the Relationship Between Two Inequalities	<ol style="list-style-type: none"> 1. Write a function that describes a relationship between two quantities. <ol style="list-style-type: none"> a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
	Build New Functions from Existing Functions	<ol style="list-style-type: none"> 1. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
Linear, Quadratics, and Exponential Models	Construct and Compare Linear, Quadratic, and Exponential Models and Solve Problems	<ol style="list-style-type: none"> 1. Distinguish between situations that can be modeled with linear functions and with exponential functions. <ol style="list-style-type: none"> a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
	Interpret Expressions for Functions in Terms	<ol style="list-style-type: none"> 1. Interpret the parameters in a linear or exponential function in terms of a context.

	of the Situation They Model	
Interpreting Categorical Quantitative Data	Summarize, Represent, and Interpret Data on a Single Count or Measurement Variable	<ol style="list-style-type: none"> 1. Represent data with plots on the real number line (dot plots, histograms, and box plots). 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). 4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	Summarize, Represent, and Interpret Data on Two Categorical and Quantitative Variables	<ol style="list-style-type: none"> 1. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. 2. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. <ol style="list-style-type: none"> a. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. b. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. c. Informally assess the fit of a function by plotting and analyzing residuals. 3. Fit a linear function for a scatter plot that suggests a linear association.
	Interpret Linear Models	<ol style="list-style-type: none"> 1. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. 2. Compute (using technology) and interpret the correlation coefficient of a linear fit. 3. Distinguish between correlation and causation.
Major Content	Supporting Content	Additional Content

Figure 1.4 (e) Grade 8 Science Standards⁹⁸

Grade 8 Science Exit Standards	
Disciplinary Core Idea	Standards

⁹⁸ Tennessee Department of Education
https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_3_-_Science.pdf

8.PS2: Motion and Stability: Forces and Interactions	<ol style="list-style-type: none"> 1. Design and conduct investigations depicting the relationship between magnetism and electricity in electromagnets, generators, and electrical motors, emphasizing the factors that increase or diminish the electric current and the magnetic field strength. 2. Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. 3. Create a demonstration of an object in motion and describe the position, force, and direction of the object. 4. Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. 5. Evaluate and interpret that for every force exerted on an object there is an equal force exerted in the opposite direction.
8.PS4: Waves and Their Applications in Technologies for Information Transfer	<ol style="list-style-type: none"> 1. Develop and use models to represent the 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 a vacuum and/or various media. 3. Evaluate the role that waves play in different communication systems.
8.LS4: Biological Change: Unity and Diversity	<ol style="list-style-type: none"> 1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 2. Construct an explanation addressing similarities and differences of the 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 a population can increase the probability of survival of that species and lead to adaptation. 4. Develop a scientific explanation of how natural selection plays a role in determining the survival of a species in a changing environment. 5. Obtain, evaluate, and communicate information about the technologies that have changed the way humans use artificial selection to influence the inheritance of desired traits in other organisms.
8.ESS1: Earth's Place in the Universe	<ol style="list-style-type: none"> 1. Research, analyze, and communicate that the universe began with a period of rapid expansion using evidence from the motion of galaxies and composition of stars. 2. Explain the role of gravity in the formation of our sun and planets. Extend this explanation to address gravity's effect on the motion of celestial objects in our solar system and Earth's ocean tides.
8.ESS2: Earth's Systems	<ol style="list-style-type: none"> 1. Analyze and interpret data to support the assertion that rapid or gradual geographic changes lead to drastic population changes and extinction events. 2. Evaluate data collected from seismographs to create a model of Earth's structure. 3. Describe the relationship between the processes and forces that create igneous, sedimentary, and metamorphic rocks.

	<ol style="list-style-type: none"> 4. Gather and evaluate evidence that energy from the earth’s interior drives convection cycles within the asthenosphere which creates changes within the lithosphere including plate movements, plate boundaries, and sea-floor spreading. 5. Construct a scientific explanation using data that explains the gradual process of plate tectonics accounting for A) the distribution of fossils on different continents, B) the occurrence of earthquakes, and C) continental and ocean floor features (including mountains, volcanoes, faults, and trenches).
8.ESS3: Earth and Human Activity	<ol style="list-style-type: none"> 1. Interpret data to explain that earth’s mineral, fossil fuel, and groundwater resources are unevenly distributed as a result of geologic processes. 2. Collect data, map, and describe patterns in the locations of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hotspots.
8.ETS1: Engineering Design	<ol style="list-style-type: none"> 1. Develop a model to generate data for ongoing testing and modification of an electromagnet, a generator, and a motor such that an optimal design can be achieved. 2. Research and communicate information to describe how data from technologies (telescopes, spectrosopes, satellites, and space probes) provide information about objects in the solar system and universe.
PS (Physical Science), LS (Life Science), ESS (Earth and Space Science), ETS (Engineering Technology, and Application of Science)	

Figure 1.4 (f) Grade 8 Social Studies Standards⁹⁹

Grade 8 Social Studies Exit Standards	
Colonization (1607-1750): Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.	
<ol style="list-style-type: none"> 1. Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. C, E, G, H, P 2. Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. C, G, H, P 3. Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ol style="list-style-type: none"> a. Anne Hutchinson b. Role of theocracy c. Salem Witch Trials d. Town meetings C, G, H, P 4. Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. C, G, H, P 5. Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. C, E, G, H, P 6. Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: <ol style="list-style-type: none"> a. William Penn b. Philadelphia c. Relationship with American Indians 	

⁹⁹ Tennessee Department of Education
https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf

<p>d. Role of women C, E, G, H, P</p> <p>7. Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. C, E, G, H, P</p> <p>8. Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. E, G, H, P</p> <p>9. Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. C, E, G, H, P</p> <p>10. Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. C, E, G, H, P</p> <p>11. Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. C, H</p> <p>12. Explain the Navigation Acts and the policy of mercantilism. E, G, H</p>
<p>The American Revolution (1700-1783): Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.</p>
<p>13. Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. C, E, G, H, P, T</p> <p>14. Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. C, E, H, P</p> <p>15. Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: 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. C, E, G, H, P</p> <p>16. Explain the historical purposes and consequences of Thomas Paine's Common Sense. C, H, P</p> <p>17. Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. C, E, G, H, P</p> <p>18. Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) C, H, P, TCA</p> <p>19. Compare and contrast the points of view of Loyalists and Patriots. C, G, H, P</p> <p>20. Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army, Battle of Saratoga, Battles of Trenton and Princeton, Battle of Yorktown, Battle of Kings Mountain, Guerrilla warfare. C, H, P, T</p>
<p>The New Nation (1775-1800): Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.</p>
<p>21. Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. E, G, H, P, T</p> <p>22. Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) E, H, P, TCA</p> <p>23. Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) H, P, TCA</p> <p>24. Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028) H, P, TCA</p>

25. Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. E, G, H, P
26. Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. C, E, G, H, P
27. Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. E, G, H, P
28. Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) G, H, P, T, TCA

Growth of a Young Nation (1800-1820): Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson’s presidency, the War of 1812, and the role of the U.S. on the world stage.

29. Analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in Marbury v. Madison. H, P
30. Explain the major events of Thomas Jefferson’s presidency, including:
 - a. Conflict with the Barbary pirates
 - b. Embargo Act
 - c. Lewis and Clark Expedition
 - d. Louisiana Purchase E, G, H, P
31. Explain the causes, course, and consequences of the War of 1812, including:
 - a. Use of impressment and trade restrictions between the U.S. and Great Britain
 - b. Roles of Andrew Jackson and William Henry Harrison
 - c. Significance of the Treaty of Ghent
 - d. Rise in nationalism in the U.S. C, E, G, H, P, T
32. Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty. G, P
33. Analyze the purpose and effects of the Monroe Doctrine. E, H, P

Sectionalism and Reform (1790s-1850s: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.

34. Describe the development of the agrarian economy in the South, the locations of the cotton producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. C, E, G, H, P, T
35. Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. C, E, G, H, P, T
36. Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt. C, G, H
37. Explain the development of the American Industrial Revolution, including: Eli Whitney and interchangeable parts, Role of the textile industry, Emergence of trade unions, Samuel Slater, Lowell System C, E, G, H, P
38. Describe how technological developments affected the growth of the industrial economy and cities in the North. C, E, G, H, P
39. Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War. C, E, G, H, P
40. Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. C, E, G, H, P
41. Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. C, H
42. Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. C, H, P

43. Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. C, E, H, P, T
The Jacksonian Era (1824-1840): Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson’s presidency.
44. Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland. C, E, H, P
45. Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. C, G, H, P, T
46. Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. C, E, H, P, T
47. Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. C, G, H, P, T
48. Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) H, P, T, TCA
Expansion and Division of the Nation (1820s-1860s): Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.
49. Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion. C, E, G, H, P
50. Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. G, H, P
51. Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. C, G, H, P, T
52. Analyze the reasons for and outcomes of groups moving west, including the significance of: <ul style="list-style-type: none"> a. Fur traders b. Mormons c. Oregon Trail d. Santa Fe Trail C, E, G, H
53. Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary. E, G, H, P, T
54. Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. C, E, G, H, P
55. Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). C, E, G, H
56. Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay’s role as “The Great Compromiser”) and the Fugitive Slave Act (including Harriet Beecher Stowe’s influence with Uncle Tom’s Cabin). C, E, G, H, P
57. Describe the significance of the Gadsden Purchase of 1853. E, G, H, P
58. Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of act, including: <ul style="list-style-type: none"> a. Rise of the Republican Party b. “Bleeding Kansas” c. Preston Brooks’ attack on Charles Sumner d. John Brown’s raid at Harper’s Ferry C, G, H, P
59. Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South. C, H, P 8.60 Explain. C, H, P
60. Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. C, H, P

The Civil War (1860-1865): Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.

61. Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. C, G, H, P, T
62. Describe the outbreak of the Civil War and the resulting sectional differences, including:
 - a. Economic, geographic, and technological advances
 - b. Military strategies
 - c. Roles of President Abraham Lincoln and Jefferson Davis
 - d. Significance of Fort Sumter
 - e. Geographical divisions within states C, E, G, H, P, T
63. Explain the significance of the following battles, events, and leaders during the Civil War, including: 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 and Robert E. Lee G, H, P, T
64. Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. H, P
65. Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) C, G, H, T, TCA
66. Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. C, H, T

Reconstruction (1865-1877): Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction’s impact on Tennessee.

67. Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson’s ascension to the presidency. H, P, T
68. Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. E, H, P, T
69. Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. C, E, G, H, P, T
70. Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028) H, P, T, TCA
71. Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment. H, P, T
72. Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen’s Bureau to address the problems confronting newly freed slaves. C, H, P, T
73. Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. C, H, P, T
74. Explain the roles carpetbaggers and scalawags played during Reconstruction. C, E, G, H, P
75. Explain the Compromise of 1877 and its role in ending Radical Reconstruction. C, H, P

Figure 1.4 (g) Grade 8 Arts Education Standards¹⁰⁰

Theater		
Domain	Foundation	Description
Perform	Select, analyze, and interpret artistic work for performance.	8.T.P1.A Demonstrate and justify various character choices using given circumstances in a theatrical work.
		8.T.P1.B Describe and justify how character relationships assist in telling a story of a theatrical work.
	Develop and refine artistic techniques and work for performance.	8.T.P2.A Practice various acting techniques to expand skills in a rehearsal or theatrical performance.
		8.T.P2.B Use multiple technical elements to create a design for a rehearsal or theatrical work.
	Express meaning through the performance of artistic work.	8.T.P3.A Perform a rehearsed theatrical work for an audience.
		8.T.P3.B Perform in a specific stage space (proscenium, thrust, etc.). Acknowledge impact of stage style on the performance.
Create	Generate and conceptualize artistic ideas and work.	8.T.Cr1.A Investigate and justify multiple perspectives and solutions to staging problems in a theatrical work.
		8.T.Cr1.B Discuss and justify solutions to design challenges of a performance space for a theatrical work.
		8.T.Cr1.C Develop a scripted or improvised character by discussing and demonstrating the character’s inner thoughts, objectives, and motivations in a theatrical work.
	Organize and develop artistic ideas and work.	8.T.Cr2.A Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.
		8.T.Cr2.B Share responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.
		8.T.Cr3.A Use analysis and rehearsal to refine a devised or scripted theatrical work.
Refine and complete artistic work.	8.T.Cr3.B Implement a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).	
	8.T.Cr3.C Refine effective physical and vocal traits of characters in an improvised or scripted theatrical work.	
Respond	Perceive and analyze artistic work.	8.T.R1.A Use artistic criteria to evaluate artistic choices in a theatrical work.
	Interpret intent and meaning in artistic work.	8.T.R2.A Justify responses based on personal experiences when participating in or observing a theatrical work.
		8.T.R2.B Analyze how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.
		8.T.R2.C Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.
Apply criteria to evaluate artistic work.	8.T.R3.A Respond to and evaluate a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	

¹⁰⁰ Tennessee Department of Education
https://www.tn.gov/content/dam/tn/education/standards/art/Fine_Arts_Standards.pdf

		8.T.R3.B Assess aesthetic choices by evaluating the production elements used in a theatrical work.
		8.T.R3.C Use audience reaction to assess the impact of a theatrical work on that specific audience.
Connect	Synthesize and relate knowledge and personal experiences to artistic endeavors.	8.T.Cn1.A Examine a community issue through a theatrical work.
		8.T.Cn1.B Incorporate other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.
		8.T.Cn2.A Research the story elements of a staged theatrical work, and compare them to another production of the same work.
	Relate artistic ideas and works with societal, cultural, and historical text.	8.T.Cn2.B Identify and use artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.
Major Content	Supporting content	Additional content
Dance		
Perform	Select, analyze, and interpret artistic work for performance.	8.D.P1.A Use space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space, alone and with others. Demonstrate use of space by designing body shapes in relation to others, objects, and environment. Maintain focus with partner or group in near and far space.
		8.D.P1.B Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Demonstrate dance phrases of different lengths that use various timings within the same section.
		8.D.P1.C Identify and demonstrate energy/effort and dynamics in technique exercises and dance performances. Use energy and dynamics to enhance and project movements. Identify uses of energy/effort and dynamics in a variety of dance genres.
		8.D.P2.A Identify and demonstrate technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.
		8.D.P2.B Identify and use appropriate dance terminology.
		8.D.P2.C Refine technique through teacher-given corrections and self-evaluations using appropriate dance terminology.
	Develop and refine artistic techniques and work for performance.	8.D.P2.D Demonstrate movement combinations in the center and across the floor using correct technique and musicality.
		8.D.P2.E Apply movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.
		8.D.P2.F Plan and execute collaborative and/or independent practice to achieve personal, technical, and/or artistic goals.

	Express meaning through the performance of artistic work.	8.D.P3.A Identify and demonstrate appropriate performance etiquette and performance practices during class, rehearsal, and performance. Document efforts, and create a plan for ongoing improvements. 8.D.P3.B Identify, explore, and analyze the basic elements of dance production.
Create	Generate and conceptualize artistic ideas and work.	8.D.Cr1.A Explore a variety of stimuli to generate movement through various improvisational approaches. Develop self-awareness and self-confidence through the explanation of movement.
		8.D.Cr1.B Explore various movement vocabularies, and solve movement problems to develop choreographic content.
		8.D.Cr1.C Create movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explain choices using appropriate dance terminology.
	Organize and develop artistic ideas and work.	8.D.Cr2.A Identify and explore choreographic devices and structures. Develop a dance study individually or with a group using various devices and structures that supports artistic intent
		8.D.Cr2.B Use a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explain how choreographic choices support the artistic intent.
		8.D.Cr2.C Identify and explore movement choices that communicate personal or cultural meaning. Create a dance study incorporating these choices.
	Refine and complete artistic work.	8.D.Cr3.A Identify and develop artistic criteria to revise a dance study. Revise a composition using the artistic criteria. Explain choices and revisions, and articulate how they affect artistic intent.
		8.D.Cr3.B Investigate and explore a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.
	Respond	Perceive and analyze artistic work.
8.D.R1.B Identify and analyze how the elements of dance are used in a variety of genres or cultural movement practices. Use genre-specific terminology.		
8.D.R1.C Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation.		
8.D.R1.D Construct a formal written critique of a student or professional performance.		
Interpret intent and meaning in artistic work.		8.D.R2.A Demonstrate and explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.
Apply criteria to evaluate artistic work.	8.D.R3.A Identify artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or	

		cultural movement practice. Use the artistic criteria to determine a particular dance work's effectiveness, and evaluate it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
Connect	Synthesize and relate knowledge and personal experiences to artistic endeavors.	8.D.Cn1.A Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.
		8.D.Cn1.B Research aspects from the historical, social, or cultural development of a dance genre. Analyze how these aspects affect the development of the movement.
		8.D.Cn1.C Identify and apply basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing
		8.D.Cn1.D Examine the effects of healthful/unhealthful living choices.
		8.D.Cn1.E Identify and demonstrate proper safety measures in the studio and theater.
	Relate artistic ideas and works with societal, cultural, and historical text.	8.D.Cn2.A Identify and analyze the similarities and differences in various genres of dance. Identify and compare the historical background of cultural, classical, theatrical, and contemporary forms of dance.
		8.D.Cn2.B identify ritualistic dance from other cultures and locations throughout the world. Identify social impacts on the development of a particular genre or style of dance.
Major Content	Supporting content	Additional content
Visual Arts		
Create	Generate and conceptualize artistic ideas and work.	8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media.
		8.VA.Cr1.B Collaboratively investigate an aspect of contemporary life utilizing art and design.
	Organize and develop artistic ideas and work.	8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.
		8.VA.Cr2.B Demonstrate awareness of ethical responsibility and the use of images, materials, tools, and equipment in the creation and presentation of original work.
		8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations.
Refine and complete artistic work.	8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	
Present	Select, analyze, and interpret artistic work for presentation.	8.VA.P1.A Develop and apply criteria for evaluating a collection of artwork for presentation.
	Develop and refine artistic techniques and work for presentation.	8.VA.P2.A Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
	Convey and express meaning through the	8.VA.P3.A Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

	presentation of artistic work.	
Respond	Perceive and analyze artistic work.	A.R1.A Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.
	Interpret intent and meaning in artistic work.	8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.
	Apply criteria to evaluate artistic work.	8.VA.R3.A Construct a persuasive and logical argument to support an evaluation of art.
Connect	Synthesize and relate knowledge and personal experiences to artistic endeavors.	8.VA.Cn1.A Make art collaboratively to reflect on and reinforce positive aspects of group identity.
	Relate artistic ideas and works with societal, cultural, and historical context.	8.VA.Cn2.A Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.
Major Content	Supporting content	Additional content
General Music		
Perform	Select, analyze, and interpret artistic work for performance.	8.GM.P1.A Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
		8.GM.P1.B Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
		8.GM.P1.C When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
		8.GM.P1.D Identify how cultural and historical context informs performances and results in different music effects.
	Develop and refine artistic techniques and work for performance.	8.GM.P2.A Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.
	Convey and express meaning through the performance of artistic work.	8.GM.P3.A Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
8.GM.P3.B Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.		

Create	Generate and conceptualize artistic ideas and work.	8.GM.Cr1.A Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
	Organize and develop artistic ideas and work.	8.GM.Cr2.A Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.
	Refine and complete artistic work.	8.GM.Cr3.A Self-evaluate one’s work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.
		8.GM.Cr3.B Describe the rationale for refining works by explaining one’s choices, based on evaluation criteria.
		8.GM.Cr3.C Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
Respond	Perceive and analyze artistic work.	8.GM.R1.A Select programs of music (such as a CD mix or live performances), and demonstrate the connections to an interest or experience for a specific purpose.
		8.GM.R1.B Compare how the elements of music and expressive qualities relate to the structure within programs of music.
		8.GM.R1.C Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
	Interpret intent and meaning in artistic work.	8.GM.R2.A Support personal interpretation of contrasting programs of music, and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.
	Apply criteria to evaluate artistic work.	8.GM.R3.A Apply appropriate personally-developed criteria to evaluate musical works or performances.
Connect	Synthesize and relate knowledge and personal experiences to artistic endeavors.	8.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
	Relate artistic ideas and works with societal, cultural, and historical context.	8.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Major Content	Supporting content	Additional content
Instrumental Music		
Perform	Select, analyze, and interpret artistic work for presentation.	8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: select examples, with teacher

		<p>guidance, for solo or chamber ensemble performance. Explain the process used.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compare, contrast, and perform musical events in a given musical example.</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p>
	Develop and refine artistic techniques and work for presentation.	<p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, notate, and perform selected TBA Grade II rhythms and pitches. Use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: use standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produce a characteristic tone. Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Perform at least eight percussion rudiments, 8 major scales, and a chromatic scale.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: apply basic elements associated with successful sight-reading using a variety of meters and tempi.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify, refine, and apply basic practice tools.</p>
	Convey and express meaning through the performance of artistic work.	<p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrate an understanding of the concept of phrase shaping.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>
Create	Generate and conceptualize artistic ideas and work.	8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord

		progression. Create a simple harmonization under a given melody.
	Organize and develop artistic ideas and work.	8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: create, select, and refine a melody using a variety of pitches and rhythms. 8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.
	Refine and complete artistic work.	8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria. 8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.
Respond	Perceive and analyze artistic work.	8.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources. 8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.
	Interpret intent and meaning in artistic work.	8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.
	Apply criteria to evaluate artistic work.	8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.
Connect	Synthesize and relate knowledge and personal experiences to artistic endeavors.	8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
	Relate artistic ideas and works with societal, cultural, and historical context.	8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Major Content	Supporting content	Additional content
Vocal Music		
Perform	Select, analyze, and interpret artistic work for presentation.	8.VM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
		8.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.

		8.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.
	Develop and refine artistic techniques and work for presentation.	8.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.
		8.VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble
		8.VM.P2.C Demonstrate technical accuracy through appropriate use of: <ul style="list-style-type: none"> • Tonal center/key relations • Scale construction • Rhythm work including pulse, note, and rest values • Range development • Diction, pronunciation, and vowel formation • Expressive elements including dynamics, phrasing, and stylistic characteristics
		8.VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
	Convey and express meaning through the performance of artistic work.	8.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
		8.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.
		8.VM.P3.C Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.
Create	Generate and conceptualize artistic ideas and work.	8.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.
	Organize and develop artistic ideas and work.	8.VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristics of music or text studied in rehearsal.
		8.VM.Cr2.B Document compositions and/or improvisations for use in an arrangement through notation and/or recording.

	Refine and complete artistic work.	8.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement based on collaboratively-developed criteria. 8.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.
Respond	Perceive and analyze artistic work.	8.VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources. 8.VM.R1.B Through visual and aural examples, analyze and explain how context and manipulation of musical elements influence response to music.
	Interpret intent and meaning in artistic work.	8.VM.R2.A Interpret and justify the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, contexts, historical significance, and the setting of the text.
	Apply criteria to evaluate artistic work.	8.VM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.
	Synthesize and relate knowledge and personal experiences to artistic endeavors.	8.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Connect	Relate artistic ideas and works with societal, cultural, and historical context.	8.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
	Major Content	Supporting content
		Additional content

Sections 1.5 Phase-In/Turnaround Planning

Not applicable.

Section 1.6 High School Graduation and Postsecondary Readiness

Not applicable.

Section 1.7: Assessments

a. Primary Interim Assessment and Alignment to the Curriculum

At Luceo Collegiate School of the Arts Charter School (LCSA), we will measure academic progress and performance toward school goals by administering state-mandated assessments, nationally normed assessments in reading and mathematics, national reading inventories, and standards-based internal assessments in core subjects each year. All goals and accompanying metrics in our performance goals found in **Section 1.4** align specifically to state, national, and reading inventory measures each year. Our rigorous curriculum will be aligned with Tennessee Academic Standards and Common Core State Standards. Data will be used to drive all instructional decisions such as spiraling,

strategic groupings, and curricular changes. Additionally, data will be used to address lagging skills and determine professional development for teachers. At the conclusion of each unit, interim assessments, developed by the Instructional Leadership Team, will be administered in all content areas.

Figure 1.7 (a) Assessments

Assessment	Administrator	Description	Purpose	Analysis & Use
NWEA MAP	Classroom Teachers and School Instructional Leaders	Nationally-normed assessment administered 3 times per year – beginning, middle, and end of school year.	Provides percentile scores illustrating approximate grade levels in reading, language, and math. Allows goal setting for students and records growth throughout year and across years.	Data compares our performance with that of schools in Shelby County and across the country. Data allows us to analyze longitudinal growth of students over time. Data is used by instructional leadership team to inform curricular and PD adjustments.
TNReady	Classroom Teachers and School Instructional Leaders	Comprehensive state summative assessment for students in grades 3-8.	Measures how well students have mastered content in English language arts and math in grades 3-8 at the end of the school year.	Data shows how students performed in comparison to city, county, and state. Data informs instruction, supports, curriculum, content-specific PD, and teacher and leader evaluations.
STEP	Classroom Teachers and School Instructional Leaders	One-on-one reading conference assessment given \approx every six weeks throughout the school year.	Measures reading skills of fluency, accuracy, phonemic awareness, and reading comprehension.	Data matches students to leveled books and informs flexible grouping for all small group literacy instruction. Data shows strengths/gaps of knowledge/skill and informs supports.
Interim Assessments	Classroom Teachers and School Instructional Leaders	Cumulative assessments given at end of each trimester \approx every 11 or 12 weeks.	Internal check to assess mastery of standards taught throughout the year using questions that reflect level of rigor on end-of year state assessments.	Data measures performance as predictor of state spring performance. Instructional leadership team and teachers meet on designated data days to unpack data and action plan for coming weeks.

Unit Exams	Classroom Teachers	Cumulative assessments given at end of each unit for each content area.	To assess mastery and application of skills and knowledge throughout unit.	Data illustrates what skills and content students have mastered, and what gaps still exist. Data used to guide teacher per most impactful instructional strategies.
Weekly Classroom Quizzes	Classroom Teachers	Ten-question, content-specific quiz administered weekly	To gauge understanding and misconceptions of material taught during the week.	Data used to determine whole group reteach, small group instruction, and one-on-one intervention of key concepts taught during the week.
Exit Tickets	Classroom Teachers	Three-question assessment given at end every class.	To gauge understanding and misconceptions of materials taught during daily lessons.	Data used to determine the need for whole group reteach, small group instruction, and/or one-on-one interventions.
Entry Tickets (Do Now)	Classroom Teachers	Two-question assessment given at beginning of every content area. Questions aligned to standards.	To gauge retention of information from previous days and scaffold to new learning.	Data used by teachers to determine the need for whole group reteach, small group instruction, and/or one-on-one interventions.

b. Measuring and Evaluating Student Academic Progress

To prepare students to thrive in high school, college, and career, we must know how our students are performing at all times and across all years. LCSA will measure and evaluate academic progress for individual students, student cohorts, subgroups, and the entire school by analyzing different types of academic data that range from daily assessments to interim assessments, as well as analyzing results from nationally normed assessments, national reading inventories, and state assessments. By analyzing data on a consistent basis, we will be able to support each student individually, inform all instructional decisions and supports, and take real-time, strategic action to reach our performance goals each year. For example, as we believe that literacy growth is both measurable and critical for school success, we have established reading metrics beginning in kindergarten. If 70% of our kindergarteners are to achieve a minimum of Level 3 on the STEP assessment in year one, which STEP has determined indicate Grade 1 Reading Readiness, and if 90% of all students will grow a minimum of three levels throughout all years regardless of incoming reading level (thus ensuring that even on-grade and above-grade-level readers continue to grow), we will need consistent data to monitor that progress. As another example, if we expect that our students will make continual progress on national assessments that allow us to compare our own performance to local and national performance, we must use a nationally normed assessment such as NWEA MAP at the start, mid-point, and end-point of each

year to evidence such growth. As a final example, as a public school, we certainly must take all state-required assessments to demonstrate how successful we are as a school in effectively teaching standards as required by the State of Tennessee in all tested grades and content areas. We outline below how we will measure and evaluate student academic progress through the charter term.

Measuring Student Academic Progress

Prior to the start of school, all students will be given the STEP assessment to obtain baseline data for each student. This assessment will aid us in identifying students who are already on or above grade level, as well as students who will need additional academic supports. On a daily, weekly, and unit-completion basis, assessments will be given to monitor the effectiveness of individual lessons and to assess student understanding. These assessments will allow the Instructional Leadership Team and teachers to develop immediate academic action steps on a day-to-day basis for students.

The Instructional Leadership Team will develop interim assessments in alignment with grade level standards. Nationally normed assessments such as the NWEA MAP will be administered to all students to ensure they are competitive with their peers throughout the country and to track their annual growth throughout the course of the academic year and across multiple years.¹⁰¹ Data from NWEA MAP assessments will inform instructional decisions, student interventions and supports, and professional development.

The WIDA ACCESS assessment will be administered to all English language learners (also referred to as Emerging bilingual students) during the test administration window. The WIDA ACCESS assessment is used to determine language support services, establish language development goals, and monitor the progress of each English learner in their acquisition of language.¹⁰² Data from the WIDA ACCESS assessment will be used to provide English learner students with the appropriate supports and to determine if students are able to transition out of the English learner program.

Figure 1.7 (b) – LCSA Response to Student Academic Progress

Level of Measurement	Description
Individual	All general education and special education teachers will review data weekly and respond to individual student data on all assessments by supplementing curriculum and adjusting instruction. Additionally, we will provide each student with an individualized action plan with specific interventions and supports.
Student Cohort	We will respond to student cohort data on interim, NWEA, and STEP assessments by adjusting curriculum and instruction. Additionally, we will provide each student with an individualized action plan with specific interventions and supports. We will conduct a deep dive into cohort data and create action plans for teachers with tailored professional development plans.
Subgroup	We will respond to subgroup data by conducting a comparative analysis of interim assessments, TNReady, and NWEA MAP data amongst subgroups and other students. The Instructional Leadership Team and Student Supports Team will develop action plans with specific interventions and supports for all subgroups. The Board of Directors will carefully monitor the monthly progress of subgroups using the Academic Achievement Data Dashboard.

¹⁰¹ <https://www.nwea.org/the-map-suite/>.

¹⁰² <https://wida.wisc.edu/memberships/consortium/tn>.

Entire School	We will use TNReady and NWEA MAP results to develop a whole school analysis of academic performance. This analysis is conducted by the School Leadership Team and Board. We will respond to the school’s academic performance by using data to set annual academic priorities, determine PD, and determine what student supports are needed to ensure the school is on track to meet our performance goals. The Board will carefully monitor the monthly progress of the school using the Academic Achievement Data Dashboard and evaluate the Head of School based upon student academic performance.
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c. Testing Coordinator

For all major state and national assessments, the Head of School will serve as the Testing Coordinator. The Testing Coordinator will assemble a Testing Committee, which will consist of the Dean of Operations, Dean of Curriculum and Instruction, Director of Student Supports, and at least one teacher from the tested content or grade level. The Head of School will be responsible for the security and privacy of all testing materials. Under the oversight of the Head of School as Testing Coordinator, the Testing Committee will be responsible for creating and managing the test schedule, prepping all testing materials, managing all testing materials during the test administration, and ensuring the appropriate security protocols are followed. The Testing Committee will meet one month prior to administration of the test to outline and review necessary steps; two weeks prior to the administration of the test to finalize all plans and meet with teachers; and one week prior to the test to ensure efficiency, accuracy, and security of the test.

d. Collection and Analysis of Student Academic Data

LCSA will ensure the collection and analysis of student academic data by leveraging proven practices outlined in *Driven by Data: A Practical Guide to Improve Instruction*, allowing our Instructional Leadership Team as well as teachers to create interventions, develop small group intervention plans, and adjust instruction and curricular choices to address lagging skills, re-teach lessons, or provide further challenge. We will report all data to school stakeholders in a format and timeline aligned to their needs and as specified below.

Figure 1.7 (c) Data Reporting

Stakeholders	Means for Communicating Data
Students and Families	Communication via SHINE Folders on work completion and behavior is sent home daily. Assessment data is shared during calls with the student’s North Star biweekly. All families invited to Parent Café and Breakfast monthly. All families expected to attend Teacher Family Conferences at the end of every quarter.
Teachers and Administration	Assessment data is shared and analyzed during weekly grade level team or content specific meetings with the guidance and support of the Instructional Leadership Team. The team holds weekly meeting to discuss academic progress.
Board of Directors	Head of School prepares monthly data reports for the Board outlining all pertinent data points such as enrollment, attendance, academics, behavior, and attrition.
Community and State	Performance on all state and nationally normed assessments and progress on non-academic indicators are posted on our website and detailed in our Annual Report.

e. Responsibilities for Collection and Analysis of Assessment Data

At LCSA, data drives every school-based decision. The collection and analysis process is completed through specific roles and responsibilities across management and governance.

Figure 1.7 (d) Data Collection and Analysis Responsibilities

Role	Responsibilities for collection and/or analysis
Teacher	All teachers are required to track entrance tickets, exit tickets, weekly quizzes, unit assessments, and STEP data. All teachers enter and upload data to the shared data-management system by end of business daily.
Instructional Leadership Team	The Head of School prepares monthly data reports for the Board of Directors outlining all pertinent data points such as enrollment, attendance, academics, and behavior. The Head of School, Dean of Operations, and Dean of Student Supports monitor all data uploaded on the school's data system.
Board of Directors	The Board of Directors will review and analyze schoolwide data including state and national assessments, interim assessments, and unit assessments. Upon analysis of the data, the Board may suggest a corrective action plan should the academic achievement data show consistent underperformance.

f. Process for Collecting and Interpreting Data

Throughout the school year, LCSA will hold school-wide data days for teachers to analyze trends across grade levels, identify gaps in student performance, and celebrate student achievement and growth. Immediately following the data review, the Instructional Leadership Team and teachers will develop actions plans for students, which will include individualized interventions, opportunities to re-teach content, and remediation plans. The Head of School will lead teachers through a deep-dive analysis of assessment data to understand it through the following questions:

1. What misunderstandings are revealed in the data?
2. How does the misunderstanding prevent the student from demonstrating mastery?
3. What gaps in the instruction of the standard contributed to these misunderstandings?
4. What will you do to ensure misunderstandings are addressed and all students achieve mastery?
5. What support will be provided for these students?
6. What approach and techniques will you use to address each skill and standard?

g. Training and Support for Data Analysis

In addition to professional development provided during data days, all teachers will participate in 17 days of professional development prior to the start of school. Additionally, teachers will have 13 full days of professional development throughout the academic calendar year. All instructional staff will also participate in professional development led by outside consultants provided by STEP, NWEA MAP, and Cognitively Guided Instruction. In Year 1 the Head of School will design and lead professional development. In subsequent years, professional development will be led by the Instructional Leadership Team to specifically include in Year 2 the Dean of Curriculum and Instruction, Year 3 the Dean of Student Supports, Year 6 the Lower School Director and Arts Education Director, and Year 7 the Upper School Director.

Similar to the extensive professional development opportunities provided to the teaching staff, the Head of School will also receive professional development through Follow On Support from BES. The Head of School will be assigned a coach by BES who will ensure ongoing development in areas such as data analysis, teacher development and evaluation, and school operations. Details of a typical data day are provided below.

Figure 1.7 (e) Sample Year 1 Data Day Schedule

Time	Topic	Description
7:00 am	Breakfast	Breakfast will be provided for all LCSA staff
7:30 am	LCSA Mission & Vision Review	All staff will review the LCSA mission and vision to ground us as we analyze data
7:45 am	Whole School Data Presentation	School Leadership Team will present data to the staff. Staff will analyze: <ul style="list-style-type: none"> • Absolute Data • Growth Data • Comparative Data
8:15 am	Kindergarten Data Presentation	School Leadership Team will present the kindergarten data to staff. Staff will analyze: <ul style="list-style-type: none"> • Absolute Data • Growth Data • Comparative Data
9:00 am	Break	Stretch Break
9:15 am	1 st Grade Data Presentation	School Leadership Team will present grade 1 data to staff. Staff will analyze: <ul style="list-style-type: none"> • Absolute Data • Growth Data • Comparative Data
10:00 am	K.1 Data Deep Dive	One kindergarten section will analyze and compare student data from their classroom with entire school. All teachers and staff will share best practices.
11:00 am	K.2 Data Deep Dive	One kindergarten section will analyze and compare student data from their classroom with entire school. All teachers and staff will share best practices.
12:00 pm	Lunch	Lunch will be provided by LCSA
1:00 pm	1.1 Data Deep Dive	One grade 1 section will analyze and compare student data from their classroom with entire school. All teachers and staff will share best practices.
2:00 pm	1.2 Data Deep Dive	One grade 1 section will analyze and compare student data from their classroom with entire school. All teachers and staff will share best practices.
3:00 pm	Break	Stretch Break
3:15 pm	Action Planning	Teachers will create individualized action plans for struggling students. School Leadership Team will support in the creation of action plans.
4:30 pm	Dismissal	Teachers leave for the day

Section 1.8: School Calendar and Schedule

a. Academic Calendar

Please see **Attachment A** for our Annual School Academic Calendar.

b. Academic Calendar Rationale

Extended School Year

To ensure our students are on the path to thrive in high school, college, and career, we provide an extended school year. Our extended school year gives us an opportunity to provide a full academic and arts program as well as provide more individual supports to our most struggling, at-risk students. Our school calendar contains 181 days of instruction, and our extended school day includes 495 instructional minutes. In comparison to neighboring schools in the district, we are providing 22 additional instructional days to our students.

Quarterly Grading Periods

Within our extended school year, we operate on a quarterly schedule. Each quarter consists of eight to ten weeks of instruction, followed by an interim assessment and STEP assessments. Each quarter will conclude with a professional development day focusing solely on data analysis and individual action plans. We will conduct parent-teacher conferences at the end of each quarter as well as present our quarterly arts showcase as a culmination of that portion of our arts program in all grades.

Extended School Day

To support student success, we operate an extended day school, allowing us to provide both a rigorous, standards-based academic experience and high-quality, robust arts program. We will offer 210 minutes (K-grade 5) and 180 minutes (grade 6-grade 8) of daily literacy instruction as well as 90 minutes (K-grade 8) of daily math instruction. The additional 120 minutes (K-grade 5) and 90 minutes (grade 6-grade 8) of literacy instruction, and additional 45 minutes (K-grade 8) of math instruction, when compared to that offered by local public schools, allow us to expand and tailor instruction and interventions to meet every student's needs, preparing them to thrive in high school, college, and career.

Each day, students will participate in traditional academic classes (reading, mathematics, social studies, science, physical education), which include such elements as read aloud and cognitively guided instruction. Each day, students will also participate in arts classes that include such offerings as vocal music or acting, and integrated arts classes like Reader's Theater or Shakespearean Voice. Our extended day school model allows us additional time to provide creative literacy and math support classes aimed at re-enforcing academic skills. Moreover, it allows us the time to offer students the opportunity to learn and study multiple artforms. In elementary school (K-5), students will participate in all arts disciplines – dance, music, visual arts, and drama. When students transition to middle school (6-8), they will further develop their artistic skills by focusing intensely on two arts disciplines by choosing a major, which will meet three times per week, and a minor, which will meet twice per week.

Professional Development

One of our core beliefs is that “outstanding teaching inspires outstanding results.” We believe that our investment in teachers through extensive professional development and consistent coaching will yield the academic, social-emotional, and artistic success we want for all of our students. Thus, prior to the start of the school year our teachers participate in 17 days of professional development during our North Star Institute. During the school year, teachers will have eight full-day professional development opportunities as well as weekly 180-minute professional development workshops on Wednesdays from 1:30 pm until 4:30 pm.

c. Structure of Day and Week

Our proposed daily schedule aligns with our four core beliefs:

- 1. Literacy is the passport to future.** Students in our lower school (K-2) have 210 minutes of literacy instruction on full days and 135 minutes of literacy instruction on professional development days. Our upper school (3-5) has 210 minutes of literacy instruction on full days and 135 minutes of literacy instruction on professional development days. Our middle school students (6-8) have 180 minutes of literacy instruction on full days and 100 minutes of literacy instruction on professional development days. 30-minute literacy interventions will take place every morning for all students K-8.
- 2. Creativity is currency in the 21st century.** Our high-quality arts program and blended arts classes provide students with 75 minutes (K-5) and 120 minutes (6-8) of arts programming on full days and 75 minutes (K-5) and 120 minutes (6-8) on professional development days.
- 3. Outstanding teaching inspires outstanding results.** Our daily schedule supports instruction through our two-teacher model for literacy, integrated arts classes, and math. Teachers are provided with one 45-minute planning block per day as well as one 45-minute collaborative meeting time per day. Additionally, teachers participate in 17 days of professional development prior to the start of the school year, eight professional development days (which include 4 data days) throughout the school year, and 180 minutes of professional development per week.
- 4. Families are partners in our mission.** Our schedule allows a student’s North Star to have a one-on-one 15-minute check-in with students during snack, lunch, or recess, and a check-in with parents on a biweekly basis.

Daily Schedules

Figure 1.8 (a) Sample K – Grade 2 Schedule in Year 1

Sample K - Grade 2 Schedule (M, T, Th, F)											
University of Memphis						University of Tennessee					
Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B	Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B
7:00 AM	15	7:15 AM	Staff Huddle	All		7:00 AM	15	7:15 AM	Staff Huddle	All	
7:15 AM	30	7:30 AM	Arrival Breakfast	All		7:15 AM	30	7:30 AM	Arrival Breakfast	All	
7:30 AM		7:45 AM				7:30 AM		7:45 AM			
7:45 AM	30	8:00 AM	Morning Circle	Both		7:45 AM	30	8:00 AM	Morning Circle	Both	
8:00 AM		8:15 AM	Calendar Math			8:00 AM		8:15 AM	Calendar Math		
8:15 AM		8:30 AM				8:15 AM		8:30 AM			
8:30 AM		8:45 AM				8:30 AM	45	8:45 AM	Math	Both	
8:45 AM		9:00 AM				8:45 AM		9:00 AM			
9:00 AM	90	9:15 AM	Small Group Literacy Rotations	Both		9:00 AM		9:15 AM			
9:15 AM		9:30 AM				9:15 AM	45	9:30 AM	Arts	Collaborative Planning Time	
9:30 AM		9:45 AM				9:30 AM		9:45 AM			
9:45 AM	15	10:00 AM	Snack	Both		9:45 AM	15	10:00 AM	Snack	Both	
10:00 AM		10:15 AM				10:00 AM		10:15 AM			
10:15 AM	30	10:30 AM	RTI	Both		10:15 AM	30	10:30 AM	RTI	Both	
10:30 AM		10:45 AM				10:30 AM		10:45 AM			
10:45 AM	30	11:00 AM	Lunch	Prep	Teacher B	10:45 AM	30	11:00 AM	Lunch	Prep	Teacher B
11:00 AM	15	11:15 AM	Recess	Both		11:00 AM	15	11:15 AM	Recess	Both	
11:15 AM		11:30 AM				11:15 AM		11:30 AM			
11:30 AM	45	11:45 AM	Math	Both		11:30 AM		11:45 AM			
11:45 AM		12:00 PM				11:45 AM	90	12:00 PM	Small Group Literacy Rotations	Both	
12:00 PM		12:15 PM				12:00 PM		12:15 PM			
12:15 PM	45	12:30 PM	Arts	Collaborative Planning Time		12:15 PM		12:30 PM			
12:30 PM		12:45 PM				12:30 PM		12:45 PM			
12:45 PM		1:00 PM				12:45 PM		1:00 PM			
1:00 PM	45	1:15 PM	CGI	Both		1:00 PM	45	1:15 PM	CGI	Both	
1:15 PM		1:30 PM				1:15 PM		1:30 PM			
1:30 PM	15	1:45 PM	Snack	Both		1:30 PM	15	1:45 PM	Snack	Both	
1:45 PM		2:00 PM				1:45 PM		2:00 PM			
2:00 PM	30	2:15 PM	Read Aloud	Both		2:00 PM	30	2:15 PM	Read Aloud	Both	
2:15 PM		2:30 PM				2:15 PM		2:30 PM			
2:30 PM	45	2:45 PM	Social Studies/Science	Teacher A	Prep	2:30 PM	45	2:45 PM	Social Studies/Science	Teacher A	Prep
2:45 PM		3:00 PM				2:45 PM		3:00 PM			
3:00 PM	30	3:15 PM	Readers Theater	Both and Arts Teacher		3:00 PM	30	3:15 PM	Writing	Both	
3:15 PM		3:30 PM				3:15 PM		3:30 PM			
3:30 PM	30	3:45 PM	Writing	Both		3:30 PM	30	3:45 PM	Readers Theater	Both and Arts Teacher	
3:45 PM		4:00 PM				3:45 PM		4:00 PM			
4:00 PM	15	4:15 PM	Dismissal	All		4:00 PM	15	4:15 PM	Dismissal	All	
4:15 PM	15	4:30 PM	Staff Closeout	All		4:15 PM	15	4:30 PM	Staff Closeout	All	

Figure 1.8 (b) Sample K – Grade 2 Professional Development Day Schedule in Year 1

Sample K - Grade 2 PD Schedule (W)											
University of Memphis						University of Tennessee					
Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B	Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B
7:00 AM	15	7:15 AM	Staff Huddle	All		7:00 AM	15	7:15 AM	Staff Huddle	All	
7:15 AM	30	7:30 AM	Arrival Breakfast	All		7:15 AM	30	7:30 AM	Arrival Breakfast	All	
7:30 AM		7:45 AM				7:30 AM		7:45 AM			
7:45 AM	30	8:00 AM	Morning Circle	Both		7:45 AM	30	8:00 AM	Morning Circle	Both	
8:00 AM		8:15 AM	Calendar Math			8:00 AM		8:15 AM	Calendar Math		
8:15 AM		8:30 AM				8:15 AM		8:30 AM			
8:30 AM		8:45 AM				8:30 AM	45	8:45 AM	Arts	Prep	Prep
8:45 AM		9:00 AM				8:45 AM		9:00 AM			
9:00 AM	90	9:15 AM	Small Group Literacy Rotations	Both		9:00 AM		9:15 AM			
9:15 AM		9:30 AM				9:15 AM		9:30 AM			
9:30 AM		9:45 AM				9:30 AM		9:45 AM			
9:45 AM	45	10:00 AM	Arts	Prep	Prep	9:45 AM	90	10:00 AM	Small Group Literacy Rotations	Both	
10:00 AM		10:15 AM				10:00 AM		10:15 AM			
10:15 AM		10:30 AM				10:15 AM		10:30 AM			
10:30 AM	30	10:45 AM	Lunch	Prep	Teacher B	10:30 AM	30	10:45 AM	Lunch	Prep	Teacher B
10:45 AM		11:00 AM				10:45 AM		11:00 AM			
11:00 AM	15	11:15 AM	Recess	Both		11:00 AM	15	11:15 AM	Recess	Both	
11:15 AM		11:30 AM				11:15 AM		11:30 AM			
11:30 AM	30	11:45 AM	Readers Theater/RTI	Both and Arts Teacher		11:30 AM	45	11:45 AM	Math/CGI	Both	
11:45 AM		12:00 PM				11:45 AM		12:00 PM			
12:00 PM		12:15 PM				12:00 PM		12:15 PM			
12:15 PM	45	12:30 PM	Math/CGI	Both		12:15 PM	30	12:30 PM	Readers Theater/RTI	Both and Arts Teacher	
12:30 PM		12:45 PM				12:30 PM		12:45 PM			
12:45 PM	15	1:00 PM	Community Skills	Both		12:45 PM	15	1:00 PM	Community Skills	Both	
1:00 PM	15	1:15 PM	Dismissal	Both		1:00 PM	15	1:15 PM	Dismissal	Both	

Figure 1.8 (c) Sample Grade 3 – Grade 5 Schedule in Year 3

Sample Grade 3 - Grade 5 Schedule (M, T, Th, F)											
Christian Brothers University						Rhodes College					
Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B	Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B
7:00 AM	15	7:15 AM	Staff Huddle	All		7:00 AM	15	7:15 AM	Staff Huddle	All	
7:15 AM	30	7:30 AM	Breakfast Arrival	All		7:15 AM	30	7:30 AM	Breakfast Arrival	All	
7:30 AM		7:45 AM		7:30 AM	7:45 AM						
7:45 AM	30	8:00 AM	Morning Circle Math Meeting	Both		7:45 AM	30	8:00 AM	Morning Circle Math Meeting	Both	
8:00 AM		8:15 AM		8:00 AM	8:15 AM						
8:15 AM	90	8:30 AM	Small Group Literacy Rotation	Both		8:15 AM	90	8:30 AM	Small Group Literacy Rotation	Both	
8:30 AM		8:45 AM		8:30 AM	8:45 AM						
8:45 AM		9:00 AM		8:45 AM	9:00 AM						
9:00 AM		9:15 AM		9:00 AM	9:15 AM						
9:15 AM		9:30 AM		9:15 AM	9:30 AM						
9:30 AM		9:45 AM		9:30 AM	9:45 AM						
9:45 AM	15	10:00 AM	Snack	Both		9:45 AM	15	10:00 AM	Snack	Both	
10:00 AM	30	10:15 AM	RTI	Both		10:00 AM	30	10:15 AM	RTI	Both	
10:15 AM		10:30 AM		10:15 AM	10:30 AM						
10:30 AM	45	10:45 AM	Arts	Collaborative Planning Time		10:30 AM	45	10:45 AM	Math	Both	
10:45 AM		11:00 AM		10:45 AM	11:00 AM						
11:00 AM	30	11:30 AM	Lunch	Teacher A	Prep	11:00 AM	30	11:30 AM	Lunch	Teacher A	Prep
11:15 AM		11:45 AM				11:15 AM		11:45 AM			
11:45 AM	15	12:00 PM	Recess			11:45 AM	15	12:00 PM	Recess		
12:00 PM	45	12:15 PM	Math	Both		12:00 PM	45	12:15 PM	Arts	Collaborative Planning Time	
12:15 PM		12:30 PM		12:15 PM	12:30 PM						
12:30 PM	45	12:45 PM	CGI	Both		12:30 PM	45	12:45 PM	CGI	Both	
12:45 PM		1:00 PM		12:45 PM	1:00 PM						
1:00 PM	45	1:15 PM	Narration	Arts Teacher and Both		1:00 PM	45	1:15 PM	Writing	Both	
1:15 PM		1:30 PM		1:15 PM	1:30 PM						
1:30 PM	30	1:45 PM	Writing	Both		1:30 PM	30	1:45 PM	Narration	Arts Teacher and Both	
1:45 PM		2:00 PM		1:45 PM	2:00 PM						
2:00 PM	30	2:15 PM	Snack	Both		2:00 PM	30	2:15 PM	Snack	Both	
2:15 PM		2:30 PM		2:15 PM	2:30 PM						
2:30 PM	30	2:45 PM	Shared Reading	Both		2:30 PM	30	2:45 PM	Shared Reading	Both	
2:45 PM		3:00 PM		2:45 PM	3:00 PM						
3:00 PM	45	3:15 PM	Social Studies/Science	Prep	Lead Teacher B	3:00 PM	45	3:15 PM	Social Studies/Science	Prep	Lead Teacher B
3:15 PM		3:30 PM				3:15 PM		3:30 PM			
3:30 PM		3:45 PM				3:30 PM		3:45 PM			
3:45 PM		4:00 PM				3:45 PM		4:00 PM			
4:00 PM	15	4:15 PM	Dismissal	Both		4:00 PM	15	4:15 PM	Dismissal	Both	
4:15 PM	15	4:30 PM	Staff Closeout	All		4:15 PM	15	4:30 PM	Staff Closeout	All	

Figure 1.8 (d) Sample Grade 3 – Grade 5 Professional Development Schedule in Year 3

Sample Grade 3 - Grade 5 PD Schedule (W)											
Christian Brothers University						Rhodes College					
Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B	Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B
7:00 AM	15	7:15 AM	Staff Huddle	All		7:00 AM	15	7:15 AM	Staff Huddle	All	
7:15 AM	30	7:30 AM	Arrival Breakfast	All		7:15 AM	30	7:30 AM	Arrival Breakfast	All	
7:30 AM		7:45 AM		7:30 AM	7:45 AM						
7:45 AM	30	8:00 AM	Morning Circle Calendar Math	Both		7:45 AM	30	8:00 AM	Morning Circle Calendar Math	Both	
8:00 AM		8:15 AM		8:00 AM	8:15 AM						
8:15 AM	90	8:30 AM	Small Group Literacy Rotations	Both		8:15 AM	90	8:30 AM	Arts	Prep	Prep
8:30 AM		8:45 AM		8:30 AM	8:45 AM						
8:45 AM		9:00 AM		8:45 AM	9:00 AM						
9:00 AM		9:15 AM		9:00 AM	9:15 AM						
9:15 AM		9:30 AM		9:15 AM	9:30 AM						
9:30 AM		9:45 AM		9:30 AM	9:45 AM						
9:45 AM	45	10:00 AM	Arts	Prep	Prep	9:45 AM	45	10:00 AM	Small Group Literacy Rotations	Both	
10:00 AM		10:15 AM				10:00 AM		10:15 AM			
10:15 AM	30	10:30 AM	Lunch	Prep	Teacher B	10:15 AM	30	10:30 AM	Lunch	Prep	Teacher B
10:30 AM		10:45 AM				10:30 AM		10:45 AM			
11:00 AM	15	11:15 AM	Recess			11:00 AM	15	11:15 AM	Recess		
11:15 AM	30	11:30 AM	Narration/RTI	Both and Arts Teacher		11:15 AM	45	11:30 AM	Math/CGI	Both	
11:30 AM		11:45 AM		11:30 AM	11:45 AM						
11:45 AM	15	12:00 PM	Writing	Both		11:45 AM	15	12:00 PM	Writing	Both	
12:00 PM	45	12:15 PM	Math/CGI	Both		12:00 PM	45	12:15 PM	Narration/RTI	Both and Arts Teacher	
12:15 PM		12:30 PM		12:15 PM	12:30 PM						
12:30 PM	15	12:45 PM	Community Skills	Both		12:30 PM	15	12:45 PM	Writing	Both	
12:45 PM		1:00 PM		12:45 PM	1:00 PM						
1:00 PM	15	1:15 PM	Dismissal	Both		1:00 PM	15	1:15 PM	Dismissal	Both	

Figure 1.8 (e) Sample Grade 6 – Grade 8 Schedule in Year 6

Sample Grade 6 - Grade 8 Schedule (M, T, Th, F)											
Vanderbilt University						Belmont University					
Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B	Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B
7:00 AM	15	7:15 AM	Staff Huddle	All		7:00 AM	15	7:15 AM	Staff Huddle	All	
7:15 AM	30	7:30 AM	Breakfast Arrival	All		7:15 AM	30	7:30 AM	Breakfast Arrival	All	
7:30 AM		7:45 AM		7:30 AM	7:45 AM						
7:45 AM	15	8:00 AM	Homeroom	Both		7:45 AM	15	8:00 AM	Homeroom	Both	
8:00 AM	90	8:15 AM	ELA	Both		8:00 AM	90	8:15 AM	Math	Both	
8:15 AM		8:30 AM				8:15 AM		8:30 AM			
8:30 AM		8:45 AM				8:30 AM		8:45 AM			
8:45 AM		9:00 AM				8:45 AM		9:00 AM			
9:00 AM		9:15 AM				9:00 AM		9:15 AM			
9:15 AM		9:30 AM				9:00 AM		9:15 AM			
9:30 AM		9:45 AM				9:30 AM		9:45 AM			
9:45 AM	75	10:00 AM	Arts	Arts Teachers		9:45 AM	75	10:00 AM	Arts	Arts Teachers	
10:00 AM		10:15 AM				10:00 AM		10:15 AM			
10:15 AM		10:30 AM				10:00 AM		10:15 AM			
10:30 AM		10:45 AM				10:15 AM		10:30 AM			
10:45 AM		10:45 AM				10:30 AM		10:45 AM			
11:00 AM	45	11:00 AM	Lunch	Teacher A	Prep	11:00 AM	45	11:00 AM	Lunch	Teacher A	Prep
11:15 AM		11:30 AM		11:15 AM	11:30 AM						
11:30 AM		11:45 AM		11:30 AM	11:45 AM						
11:45 AM	90	12:00 PM	Math	Both		11:45 AM	30	12:00 PM	RTI	Both	
12:00 PM		12:15 PM				12:00 PM		12:15 PM			
12:15 PM		12:30 PM				12:15 PM		12:30 PM			
12:30 PM		12:45 PM				12:30 PM		12:45 PM			
12:45 PM		1:00 PM				12:30 PM		12:45 PM			
1:00 PM		1:15 PM				12:45 PM		1:00 PM			
1:15 PM	45	1:30 PM	History	Prep	Teacher B	1:00 PM	45	1:15 PM	Father Stan	Arts Teachers and Both	
1:30 PM		1:45 PM		1:30 PM	1:45 PM						
1:45 PM		2:00 PM		1:45 PM	2:00 PM						
2:00 PM		2:15 PM		2:00 PM	2:15 PM						
2:15 PM	45	2:30 PM	Science	Teacher A	Prep	2:15 PM	90	2:15 PM	Math	Both	
2:30 PM		2:45 PM		2:15 PM	2:30 PM						
2:45 PM		3:00 PM		2:30 PM	2:45 PM						
3:00 PM	45	3:15 PM	Father Stan	Arts Teachers and Both		3:00 PM	45	3:15 PM	Science	Teacher A	Prep
3:15 PM		3:30 PM				3:15 PM		3:30 PM			
3:30 PM		3:45 PM				3:30 PM		3:45 PM			
3:45 PM	15	4:00 PM	Homeroom/Community Skills	Both		3:45 PM	15	4:00 PM	Homeroom/Community Skills	Both	
4:00 PM	15	4:15 PM	Dismissal	Both		4:00 PM	15	4:15 PM	Dismissal	Both	
4:15 PM	15	4:30 PM	Staff Closeout	All		4:15 PM	15	4:30 PM	Staff Closeout	All	

Figure 1.8 (f) Sample Grade 6 – Grade 8 Professional Development Schedule in Year 6

Sample Grade 6 - Grade 8 PD Schedule (W)											
Vanderbilt University						Belmont University					
Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B	Start Time	Minutes	End Time	Activity	Facilitator A	Facilitator B
7:00 AM	15	7:15 AM	Staff Huddle	All		7:00 AM	15	7:15 AM	Staff Huddle	All	
7:15 AM	30	7:30 AM	Breakfast Arrival	All		7:15 AM	30	7:30 AM	Breakfast Arrival	All	
7:30 AM		7:45 AM		7:30 AM	7:45 AM						
7:45 AM	15	8:00 AM	Homeroom	Both		7:45 AM	15	8:00 AM	Homeroom	Both	
8:00 AM	90	8:15 AM	ELA	Both		8:00 AM	90	8:15 AM	Math	Both	
8:15 AM		8:30 AM				8:15 AM		8:30 AM			
8:30 AM		8:45 AM				8:30 AM		8:45 AM			
8:45 AM		9:00 AM				8:45 AM		9:00 AM			
9:00 AM		9:15 AM				9:00 AM		9:15 AM			
9:15 AM		9:30 AM				9:00 AM		9:15 AM			
9:30 AM		9:45 AM				9:30 AM		9:45 AM			
9:45 AM	75	10:00 AM	Arts	Arts Teachers		9:45 AM	75	10:00 AM	Arts	Arts Teachers	
10:00 AM		10:15 AM				10:00 AM		10:15 AM			
10:15 AM		10:30 AM				10:15 AM		10:30 AM			
10:30 AM		10:45 AM				10:15 AM		10:30 AM			
10:45 AM		11:00 AM				10:30 AM		10:45 AM			
11:00 AM	45	11:00 AM	Lunch	Teacher A	Prep	11:00 AM	45	11:00 AM	Lunch	Teacher A	Prep
11:15 AM		11:30 AM		11:15 AM	11:30 AM						
11:30 AM		11:45 AM		11:30 AM	11:45 AM						
11:45 AM	45	12:00 PM	Math	Both		11:45 AM	45	12:00 PM	Father Stan RTI	Both	
12:00 PM		12:15 PM				12:00 PM		12:15 PM			
12:15 PM		12:30 PM				12:15 PM		12:30 PM			
12:30 PM	45	12:45 PM	Father Stan RTI	Both		12:30 PM	45	12:30 PM	Math	Both	
12:45 PM		1:00 PM				12:30 PM		12:45 PM			
1:00 PM	15	1:15 PM	Dismissal	Both		1:00 PM	15	1:15 PM	Dismissal	Both	

d. Schedule Rationale

The schedules outlined above are optimal for students in the Binghampton community. These schedules indicate a heavy emphasis on literacy, math, and arts instruction. Data in our proposed

community shows that approximately 77% of elementary and middle school students do not meet the Tennessee Academic Standards for reading. Our daily schedule provides our students with more time on literacy and math than what they would receive in other local schools. Daily, students in the lower school (K-2) participate in 210 minutes of literacy instruction, 120 minutes of math instruction, and 75 minutes of arts instruction.¹⁰³ Throughout the week, students in the lower school (K-2) participate in 975 minutes of literacy instruction, 600 minutes of math instruction, and 375 minutes of arts instruction. Students in the upper school (3-5) participate in 210 minutes of literacy instruction, 120 minutes of math instruction, and 75 minutes of arts instruction daily. Throughout the week, students in the upper school (3-5) participate in 975 minutes of literacy instruction, 600 minutes of math instruction, and 375 minutes of arts instruction. Students in the middle school (6-8) participate in 180 minutes of literacy instruction, 90 minutes of math instruction, and 120 minutes of arts instruction daily. Throughout the week, students in the middle school (6-8) participate in 820 minutes of literacy instruction, 405 minutes of math instruction, and 600 minutes of arts instruction. A description of schedule components is below.

Figure 1.8 (c) Schedule Components with Rationale

Component	Grades	Description/Rationale
Breakfast/ STAR Packets	K-5	During breakfast, students review and practice material taught from previous days in STAR packets. This is additional time for teachers to work one-on-one with students who need more support.
Read Aloud	K-2	During Interactive Read Aloud, teachers model meta-cognitive skills and habits of strong readers –analyzing aloud the author’s choices –while reading with fluency, inflection and excitement. Read Aloud highlights common sight words, reinforces key vocabulary, and leverages think aloud and text-based discussions to deepen student critical thinking.
Phonics (Literacy Rotations)	K-2	We have adapted a combination of Reading Mastery and Orton-Gillingham practices to help students build foundational phonemic awareness and decoding skills. Direct phonics instruction allows beginning readers to build skill and fluency with letter recognition, letter-sound associations, and decoding strategies.
Guided Reading (Literacy Rotations)	K-5	Guided Reading deepens students’ understanding of and fluency with a variety of reading comprehension skills and strategies. Teachers select a text that is at students’ instructional level and guide students toward a clearly defined teaching point. Teachers model the teaching point, while frontloading vocabulary and contextual knowledge, emulating the comprehension skill or tool.
Close Reading	3-5	Teachers support students in diving deep into texts of a variety of genres while critically analyzing the main idea and seeking out text evidence to support their claims. Through close reading, students practice skills such as making inferences, understanding the author’s motivations and stylistic writing choices, and understanding character feelings.
Novel Reading (Literacy Rotations)	3-5	Students read and analyze a novel together as a class. Students hone their Habits of Discussion and deepen their ability to use text-based evidence through facilitated Book Talks, which are rich text-based discussions.
Literature	6-8	Through comparative texts study, students are exposed to rich non-fiction texts, persuasive texts, and poetry and analyze and interpret the meaning of

¹⁰³ Literacy instruction time and arts instruction time both include integrated arts class time.

		texts, drawing connections between big ideas, their lived experiences, and texts, as well as analyzing literary techniques and the author’s choices.
Reader’s Theater (Arts Integration)	K-2	Performed without the need for props, costumes, or a set, Reader’s Theater adapts scripts from grade level books and gives students essential practice in oral reading fluency and public speaking.
Narration (Arts Integration)	3-5	Narration is a technique whereby one or more performers speak directly to the audience to tell a story, giving information or comment on the action of the scene or the motivations of characters.
Father Stan Technique (Arts Integration)	6-8	Applying the teaching principles of Constantin Stanislavski, the grandfather of Modern Theatre, students read themselves into a text using the seven questions of the Stanislavski technique: Who am I? Where am I? What time is it? What do I want? Why do I want it? How do I get it? What must I overcome to get want I want?
Writers Workshop	K-8	Internally created by the Instructional Leadership Team and adapted from high performing schools like Nashville Classical, students build stamina, practice phonemic awareness, and construct poems, essays, and stories.
Calendar Math	K-2	Students build pattern recognition, number recognition and fluency, place value, and other skills in fast-paced, engaging whole groups lessons.
Eureka Math	K-5	Aligned with CCSS and TAS, students deepen procedural knowledge by developing a greater conceptual understanding of math concepts.
Cognitively Guided Instruction	K-5	During Number Stories, students develop problem-solving skills by independently working to solve unfamiliar, contextualized problems through Cognitively Guided Instruction (CGI).
Middle School Math	6-8	Internally created by the Instructional Leadership Team, all students complete Algebra I in grade 8.
Science	K-8	Internally created by the Instructional Leadership Team and aligned with CCSS and TAS, student will learn about topics such as physical science, life science, earth science, space science, technology, engineering, and applications of science.
Social Studies	K-8	Internally created by the Instructional Leadership Team and aligned with CCSS and TAS, students will learn about topics such as geography, U.S. history, and Black and Latinx history.

e. A Day in the Life at Luceo Collegiate School of the Arts Charter School

Kindergarten Student – Marvin Lewis, Jr.

It’s Tuesday, November 16, 2021, at 6:30 am. Marvin wakes up sluggish as he usually does. Marvin is not a morning person. His mother yells, “Go wash your face and brush your teeth. And, don’t take all day in my bathroom – I have to do my hair.” Marvin quickly washes his face and brushes his teeth, so that his mother can get in the bathroom. He slowly puts on his school uniform: khaki pants, a white button-down shirt, and his Luceo Collegiate School of the Arts tie and sweater. He then puts on his favorite sneakers, the white, lime green, and gray Nike Air Max 270 React – they match his school colors! He grabs his matching lime green and gray cap – Marvin is all about looking good – and runs to the front door because his mother has just given him the “Boy” yell; it’s 7:00 am and she still has to drop Marvin off and get to work by 8:00 am.

Marvin arrives at the school building at 7:20 am, he jumps out of the car without saying “bye” – his mother was listening to the Steve Harvey Morning Show on the radio, and he wanted to escape the old people environment she had created in the car. Marvin is an introverted extrovert. He has a lot of friends but prefers to stay to himself. He runs to the doors of the school, gradually slowing down as he approaches the doors because he knows Mr. McClary will make him turn around if he sees him running. He looks himself once over to make sure he is still looking “fire.” “Good morning, Mr. Lewis,” Mr. McClary, the Head of School says as he extends his right hand. Marvin looks Mr. McClary in his eyes and says, “Good morning, Mr. McClary.” Together, in what seems like pre-arranged harmony but isn’t, they both say, “Let’s make sure we shine bright today.” Mr. McClary gives Marvin the side eye and chuckles. Marvin chuckles and proceeds into the school building.

As soon as Marvin enters the building, he looks at the quote posted on the wall: “It is easier to build strong children than to repair broken men.” He inhales deeply, taking in the smell of cranberry that fills the hallways of the school. Dr. McClary is obsessed with the smell of cranberry. He walks down the right side of corridor looking at the beautiful artwork on the walls. He stops at his painting and smiles. As he approaches the cafeteria, he hears jazz music playing and remembers, it’s Tuesday – jazz music day. He walks to his teacher Ms. Alexis, who hugs him and says, “Good morning, sweetheart” and takes his homework folder. Marvin smiles with the biggest, most cheesy smile ever seen by mankind. Marvin proceeds to the breakfast line where he receives oatmeal and turkey sausage, then walks slowly to his assigned table to ensure he doesn’t spill anything on his sneakers. He sits down and begins eating his breakfast and talking to his friends.

At 7:29 am, Mr. Jenkins, Dean of Operations, says “Good morning; you all have one minute until all voices must be off. If you have finished eating your breakfast, remember to grab your STAR packets from your teachers.” Exactly one minute later, the only sound Marvin can hear are the notes played by Wynton Marsalis and the Juilliard Jazz Band. Marvin finishes his breakfast and begins his STAR packet. Marvin flips through the pages to what he wants to work on. He stops at the page that requires him to trace the letters of a word and then draw a picture to match the word given. He says to himself, “Yes!” He remembers that his class just went over these letters and words on Monday with Ms. Alexis, his kindergarten teacher. He begins tracing the letters and then draws a picture of himself playing basketball. He also circles the ball to ensure Ms. Alexis knows that he knows the word was ball.

At 7:42 am, Mr. Jenkins returns saying, “You all have 30 seconds to pack up and get ready for transition.” He begins to count down and Marvin quickly closes his STAR packet and puts his pencil in his utensil case and sits in star position (students sitting with a straight back with their hands clasped together in front of their bodies) ready to transition. Mr. Jenkins signals to Ms. Alexis to begin her transition. Without hearing a word from anyone, Marvin stands and turns sharply to the left and then walks to his place in the line following the visual cues performed with precision by Ms. Alexis. As a class, with Marvin in the front, the students follow Ms. Alexis who leads them in a choreographic class stroll that she conducts with just her hands. One by one, each class follows the directions given by Mr. Jenkins and exits the cafeteria with a choreographic stroll. Although fun and exciting, no one makes a sound while transitioning.

Marvin and his class arrive in their classroom, University of Memphis, at 7:45 am. Students quickly walk to their assigned circle spots on the rug and begin Morning Circle and Calendar Math. Ms. Alexis begins by saying, “Who can tell me today’s day and date?” Marvin’s hand shoots up in the air with the

same big cheesy smile across his face. Ms. Alexis calls on him and he recites, “Today is Tuesday, November 16th, 2021.” Mr. Nunez, Marvin’s other teacher, says, “How do you know today is Tuesday, November 16th, 2021?” Marvin replies, “I know today is Tuesday, November 16th, 2021, because yesterday was Monday, November 15th, 2021 and in our day of the week song Tuesday comes after Monday. I also know because jazz music was playing during breakfast and Tuesdays are jazz days. Ms. Alexis immediately says, “Good Job, Good Job,” and in unison the class continues the chant:

(clap clap)

Good job, good job

(clap clap)

G double O-D-J-O-B

Good job, good job

Marvin yells with excitement, “Remix,” and Ms. Alexis, Mr. Nunez, and the entire class continues:

You know you did a good job, so say you did a good job

Good job

(clap, clap, clap, clap)

Good job

(clap, clap, clap, clap)

G double O-D-J-O-B

Everybody say good job on three

1

(clap, clap, clap, clap)

2

(clap, clap, clap, clap)

3

(clap, clap, clap clap)

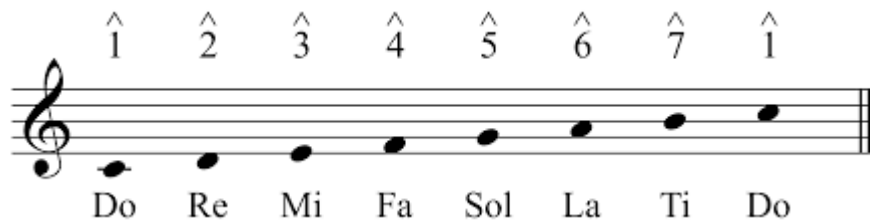
Good job, good job, good job,

Ha!

Ms. Alexis continues with Morning Meeting and Calendar Math, having students review the days of the week song followed by a discussion about the word “inspire,” which is one of LCSA’s SHINE values. Ms. Alexis finishes Morning Circle by saying, “I hope to see you all inspire one another this week.”

Following Morning Circle and Calendar Math, Marvin proceeds through his usual Tuesday routine: literacy rotations (30 minutes of Phonics, 30 minutes of Guided Reading, and 30 minutes of Lexia), snack, choice, lunch, recess, and Eureka Math. At 11:57 am, Mr. Dolberry walks into Marvin’s classroom and the students, including Marvin, are suddenly filled with excitement – it’s music time.

Mr. Dolberry lines up the students, again with Marvin leading the line, and signals for them to begin the music class choreographic stroll. They enter into the music room which is already set up with small keyboards on each desk with sheet music. Marvin sits at his assigned seat and looks at the sheet music with excitement – he loves music. Marvin listens intently for instructions. Mr. Dolberry says, “Everyone, we will be learning the song *Can you hear me?*” Marvin raises his hand and to ask how they are going to use the mini keyboards. Mr. Dolberry responds by sharing that they will learn the words and the music at the same time. Mr. Dolberry begins the class with a Solfege warm-up:



The students follow intently, making sure to pronounce the sounds and pitch accurately. He then transitions them to practice on the keyboard: C, D, E, F, G, A, B, C. Marvin is elated. He loves learning how to play the piano and learning to sing is a bonus. After the warm-up they begin learning the song.

Can you hear me?

Can you hear me, too?

Marvin immediately makes the connection. He raises his hand to ask a question. “Mr. Dolberry, the sound we are making for ‘can’ sounds like the sound we made for ‘mi’ – is that right?” Mr. Dolberry responds, “Yes, you can apply the solfege warm-up to the lyrics to help you understand the pitch and the keys on the piano.” Marvin thinks to himself and then matches the sounds:

- Can = mi, re, do,
- You = re
- Hear = mi
- Me = mi

Mr. Dolberry encourages Marvin to keep going with his connection, so he continues:

- Can = mi, re, do,
- You = re

- Hear = mi
- Me = mi
- Too = sol

Mr. Dolberry stops Marvin and explains that the connections he made are correct, and he asks the class to repeat the arrangement. The class continues learning the song and Marvin basks in his glory of being able to figure out the solfege and song relationship.

Marvin leaves music and continues his regular Tuesday schedule: CGI Math, afternoon snack, Shared Reading, Social Studies, and Writing. For his last class of the day, Marvin has Reader's Theater, which he loves. Mr. Dolberry returns to the classroom at 3:27 pm and Marvin knows that means it's time to start acting. Marvin quickly packs up his writing belongings and sits in star position for further instructions. Mr. Dolberry distributes the scripts the students will be using for class. He then asks students to make predictions about the script: "What do you think will happen? How will the characters sound? How will the characters behave?" One by one, he calls on students who share their opinions, and then he begins modeling the text with full intonation, accuracy, and pitch, providing varied voice inflection to account for the different characters. After he completes the text, he asks the class follow-up questions about their predictions. He then separates the class into small groups and gives each group a small section of the script to read. While the students transition into their small groups, he hangs the vocabulary words from the script on the board. He instructs the class to begin reading, as best they can, giving each group roles and encouraging them to act out the roles as he demonstrated while reading. Marvin immediately jumps in. He usually hates reading but the opportunity to act out different roles motivates him to read. He immediately chooses the character Puck – they're reading an adapted version of *Midsummer's Night Dream* – and he starts reading. He laughs, and so do his classmates, as he tries to change his voice to match Mr. Dolberry's voice when he reads. Marvin approaches a word that he is unfamiliar with and raises his hand for support. Mr. Dolberry first asks him if he could identify all of the letters in the word. He could. Mr. Dolberry then asks Marvin to make the sounds of each letter in the word, which Marvin does. Mr. Dolberry then reads the entire line, acting out each word. When he arrives at the word with which Marvin is struggling, Mr. Dolberry pauses. Using the visual cues and context, Marvin reads the word: "shadow." Mr. Dolberry says, "Good job," and asks Marvin to re-read the line again. Marvin then continues with his monologue. At 3:50 pm, Mr. Dolberry asks everyone to stop acting for the day and to pack up their belongings. Ms. Alexis and Mr. Nunez join in, asking the students to sit in star once they have packed up all their belongings. Ms. Alexis, without speaking, begins directing the class with hand signals as they begin their hallway stroll to the cafeteria for dismissal.

Figure 1.8 (d) Sample Day in the Life of Teachers at Luceo Collegiate School of the Arts

Time	Teacher A	Time	Teacher B
7:00 am	Teacher arrives at school and prepares for staff huddle.	7:00 am	Teacher arrives at school and prepares for staff huddle.
7:05 am	Teacher participates in staff huddle led by the School Leadership Team, which provides whole school updates and minor schedule changes, if needed.	7:05 am	Teacher participates in staff huddle led by the School Leadership Team, which provides whole school updates and minor schedule changes, if needed.
7:15 am	Reports to the cafeteria to support students as they arrive for breakfast, collecting the signed behavior logs and distributing STAR packets. Teachers also use this time to support students who needs additional supports.	7:15 am	Reports to the classroom to set up for morning circle. After completing the classroom set up, Teacher B supports in the hallways guiding students to the cafeteria.
7:40 am	Teacher signals to students to begin transition to their classroom.	7:40 am	Teacher B joins Teacher A to support with transition.
7:45 am	Morning Circle/Calendar Math: Teacher co-leads students in review of the week's school value and begins calendar math.	7:45 am	Morning Circle/Calendar Math: Teacher co-leads students in review of the week's school value and begins calendar math.
8:15 am	Teacher co-facilitates Literacy Rotations. 10 students working on Phonics, 10 working on Guided Reading, 10 participating in Blended Learning.	8:15 am	Teacher co-facilitates Literacy Rotations. 10 students working on Phonics, 10 working on Guided Reading, 10 participating in Blended Learning.
9:45 am	Teacher transitions students for snack and RTI. ²	9:45 am	Teacher transitions students for snack and RTI. ²
10:30 am	Teacher has a prep block.	10:30 am	Teacher supports with lunch and recess.
11:15 am	Teacher co-facilitates Eureka Math lesson.	11:15 am	Teacher co-facilitates Eureka Math lesson.
12:00 pm	Collaborative planning time with co-teacher.	12:00 pm	Collaborative planning time with co-teacher.
12:45 pm	Teacher co-facilitates CGI lesson.	12:45 pm	Teacher co-facilitates CGI lesson.
1:30 pm	Teacher transitions students to snack and co-facilitates shared reading.	1:30 pm	Teacher transitions students to snack and co-facilitates shared reading.
2:15 pm	Teacher facilitates science or social studies lesson for the day. Science and social studies lessons alternate daily, each taking place twice per week.	2:15 pm	Teacher has a prep block.
3:00 pm	Teacher supports the Arts Teacher with Reader's Theater. Teacher also uses this time to work with struggling students.	3:00 pm	Teacher supports the Arts Teacher with Reader's Theater. Teacher also uses this time to work with struggling students.
3:30 pm	Teacher co-teaches writing lesson of the day.	3:30 pm	Teacher co-teaches writing lesson of the day.
4:00 pm	Teacher transitions to the cafeteria for dismissal and supports dismissal.	4:00 pm	Teacher transitions to the cafeteria for dismissal and supports dismissal.
4:15 pm	Teacher closes out all materials for the day as well as preps for the next day.	4:15 pm	Teacher closes out all materials for the day as well as preps for the next day.
4:30 pm	Teacher leaves for the day.	4:30 pm	Teacher leaves for the day.

f. Extra-Curricular and Co-Curricular Activities

As a school we believe in and value extra-curricular activities. We plan on working with our community partners to provide additional extra-curricular activities such as additional arts intensives, sports, chess, book clubs, and martial arts to students. These activities will take place outside of normal school hours and during the weekend. As specified above, we provide a robust arts program, not as an extra-curricular but rather as a core component of our model for every student every day and in all grades K-8.

g. Saturday School and Summer School

We have planned an extended calendar and daily schedule to ensure students receive the supports they need throughout the year; however, we will offer Saturday school starting in grade six for all students who need additional support. Saturday school programming would begin in September and run through April. We will serve breakfast starting at 7:30 am, with Saturday sessions from 8:00 am – 12:00 pm focusing on ELA and math. There will be one 2-hour ELA session and one 2-hour math session. Students will be selected for Saturday school based on their performance in class as well as unit and interim assessments. All identified students must attend six mandatory Saturday school sessions.

Section 1.9 Special Populations and At-Risk Students

a. Plan to Serve All Students

The mission of Luceo Collegiate School of the Arts Charter School is to prepare all kindergarten through eighth grade students to thrive in high school, college and career through rigorous academics, the arts, and the unwavering belief that every student can succeed in life. To accomplish our mission, we must meet the needs of all students, including, but not limited to, students with federally recognized disabilities, students with Section 504 Plans, Emerging Bilingual Learners, students identified as intellectually gifted, and students at risk of dropping out. We will meet the needs of our special populations by providing all necessary supports, maintaining regulatory compliance, ensuring accurate execution of all IEPs and section 504 plans, and providing effective leadership and qualified staffing in all years.

Regulatory Compliance

LCSA will adhere to 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. LCSA 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. We will educate students with disabilities in the least restrictive environment (“LRE”) and with their general education peers as directed 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 scholars receiving special education services, locate applicable records, and evaluate children who need special education and related services when a scholar is suspected of having a disability.

Section 504 Plans

LCSA 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. Section 504 requires all public schools receiving federal funding to provide students with disabilities the appropriate and adequate services required to meet their needs to the same extent as those provided to students without disabilities. LCSA intends to 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 Student Support Team which consists of 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.

Leadership

To ensure we meet the needs of all students, LCSA will develop and implement in all years a Student Support Team (“SST”). The SST will consist of the Head of School, Dean of Curriculum and Instruction, and Dean of Student Supports. The SST will meet monthly to analyze student performance data, create high-level action plans, and adjust instruction and interventions as needed. Additionally, the SST will work with all teachers, general education, special education, and arts teachers to ensure the effectiveness of our program by reviewing student data and assessing and improving the supports and interventions we provide to students.

Staffing

To meet the needs of all students, the LCSA staff will include:

Figure 1.9 (a) Special Education Staffing

Year	Staffing	Anticipated Population
2021 – 2022 (Y1)	1 Special Education Teacher 1 Dually Certified Teacher	16
2022 – 2023 (Y2)	Dean of Student Supports 1 Special Education Teacher 2 Dually Certified Teachers	23
2023 – 2024 (Y3)	Dean of Student Supports 3 Special Education Teachers 3 Dually Certified Teachers	31
2025 – 2026 (Y4)	Director of Student Supports 4 Special Education Teachers 4 Dually Certified Teachers	39
2026 – 2027 (Y5)	Director of Student Supports 5 Special Education Teachers 5 Dually Certified Teachers	47

School Model to Support At-Risk Students

The LCSA school model was designed to support the success of all students. Our model consists of college-preparatory curriculum, rigorous academics, and robust arts education. Outlined in detail in [Section 1.3](#), our model includes a two-teacher instructional design for literacy, extended school year, extended day, and integrated arts program for literacy. Students in kindergarten through fifth grade receive 210 minutes of literacy instruction per day, with 90 minutes consisting of small group instruction, 30 minutes of arts-integrated literacy, and a minimum of 30 minutes as an RTI² block. Students in sixth through eighth grade receive 180 minutes of literacy instruction, 45 minutes of arts-integrated literacy, and a minimum of 30 minutes as an RTI² block. We have set academic accountability measures that require the disaggregation of data by subgroups; these measures are outlined in [Section 1.4](#).

b. Founding Team Experience with Special Populations

LeBaron McClary, Lead Founder and proposed Head of School

Mr. McClary has worked with students with special needs in both the United States and Gaborone, Botswana. Mr. McClary has served as an English Language Arts Teacher, an Arts Teacher, a network instructional coach overseeing the humanities, physical education, and arts departments, and a lead youth development specialist (Assistant Principal). Mr. McClary has worked with special education teachers to align accommodations, analyze student data, and modify instruction to meet the needs of all students. Additionally, Mr. McClary has worked with general education teachers to integrate the arts into instruction to support the learning styles of all students at the Harlem Children's Zone/Promise Academy Charter Schools. As a Lead Youth Development Special (AP of Youth Development) at South Bronx Community Charter High School, Mr. McClary has also worked with families to ensure families thoroughly understood the additional supports their child needed. Please see [Attachment H](#) for Mr. McClary's resume.

Dr. Charles Green, Founding Board Member

Charles M. Green, Ph.D. is a successful educator, administrator, and leadership development specialist who has spent more than 40 years teaching, leading schools, developing teachers, and training education leaders before retiring from full time employment in 2014. Throughout his time in education, Dr. Green has taught and led schools in Louisiana, North Carolina, Missouri, Colorado and Tennessee and has served on a collegiate level at Christian Brothers University, University of Tennessee, Nova Southeastern University, and Iowa State University. Dr. Green has been instrumental in supporting Memphis Public Schools (now Shelby County Schools) in written reports on School Intervention Plans to Improve School Success and Response to Intervention and Instruction Plan. Dr. Green currently serves as the Coordinator of Graduate Education and Instructor for Belhaven University and will be a critical member of the Governing Board to ensure we meet the needs of all students.

c. Qualified Staff, Schedule, and Support Strategies

Qualified Staff

As outlined above, the Student Support Team will consist of the Head of School (Y1), Dean of Curriculum and Instruction (Y2) and the Dean of Student Supports (Y3). In Y1, we will employ at least one special education teacher and at least one dually certified general education teacher per grade. In Y2, we will have at least one special education teacher and at least two dually certified general education teachers. In Y3, we will have at least three special education teachers and at least three dually certified general education teachers. **Figure 1.9 (b)** outlines our staffing model for Y1 through Y5. As students enroll each year, and as student needs may differ from those projected, we will adjust our staffing model in response and as needed.

Figure 1.9 (b) Anticipated Staffing Model for Years 1 through 5

Staff	Y1	Y2	Y3	Y4	Y5
Role	2021-2022	2022-2023	2024-2025	2025-2026	2026-2027
	K-1	K-2	K-3	K-4	K-5
Head of School	1	1	1	1	1
Director of Operations	-	-	-	1	1
Dean of Operations	1	1	1	-	-
Director of Arts Education	-	-	-	-	1
Director of Curriculum and Instruction	-	-	-	1	1
Dean of Curriculum and Instruction	-	1	1	-	-
Director of Student Supports	-	-	-	1	1
Dean of Student Supports	-	-	1	-	-
Office Manager	1	1	1	1	1
Special Education Teacher	1	1	3	4	5
Arts Teachers	1	1	3	4	5
Kindergarten Teacher	4	4	4	4	4

1 st Grade Teacher	4	4	4	4	4
2 nd Grade Teacher	4	4	4	4	4
3 rd Grade Teacher	4	4	4	4	4
4 th Grade Teacher	4	4	4	4	4
5 th Grade Teacher	4	4	4	4	4

Schedule

We have designed our schedule to support the needs of all students. Our sample daily schedule with RTI² implementation can be found in **Section 1.8**. Our school model includes an extended day which allows for 495 minutes of daily instruction (except on professional development days which allow for 315 minutes of instruction). Additionally, our schedule allows for 210 minutes of literacy instruction for kindergarten through fifth grade and 180 minutes of literacy instruction for sixth through eighth grade. Each day, there is a minimum of 30 minutes dedicated to RTI² block. Our RTI² provides all students dedicated time for targeted and appropriate interventions in groups ranging from one to five students depending on Tier and intervention.

d. Data Driven Instruction and Evaluation of Special Needs Students

LCSA will align to Shelby County Schools Response to Intervention and Instruction (“RTI²”) protocols to ensure that we do not over-identify students and are providing sufficient supports to all students. Our RTI² process will be managed by the Student Support Team which consists of the Head of School, Dean of Curriculum and Instruction, Dean of Student Supports, Special Education Teachers, and School Psychologist.¹⁰⁴ We will follow the RTI² guidelines set forth by SCS which state the following:

1. Administer nationally normed, skills-based universal screener as part of the universal screening process (NWEA MAP) to all scholars.
2. Student Support Team will use and analyze the results of the skills-based universal screener (NWEA MAP) compared to other classroom-based assessments (STEP, Eureka Module Assessments, Exit Tickets, and Work Samples) to confirm or challenge performance on the universal screener.
3. Students identified as “at risk” based on multiple sources of data (25%> on NWEA MAP) will be administered survey level and/or diagnostic assessments to determine student intervention needs.
4. Apply data-driven analysis for data-based decision making for instructional materials and instructional approaches/decisions in Tiers 1-3.

¹⁰⁴ We will work with School Psychologists from Shelby County School District as needed to support in the evaluation of RTI² process.

Figure 1.9 (c) LCSA RTI² Process

Requirements	RTI² Academics	RTI² Behavior
Diagnostic Data	NWEA MAP Fall, Winter, Spring	Kickboard Data Dean of Student Supports PowerSchool referrals and HOS Referrals Meeting with North Star
Benchmarking Tool	AIMSweb (only T2 and T3 students)	Student Reflection and Climate Survey done each semester Meeting with North Star
Progress Monitoring Tool	easyCBM (only T2 and T3 students)	Student Reflection & Climate Survey done each semester (only T2 and T3 students) Meeting with North Star
Data Meetings	Weekly Data Meetings	Weekly Data Meetings
File Folders	Kept by RTI ² -Academic Teachers219	Managed by RTI ² Coordinator
RTI ² Coordinator	Head of School (Y1 and Y2) Dean of Student Supports (Y3 and at scale)	Head of School (Y1 and Y2) Dean of Student Supports (Y3 and at scale)
RTI ² Team Chairperson	TBD	TBD
Fidelity Checks	Conducted monthly by RTI ² Academic Coordinator (HOS) RTI ² Coordinator	Conducted monthly by RTI ² -Academic Coordinator (HOS) and RTI ² Coordinator
Creation of Intervention Plans	Intervention plans created by RTI ² -Academic Team during data meetings based on NWEA data, AIMSweb data, easyCBM.	Intervention plans created by HOS, Teachers, Student Support Coordinator, North Star and parent by completing a Behavior Intervention Plan (BIP) during Support Team Meeting, documented in Kickboard
Ineffective Intervention Plan – Step 1	Collect minimum progress monitoring data points, adjust intervention plan during Data Meeting	Collect minimum progress monitoring data points, adjust intervention plan during data meeting
Ineffective Intervention Plan - Step 2	If data continue to show that adjusted intervention plan is still not effective, make referral to Student Support Team during data meeting	If data continues to show that adjusted intervention plan is still not effective, make referral to second Support Team during data meeting

Our RTI² model provides an opportunity to properly identify students with learning difficulties. We will provide additional services to students who do not make sufficient progress in response to our RTI² model. The RTI² Coordinator and the Head of School will closely monitor the progress of interventions and ensure fidelity to the Tennessee State Department of Education RTI² process. All instructional staff will participate in 17 days of professional development during summer training, 8 days of ongoing professional development throughout the school year, weekly training and coaching to support the success of our RTI² model and ultimately the success of all students.

e. Identifying Student with Special Needs and Individual Education Plans

LCSA will employ a comprehensive approach to identify, evaluate, and support students suspected of having a disability. To ensure we provide adequate support to all students, we will execute on the following steps:

1. Perform an educational evaluation at the behest of or with consent from a parent/guardian
2. Develop an Individual Education Plan (IEP) upon confirmation/identification of disability
3. Determine goals, modifications, and accommodations within the IEP in partnership with parents and the Student Support Team
4. Ensure that the Student Support Team continues to monitor the progress towards IEP goals.

We will ensure families are aware of the special education supports and services for eligible children with disabilities and of the methods for requesting such services by providing such information at school events – summer enrollment events, Family Café Nights, Family Breakfasts, and quarterly celebrations. We will also publish information and relevant dates in school handbooks, calendars, and on our website and make brochures regarding special education services available for families in our main office. During our annual North Star Institute, the SSC will train all staff on how to recognize when a student may have a disability and determine when and how to initiate the evaluation process. We will conduct universal screening processes, including RTI², family interviews, and review of attendance, grades, and scores on norm-referenced assessments such as NWEA MAP and ANET to avoid misidentification and over-identification. We will provide progress reports to families regarding progress on IEP goals at the same frequency as progress reports are provided to all other families.

f. Emerging Bilingual Learners

LCSA proposes an academic program suitable for all children, including Emerging Bilingual Learners (“EBL”), also known as English Language Learners (“ELL”). Our model outlines that all EBL students will only be immersed in English-speaking core classrooms for instruction. During small group instruction, students will be provided with supports and differentiation that afford them additional practice time during Reading Mastery, additional fluency practice during independent reading, and/or increased exposure to read alouds during guided reading. Moreover, our integrated arts classes will allow our EBL students increased exposure to fluency and academic vocabulary. We have designed an EBL program that allows students an opportunity to stay in their primary classroom as this provides our EBL students increased opportunities to engage verbally with peers during instruction.

To appropriately and effectively identify ELLs, we will follow a four-step approach:

1. During the initial home visit, we will use a Home Language Survey, in multiple languages, to allow self-identification by families.
2. If a home or native language is not English, the SST or an appropriately hired interpreter will conduct an informal interview in the family’s native language.
3. If the student speaks a language other than English, we will administer the W-APT and ACCESS for EBL assessment.
4. Classroom teachers and the SST will use assessment results to help identify EBLs, inform appropriate interventions, and ensure all students can access rigorous academic content.

Within our two-teacher model, we will hire at least one ELL-certified general education teacher per grade each year who will teach and support in the general education setting. This approach will allow our EBL students to stay in the primary classroom with their peers to increase opportunities to engage verbally during instruction. Our ELL certified teacher and Dean of Student Supports will monitor the progress of our EBL students to determine the success of our ELL approach. Our dually certified teachers will be in addition to our Dean of Student Supports who will hold SPED and gifted education certifications. We will provide additional resources to support our Dean of Student Supports in their pursuit of ELL certification.

g. At-Risk Students

The LCSA, our academic program is designed to address the academic, social and emotional, and behavioral needs of all students. Our two-teacher model in each K-5 classroom significantly reduces the student-teacher ratio during literacy rotations and integrated arts classes and maximizes opportunities for small group instruction. Our RTI² structure will ensure that we promptly identify students and provide intervention for those at risk of falling behind academically. **Figure 1.9(d)** outlines our RTI². All students will participate in our Tier 1 structure.

Students performing in the bottom 10-25% will be provided additional support through our Tier 2 interventions. These interventions include targeted small group instruction daily during RTI² blocks, aggressive monitoring through FastBridge and a weekly check-in with their North Star.¹⁰⁵ Students who do not make progress with Tier 2 Interventions will receive Tier 3 interventions which include one-on-one instruction during daily RTI² blocks as well as integrated arts classes and a daily check-in with their North Star.¹⁰⁶ Students who do not make sufficient progress after Tier 3 interventions will be recommended for special education evaluation. The Instructional Leadership Team will analyze student data every six weeks to determine if a student has made sufficient progress.

h. Gifted Students

Our mission to prepare all kindergarten through eighth grade students to thrive in high school, college, and career includes our intellectually gifted students. Our school model will ensure intellectually gifted students are able to maximize their academic and creative abilities. During intervention blocks, our intellectually gifted students will receive appropriately challenging instruction based on their performance on the NWEA assessments. Student who score in the 95th percentile in reading or math will be identified as gifted. During small group instruction, homogeneous groupings allow teachers to differentiate instruction to challenge more advanced learners. To provide this level of differentiation and support, we will ensure that gifted students receive these additional services from a special education teacher. The Dean of Student Supports, certified in gifted education, will facilitate the identification of gifted students with the support of the Head of School.

i. Response to Instruction and Intervention

We have aligned ourselves with SCS by implementing the RTI² Protocol to ensure that all students can access our rigorous curriculum. This protocol will be overseen by the Student Supports Team,

¹⁰⁵ FastBridge is a nationally recognized, research-driven assessment platform that supports in monitoring student progress. “One Simple Formative Assessment Solution.” *FastBridge Learning*, www.fastbridge.org.

¹⁰⁶ A North Star is student’s personal mentor and advisor. **Section 1.1** details North Stars.

which consists of the Head of School, Dean of Curriculum and Instruction, Dean of Student Supports, SPED teachers, Emerging Bilingual Education teachers, and classroom teachers. Per SCS guidelines and best practice, the following normed four step screening processes will be followed:

1. Administer a nationally normed, skills-based universal screener as part of the universal screening process (NWEA MAP) to all students.
2. SST will use and analyze the results of the skills-based universal screener (NWEA MAP) compared to other classroom-based assessments (STEP, Eureka module assessments, exit ticket, and work samples), using this information to confirm or challenge performance on the skills-based universal screener.
3. Students identified as “at risk” based on multiple sources of data (25%> on NWEA MAP) will be administered survey level and/or diagnostic assessments to determine student intervention needs. (FastBridge will serve as our diagnostic as well as progress monitoring tool.)
4. Apply data-driven analysis for data-based decision making for instructional materials and decisions in Tiers 1-3.

Based on data results, students who fail to make adequate progress with Tier 1 interventions or who are deemed “at-risk” using NWEA MAP and classroom data (bottom 10-25% or 1.5 years behind grade level according to STEP) will receive additional Tier 2 interventions. Students who fail to make adequate progress as measured by FastBridge, NWEA MAP, or STEP, or who fall in the bottom 10% of NWEA MAP, will receive additional support through Tier 3 interventions. Our plans for students who are making adequate progress and for students not making adequate progress is described below.

Figure 1.9(d) K – Grade 5 Multitier Response to Instruction and Intervention

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • 210 minutes of literacy instruction per day • 90 minutes of math instruction per day • 45 minutes of arts instruction per day • 30 minutes of targeted blending learning • 30 minutes of arts integrated instruction • Bi-weekly check-in with North Star 	<ul style="list-style-type: none"> • 210 minutes of literacy instruction per day • 90 minutes of math instruction per day • 45 minutes of arts instruction per day • 30 minutes of targeted blending learning • 30 minutes of arts integrated instruction • 30 minute RTI² block • 5:1 student-teacher small group ratio • Monitoring using FastBridge • Weekly check-in with North Star 	<ul style="list-style-type: none"> • 210 minutes of literacy instruction per day • 90 minutes of math instruction per day • 45 minutes of arts instruction per day • 30 minutes of targeted blending learning • 30 minutes of arts integrated instruction • 30 minute RTI² block • 1:1 - 3:1 student-teacher small group ratio • Additional RTI² block during arts integrated instruction three times per week • Daily check-in with North Star

Figure 1.9(e) Grade 6 – Grade 8 Multitier Response to Instruction and Intervention

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • 180 minutes of literacy instruction per day • 90 minutes of math instruction per day • 75 minutes of arts instruction per day • 30 minutes of targeted blending learning • 45 minutes of arts integrated instruction • 30 minute RTI² block • Bi-weekly check-in with North Star 	<ul style="list-style-type: none"> • 180 minutes of literacy instruction per day • 90 minutes of math instruction per day • 75 minutes of arts instruction per day • 30 minutes of targeted blending learning • 45 minutes of arts integrated instruction • 30 minute RTI² block • 5:1 student-teacher small group ratio • Monitoring using FastBridge • Weekly check-in with North Star 	<ul style="list-style-type: none"> • 180 minutes of literacy instruction per day • 90 minutes of math instruction per day • 75 minutes of arts instruction per day • 30 minutes of targeted blending learning • 45 minutes of arts integrated instruction • 30 minute RTI² block • 1:1 - 3:1 student-teacher small group ratio • Additional RTI² block during arts integrated instruction three times per week • Daily check-in with North Star

In addition to receiving a bi-weekly check-in from their child’s North Star, families of children who need Tier 2 and Tier 3 supports will also communicate with members of the SST. The SST will meet with all such families to review student work and create both in-school and out-of-school action plans. Families of children who need Tier 2 and Tier 3 supports will also receive written bi-weekly progress reports. Families will be made aware that if a student fails to make adequate progress with Tier 3 interventions, it may be recommended that an evaluation for special education services be conducted. Our goal as a school is to be as communicative as possible throughout the process, while ensuring that sound, data-driven interventions are implemented with fidelity so that we do not over-identify students for special education services.

Section 1.10: School Culture and Discipline

a. Student and Family Handbook

Our Student and Family Handbook can be found in **Attachment B**.

b. School Culture

Luceo Collegiate School of the Arts Charter School will be a vibrant public school with a positive school climate. All students need to know that their school is the one place where everyone believes in their abilities, their dreams, and their futures. LCSA will be a student’s home away from home. It will be a place filled with joy, love, laughter, and hope. It will be a place where children celebrate their identities and take pride in their cultures. LCSA will be a place that fosters positive student-teacher relationships. Research shows that a positive school climate improves academic achievement overall and reduces the negative effects of poverty on achievement, boosting grades, test scores, and student

engagement.¹⁰⁷ The elements of school climate contributing most to increased achievement are associated with teacher-student relationships, including warmth, acceptance, and teacher support.¹⁰⁸ LCSA is a place where all people are seen and can see others – a place where students feel a sense of belonging.¹⁰⁹

In addition to creating a home away from home for students and families, LCSA will also be a place of high expectations. There will be high academic, social, and physical expectations for all members in the community. Guided by research, our culture will be one of high expectations, organized classroom instruction, effective leadership, and exceptional teachers committed to mastery. We will foster strong interpersonal relationships, communication, cohesiveness, and a sense of belonging between students and teachers. This will be possible because of our small school size of 60 students per grade (540 at full-capacity) and personalized physical spaces – arts classrooms and community spaces – that shape our students’ daily experience.¹¹⁰ All adults in the community will be expected to use the same affirming language with students and with each other and, in turn, all students will be expected to use affirming language with one another. LCSA will also be a place that values and encourages student voice.

c. Creation, Implementation, and Sustainability of School Culture

LCSA will create, implement, and sustain a joyful and positive school culture with students, families, and staff by leveraging the five Cs of positive youth development, harnessing the power of the arts, and ensuring a safe and structured environment.

Creating School Culture

Leveraging the Principles of Positive Youth Development

To ensure all students can SHINE in high school, college, career, and life, our school culture will be anchored in the principles of positive youth development based on our values of Support, Honor, Inspire, Navigate, and Excel. Our SHINE values, created from the Latin translation of our name “Luceo,” will aid us in creating a school where children, families, and staff thrive.

The late educator Rita Pearson declares, “Kids don’t learn from people they don’t like.”¹¹¹ Children, like all people, need to feel a sense of belonging and security in schools in order to perform at their optimal level.¹¹² One way to achieve this in schools is using the five Cs of youth development - connection, confidence, competence, character, and caring – which are imperative to building a trusting and nurturing relationship between students, families and staff. Research in youth

¹⁰⁷ *National School Climate Standards: Benchmarks to Promote Effective Teaching, Learning, and Comprehensive School Planning.*
<https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/policy/school-climate-standards.pdf>

¹⁰⁸ *Educating the Whole Child: Improving School Climate to Support Student Success.*
https://learningpolicyinstitute.org/sites/default/files/product-files/Educating_Whole_Child_REPORT.pdf

¹⁰⁹ *Students’ Need for Belonging in School Community.*
https://www.researchgate.net/publication/247662613_Students'_Need_for_Belonging_in_the_School_Community

¹¹⁰ *Educating the Whole Child: Improving School Climate to Support Student Success.*
https://learningpolicyinstitute.org/sites/default/files/product-files/Educating_Whole_Child_REPORT.pdf

¹¹¹ Pearson, Rita. “Every Child Needs a Champion.” Ted: Ideas Worth Spreading. May2013.
https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion/transcript?language=en

¹¹² What is Positive Youth Development.
<https://www.acf.hhs.gov/sites/default/files/fysb/whatispyd20120829.pdf>

development indicates that applying the five Cs of positive youth development can strengthen the relationships among students as well as between students and teachers.¹¹³ Our SHINE values serve as a guide for interactions and relationships within the LCSA community.

Support

At LCSA, we believe that by supporting one another we can all achieve success. Helen Keller once said, “We live by each other and for each other. Alone we can do so little. Together we do so much. Only love can break down the walls that stand between us and our happiness.”¹¹⁴ This quote grounds us in one of the five Cs of positive youth development – caring. Defined as a sense of sympathy and empathy for others, caring is a critical part of a student’s development. Research shows that when students believe that teachers, their peers, and the community care about them, ultimately supporting them, a student’s self-esteem and self-efficacy increase.¹¹⁵ When students feel supported, their academic engagement increases and, as a result, academic achievement increases. We, as a community, will always strive to support each other.

Honor

At LCSA, we believe in honoring the diverse experiences, cultures, and backgrounds of our community. Mahatma Gandhi once said, “Our ability to reach unity in diversity will be the beauty and test of our civilization.”¹¹⁶ As we create a safe and brave space for our community by finding unity in diversity, we examine how to develop the whole student. Character, another “c” in the five s of positive youth development, is defined as having respect for societal and cultural differences, possessing the standards for correct behaviors, and having a sense of right and wrong (morality) and integrity. Character is integral to student development. Research supports the correlation between students who develop strong positive character strengths like hope, a sense of morality, and respect, with positive school functioning and overall school success.¹¹⁷ As a community, we will always honor the multiple identities, views, and experiences of others through the development of our character.

Inspire

At LCSA, we believe that inspiration comes from our ability to connect with each other every day. Dr. Brene Brown, research professor and author said, “I define connectedness as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgement; and when they derive sustenance and strength from the relationship.”¹¹⁸ Connection, one of the five Cs of positive youth development, is defined by positive bonds with people and institutions reflected in exchanges between individuals and their peers, family, school, and community, and in which both parties contribute to the relationship. Research shows that students who have a positive

¹¹³ 5’C’s of Positive Youth Development.

http://dhhs.nc.gov/MCAH/HYN2015-FiveCs_YouthDevelopment.pdf.

¹¹⁴ “Helen Keller Quotes.” *BrainyQuote*, Xplore, www.brainyquote.com/quotes/helen_keller_382259.

¹¹⁵ The Reciprocal Relationship Between Teachers’ Caring Qualities and Student Achievement: Reality or Coincidence <file:///C:/Users/lmcclary/Downloads/Gun.pdf>.

¹¹⁶ “Mahatma Gandhi Quotes.” *BrainyQuote*, Xplore, www.brainyquote.com/authors/mahatma-gandhi-quotes.

¹¹⁷ Weber, M., Wagner, L., and Ruch, W. (2014). “Positive feelings at school: on the relationships between students’ character strengths, school-related affect, and school functioning.” *J. Happiness Stud.* doi: 10.1007/s10902-014-9597-1 [Epub ahead of print].

¹¹⁸ Brown, Brene. “Daring Greatly.” Avery. 2012.

connection to their school community, which includes environment, teachers, staff, and peers, have better academic achievement and fewer behavioral challenges than students who lack a connection to the school community.¹¹⁹ As a school community, we will inspire each other through authentic connections and a sense of ownership.

Navigate

At LCSA, we believe that we can navigate any situation with confidence and support. The Dalai Lama said, “With one’s realization of one’s own potential and self-confidence in one’s ability, one can build a better world.”¹²⁰ Defined as an internal sense of overall self-worth and self-efficacy, confidence is crucial to student development. Children, particularly those from marginalized communities, must have confidence in their own experiences, cultures, and beliefs while also having confidence in their knowledge of the larger world. Research shows that culturally-sustaining pedagogy allows students to build confidence in their knowledge of the larger world while also honoring their own experiences, cultures, and beliefs.¹²¹ As a community, we will build confidence in each other and support one another as we navigate unfamiliar spaces and places to ensure proper preparation and success.

Excel

At LCSA, we believe that we can excel at anything with proper preparation tools. Theodore Roosevelt once said, “When you are asked if you can do a job, tell ‘em ‘Certainly, I Can!’¹²² Then get busy and find out how to do it.” Competence, one of the five Cs of positive youth development, is defined as a positive view of one’s actions in areas such as social and academic skills. Studies show that a focus on social emotional competencies improves achievement outcomes for students.¹²³ Success does not come easy. It requires discipline, grit, curiosity, and support. It requires a growth mindset toward all circumstances and situation, whether academic or social. As a community we will always strive to excel at everything we do with persistence and determination.

Harnessing the Power of the Arts

To ensure we achieve our mission, we will harness the power of the arts to build community. Commonly seen as simply a form of expression, the arts can also be used to bring people together, foster identity, and build security. At LCSA we will use the arts – dance, vocal and instrumental music, visual arts and theater - to honor and celebrate our students and families’ multiple identities. Moreover, we will leverage the creative and performing aspects of the arts through art exhibitions, performing arts showcases, family and community arts nights, community partnerships with local and national arts organizations, local and national college visits, and community service opportunities.

¹¹⁹ Niehaus, K., Mortiz Rudasill, K. Rakes, C. (2012) “A Longitudinal Study of School Connectedness and Academic Outcomes Across Sixth Grade.” *Journal of School Psychology*.

¹²⁰ “Dalai Lama Quotes.” *BrainyQuote*, Xplore, www.brainyquote.com/authors/dalai-lama-quotes.

¹²¹ Paris, D. 2012. *Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice*. American Educational Research Association.

¹²² “Theodore Roosevelt Quotes.” *BrainyQuote*, Xplore, www.brainyquote.com/authors/theodore-roosevelt-quotes.

¹²³ Elias, M., Haynes, N. (2008). “Social Competence, Social Support, and Academic Achievement in Minority, Low-Income, Urban Elementary School Children.” *School Psychology Quarterly*. American Psychological Association.

Safe and Structured Environment

We have designed our school to maximize instructional time and learning opportunities for all students. We have built in consistent routines and procedures throughout the school day that provide students with a sense of security and stability. We will use a clear and equitable discipline policy for all students. Teachers will teach students to always act with integrity and to fully embody our SHINE values. LCSA staff will serve as models for students by exemplifying our SHINE values at all times. All students will be held accountable for the decisions they make throughout the school day.

Implementing and Sustaining School Culture

As we implement and sustain our school culture, guided by the five Cs of positive youth development, harnessing the power of the arts, and creating a safe and structured environment; we believe our school culture will help drive academic, artistic, and behavioral success.

At the start of school, students, like parents, will participate in school orientation. During the first week of school, students will learn about our school SHINE values daily during assemblies led by the Head of School. Additionally, each week throughout the school year, the Head of School will highlight one SHINE value for student focus on during the day. Every day, students will review the weekly SHINE value during morning circle.

Figure 1.10 (a) SHINE Value for Students

Operational Values for Students	
Support	<ol style="list-style-type: none"> 1. I will ask for help when I need it. 2. I will support others. 3. We will always support each other.
Honor	<ol style="list-style-type: none"> 1. I will be true to who I am. 2. I will honor the identities of others. 3. We will always celebrate our similarities and differences.
Inspire	<ol style="list-style-type: none"> 1. I will be self-motivated. 2. I will inspire others through my actions. 3. We will always inspire each other to achieve.
Navigate	<ol style="list-style-type: none"> 1. I will be prepared for all classes, activities, or experiences. 2. I will help others navigate activities and experiences. 3. We will always support one other in navigating challenges.
Excel	<ol style="list-style-type: none"> 1. I will work hard and never give up. 2. I can excel at all things when I put in effort. 3. We will always help each other excel.

Figure 1.10 (b) SHINE Values for Staff

Operationalizing Values for Staff	
Support	<ol style="list-style-type: none"> 1. We always lend a helping hand to each other when a teammate needs support. 2. We will support our students through words of affirmation. 3. We will support our families by offering additional times to meet and discuss student success.
Honor	<ol style="list-style-type: none"> 1. We will honor students' minds and spirits by setting and holding a high bar for them. 2. We show respect for the expertise and unique experiences everyone brings to our work. 3. We honor the identities and experiences of our children and families by creating

	a safe community.
Inspire	<ol style="list-style-type: none"> 1. We will be our best selves to ensure that we can best serve our students and families. 2. We inspire each other through authentic relationships. 3. We will inspire our children and families by creating a community wo which they feel connected.
Navigate	<ol style="list-style-type: none"> 1. We receive and provide feedback to each other in order to grow in our practice. 2. We approach challenges and new experiences with an open and curious mind. 3. We stay focused on identifying solutions instead of dwelling on the problem.
Excel	<ol style="list-style-type: none"> 1. We work hard and meet all deadlines. 2. We will continue to seek knowledge to improve our practice. 3. We will excel at ensuring the success of our students and families.

Figure 1.10 (c) SHINE Values for Families

Operational Values for Families	
Support	<ol style="list-style-type: none"> 1. We will show support by participating in school and classroom engagements. 2. We will support the needs of our students even if we do not understand the details. 3. We will support all member of the school community by offering support to other students and families.
Honor	<ol style="list-style-type: none"> 1. We will show respect for the identities of all people within the school community. 2. We will show respect for the different perspectives all people in the school community bring. 3. We will seek first to understand rather than to be understood.
Inspire	<ol style="list-style-type: none"> 1. We will inspire our children to never give up. 2. We will inspire teachers and staff by building authentic connections. 3. We will inspire our community by being an active member of the school community.
Navigate	<ol style="list-style-type: none"> 1. We will attend academic, social, and parental events regardless of our level of knowledge or comfortability. 2. We will navigate new experiences by asking questions. 3. We will help our children navigate new experiences.
Excel	<ol style="list-style-type: none"> 1. We will excel at managing difficult situations with our students or the school. 2. We will excel at supporting the school community. 3. We will excel at supporting our children academically, artistically, socially, emotionally, and physically.

Late Admittance

We will welcome all student into the LCSA community regardless of when they start in the school year. Students who start later in the year will be matched with a classmate to serve as their buddy. This buddy system will allow new students to quickly learn the LCSA culture as well as provide them with a friend. Students that start late will meet with their North Star twice per week for the first month to assure they are successfully adjusting to LCSA.

d. A Culture for All

The LCSA culture will embrace all students, including and not limited to, students with special needs, students with disabilities, emerging bilingual learners, and students at risk of academic failure. Our research-based, data-driven decision making and arts model will ensure we support the academic and/or behavioral needs of all our students. Our arts education program has been designed to welcome all students, providing them with opportunities to express themselves and develop artistic ability. We will value the identity of all students by celebrating and honoring their experiences. All members of our school community, students, families, and staff will feel and know they are welcomed.

e. Philosophy of Discipline

Although LCSA will feel like and in many cases will be a student’s home away from home, there will be a clear line drawn for acceptable and appropriate behavior. Both staff and students will always be expected to operate with integrity. To that end, students will be taught best practices to amplify student learning. Those practices include, but are not limited to, how to sit in class to optimize engagement, how to transition in the building without disrupting others, how to speak in a professional manner, and how to organize materials to improve efficiency. In addition to students practicing these behaviors daily, staff will be expected to model and embody these practices and routines for students.

Practices to Promote Good Discipline, including Penalties and Incentives

At LCSA, we believe in restorative practices. Restorative practices are processes that build a sense of community and establish healthy relationships to prevent and address wrongdoing.¹²⁴ Tier 1 of our restorative practice approach supports in building community and sets expectations for all students. Our Tier 2 practice addresses the harm, de-escalates behaviors, and resolves conflict within the community. Tier 3 restores harm done to the community by re-integrating students back into the community. All schoolwide behavioral expectations and policies, including our restorative practice philosophy, will be communicated to students and families during Family Orientation prior to the start of school. Students will learn and practice these habits in the first several days of school. This approach will allow us to manage and support behavioral expectations for both students and families. The two behavioral systems we have chosen to implement in classrooms and to communicate to our students, families, and staff are outlined below:

Elementary School (Kindergarten – Grade 5)

Color-based Clip Charts – This system will be used to monitor student behavior through the school day. Students will receive color changes up and down the color-based clip chart based on behavior. Parents will receive a Star Report daily from their child’s teachers. Teachers will also document behavioral infractions in our student data collection and progress monitoring system, Kickboard. Consecutive days on green or above will provide age-level appropriate incentives such as treasure chest and teacher recognitions.

Figure 1.10 (d) Elementary School Behavior Management System Color-based Clip Chart

Color	Description
Gold	Exemplary SHINING Star
Green	Good day

¹²⁴ “Restorative Practices.” *Ramapo for Children*, <http://ramapoforchildren.org/services-programs/training/restorative-practices/>.

Blue	Student required some redirection but persevered – Okay day
Purple	Student struggled to follow directions – behavior recorded in Kickboard
Red	Student had severe difficulty following directions and required a behavioral conference – behavior recorded in Kickboard

Middle School System (Grade 6 – Grade 8)

4-Step Process – This system will be used to monitor student behavior throughout each class period and will reset at the beginning of each new class. Student will receive three chances throughout each class to address any misbehavior. Teachers will record major infractions in our student data collection and progress monitoring system, Kickboard. We will also issue recognitions of student behavior in accordance with our school values, which will be shared with families and recognized by teachers.

Figure 1.10 (e) Middle School Behavior Management System 4-Step Process

Step	Description
Step 1	Student will be discreetly redirected by teacher.
Step 2	Student’s name will be written on the board.
Step 3	Student will have a private one-on-one conference with teacher.
Step 4	Student’s behavior will be recorded in Kickboard and the teacher will call home.

Kickboard

Kickboard is an online platform that we will use to document and communicate student behavior. Teachers and staff will record student behavior and view a student’s positive behavior or misbehavior in other classes. Weekly, we will use the embedded Kickboard reports to inform our RTI² Behavior Framework. Additionally, parents will also have access to Kickboard through the parent app. This app will give parents daily and real-times updates of their child’s behavior.

Code of Conduct and School Rules

We believe that a consistent and fairly enforced set of school rules and consequences will maximize student time on task and, ultimately, boost academic achievement. We have modeled our system after the school-wide discipline plans from BES schools such as Ivy Hill Preparatory in Brooklyn, NY and Purpose Preparatory in Nashville, TN.

Suspensions

Suspension is defined as any time a child is required to be excluded from the instructional environment or is not in attendance at school. Although LCSA is a restorative practice school, we will employ both in school suspensions (ISS) and out of school suspensions (OSS) as a last resort.¹²⁵ To ensure the community is a safe and supportive environment, we will suspend students from school with an ISS or OSS when there are serious breaches to the discipline code as outlined in the Student and Family Handbook, **Attachment B**. Students who have been issued an ISS will be allowed to come to school but will not be allowed to engage in social activities like lunch and recess. During class time, students

¹²⁵A restorative school is a school that sets principles and practices that encourages students to take responsibility for behavior by thinking through the causes, consequence and harm committed to the community at large.

must complete all work in a special location identified by the teacher. Students issued with an OSS are not allowed to attend school and will be expected to complete assigned work while out of school. For both ISS and OSS, before re-entering the school community, students must restore the harm that has been committed against the community. A restorative circle will take place to ensure all parties involved have resolved their issues. All suspensions are decided by members of the School Leadership Team. In Y1 through Y4, this responsibility will lie solely in the hands of the Head of School. In subsequent years (Y5 and beyond) the School Leadership Team will consist of the Head of School, Director of Lower School and Director of Upper School. Directors will be authorized to make a suspension decision of 1-2 days. Any longer suspensions must be approved by the Head of School. The Board will be notified of all suspensions. In all cases, parents or guardians will be informed of a suspension, will be required to attend a conference to address the concern, and work collaboratively with the Head of School (replaced by the Lower and Upper School Directors as hired), and Dean of Student Supports. We will create an equitable environment with consideration of students' rights as prescribed by their disabilities, IEPs, Section 504 plans, or any other outlined special needs, accommodations, or modifications, and as described in more detail below. Our RTI² Behavior Framework will evaluate a student's trends in behavior and the impact it has on the student's academic progress.

Expulsions

LCSA reserves expulsions for students whose conduct constitutes a continued or serious danger to the physical wellbeing of other students and/or the staff. There will be zero tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or students. A student may also be liable for expulsion for the possession, use, or sale of alcohol or controlled dangerous substances while on school property. Expulsion will be an absolute last resort, only considered when the school has exhausted all other efforts and the student has not responded to all other forms of discipline and support such as behavior modification plans, detention, suspension, advisor support, parental involvement, and counseling. The expulsion process must be initiated by the Head of School and must include discussion with the student's parents, the SST, and any other applicable staff. A student who is expelled will receive due process under Tennessee state law. Due process will include the following (subject to legal review and Board approval): 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.

Appeals Process of Suspensions and Expulsions

It is the right of the parent to appeal a suspension or expulsion decision with the Head of School within 48 hours of the suspension. If the appeal is not resolved, the parent may appeal to the Board of Directors in writing within 10 days of the initial suspension or expulsion. 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 is to set an appointment to meet with the Head of School within 48 hours of the suspension issuance. (2) Head of School and Dean/Director of Student Supports

present evidence and data related to the incident and hear the parent concern and appeal of suspension and/or expulsion. Head of School and Dean/Director Student Support, 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 the LCSA Governing Board of Directors for final decision. (4) School informs the parent about the decision to uphold or remove the suspension/expulsion.

Students with Disabilities

Luceo Collegiate will work in partnership with each student, family, and related service if necessary, to create an individualized behavior plan to support the success of any struggling student. If a student accumulates more than 10 days of suspensions, we will hold a manifestation meeting to determine if the student's behavior is a manifestation of any disability or special need. If a child's suspension exceeds 10 cumulative school days, we will hold a manifestation determination meeting and provide the student with education services. Manifestation determination review meetings will be held after a 24-hour notice to parents pursuant to TN Rules of State Board of Education 0520-01-09.15: Parent Participation. On or after the 11th day of a suspension, services provided will enable students to continue participating in the general education curriculum. Manifestation determinations involve the following:

- The Student Supports Team will review all relevant information including evaluation results, observations of student, IEP placement, medical information, report cards, and other relevant information supplied by the parent of the student to determine the following and documented in compliance with SCS's Manifestation Determination Worksheets in EasyIEP: If the behavior in question was caused by or had a direct and substantial relationship to the student's disability; If the behavior in question was the direct result of an LCSA failure to implement the IEP and/or behavior intervention plan;
- If behavior is not a manifestation of the student's disability, the student is subject to the same discipline decisions as those that apply to students who do not have disabilities. However, the student will continue to receive special education and related services and the ability to progress in the general education curriculum during the timeframe of removal.
- If behavior is a manifestation of the student's disability, the student may not be suspended beyond the 10 allowable days. At that time, the student will return to the placement from which he/she was removed, unless the Student Supports Team agrees to a change of placement. LCSA will enact a functional behavior assessment and a behavior intervention plan. Exceptions to this procedure are the following: student carries or possess a weapon at school, on school premises, or at school function; knowingly possesses or uses illegal drugs, with the intent to sell at school or at a school function; inflicts serious bodily injury on another person while at school or a school function.

f. Discipline Policy

For the Luceo Collegiate School of the Arts Charter School Discipline Policy, please see the Student and Family Handbook in **Attachment B**.

g. Adoption of Local District or Other School Policy

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

Section 1.11: Marketing, Recruitment and Enrollment

a. Enrollment Policy

Our Enrollment Policy is provided as **Attachment D**.

b. Informing Parents and Families

We have been informing and will continue to inform parents and other members of our proposed community of Binghampton about LCSA in the following ways.

Information Sessions and Community Events

Since September 2019, the LCSA Founding Team has been attending events held by community partners such as the Memphis Urban League, the New Ballet Ensemble, and the Binghampton Development Corporation. Since December 2019, we have held two formal information sessions and have held several informal information sessions with families and community leaders and members.¹²⁶ We have established several community partners with organizations such as Inspire Community Café, Collage Dance Collective, and Holmes Road Church of Christ. Post submission, we will continue to build community partnerships and leverage our partnerships to recruit inaugural families.

Online Presence

Since November 2019, we have been using multiple platforms to build our online presence. We have leveraged social media platforms including Facebook, Instagram, and Twitter to build school awareness, connect with the community through community surveys, share school design elements, and garner community support. Our website www.luceocollegiate.org launched in December 2019 and has provided us another avenue by which to gather community input through our community and online petition, share more about our school model, and introduce our Founding Team. Our monthly newsletter, which launched in January 2020, further enables us to share more about our progress and school design, introduce members of our Founding Team, and gather community support through our online petition.

Community Partners and volunteering

Since September 2019 we have been building relationships with organizations within the Binghampton community and throughout Memphis.¹²⁷ We have discussed community need, school design, arts education during school, the lack of arts education in schools, facilities, and parental engagement. We have volunteered with the Memphis Urban League during their 75th Anniversary Gala, demonstrated at New Ballet Ensemble, and worked with students at Collage Dance Collective, speaking to them about the Juilliard School and the conservatory admissions process.

c. Recruitment Plan and Timeline

¹²⁶ **Figure 1.11(e)** outlines community engagement efforts.

¹²⁷ **Figure 1.11(e)** outlines community engagement.

As a public charter school, we understand that we will accept all students who wish to enroll. In our planning year we intend on executing several recruitment strategies in order to meet our expected enrollment of 60 kindergarten students and 60 first grade students. These strategies include leveraging community relationships and partnerships; sponsoring community events; attending pre-existing community and district events; leveraging social media; volunteering at arts and youth development organizations; and building and establishing relationships with local pre-K and Head Start programs. Additionally, several members of the Proposed Board of Directors will leverage their networks as native Memphians or successful professionals.¹²⁸ **Figure 1.11(a)** details a preliminary list of our recruitment locations from which we will meet and build relationships with families.

Figure 1.11(a) Potential Recruitment Locations for Kindergarten

Venue	Zip code
American Way Head Start and Early Head Start	38118
Cottonwood Head Start	38118
Covington Pike Head Start	38128
Delano Head Start	38127
Douglass Head Start	38108
Early Childhood Academy	38106
Frayser Head Start and Early Head Start	38127
Hanley Head Start	38114
New Ballet Ensemble	38104
Collage Dance Collective	38112

Figure 1.11(b) Potential Recruitment Locations for Grade 1

Venue	Zip code
Benjamin Hooks Library	38111
Binghampton Community Church	38112
Lester Community Center	38112
Binghampton Community Life Center	38112
First Baptist Church	38111
Lindenwood Christian Church	38112
New Ballet Ensemble	38104
Collage Dance Collective	38112

Figure 1.11(c) Recruitment Plan and Timeline

Timeline	Strategy	Responsible Parties	Benchmark/Goal
February 2020	Continue building relationships with community members, leaders, and organizations. Continue to build relationships with Early Childhood Programs and Head Start Programs.	Lead Founder Founding Team	Secure invitations to community events, school information sessions, and parent meetings. Secure location to host weekly information sessions at churches and libraries, engagement events, and recruitment events.

¹²⁸ **Attachment F.6** details the Board’s professional experience.

March 2020	Continue building relationships with community members, leaders, and organizations. Continue to build relationships with Early Childhood Programs and Head Start Programs.	Lead Founder Founding Team	Secure invitations to community events, school information sessions, and parent meetings Continue to host weekly information session, engagement events, and recruitment events.
April 2020	Continue building relationships with community members, leaders, and organizations. Continue to build relationships with Early Childhood Programs and Head Start Programs.	Lead Founder Founding Team	Secure invitations to community events, school information sessions, and parent meetings. Continue to host weekly information session, engagement events, and recruitment events.
May 2020	Continue building relationships with community members, leaders, and organizations. Continue to build relationships with Early Childhood Programs and Head Start Programs.	Head of School Board of Directors Community Engagement Task Force	Secure invitations to community events, school information sessions, and parent meetings. Continue to host weekly information session, engagement events, and recruitment events.
June 2020	Continue building relationships with community members, leaders, and organizations. Continue to build relationships with Early Childhood Programs and Head Start Programs.	Head of School Board of Directors Community Engagement Task Force	Secure invitations to community events, school information sessions, and parent meetings. Continue to host weekly information session, engagement events, and recruitment events
July 2020	Continue building relationships with community members, leaders, and organizations. Continue to build relationships with Early Childhood Programs and Head Start Programs.	Head of School Board of Directors Community Engagement Task Force	Secure invitations to community events, school information sessions, and parent meetings. Continue to host weekly information session, engagement events, and recruitment events.
August 2020	Continue building relationships with community member, leaders, and organizations Continue to build relationships with Early Childhood Programs and Head Start Programs.	Head of School Board of Directors Community Engagement Task Force	Secure invitations to community events, school information sessions, and parent meetings. Continue to host weekly information session, engagement events, and recruitment events.
September 2020	Begin Weekly School Information Sessions (twice per week). Host first community event Meet with BES Leadership	Head of School Board of Directors Community Engagement Task Force	Secure at least 40 intent to enroll forms. Build school awareness. Collaborate with community partners.

October 2020	Continue weekly School Information Sessions (twice per week). Host second community event.	Head of School Board of Directors Community Engagement Task Force	Secure at least 40 additional intent to enroll forms. Build school awareness. Collaborate with community partners.
November 2020	Continue weekly School Information Sessions (twice per week). Host third community event.	Head of School Board of Directors Community Engagement Task Force	Secure at least 40 additional intent to enroll forms. Build school awareness. Collaborate with community partners.
December 2020	Application window opens. Continue weekly School Information Sessions (twice per week). Sponsor Toiletry Drive for children in need. Attend Shelby County Schools School Choice Fair.	Head of School Board of Directors Community Engagement Task Force	Secure 50 completed applications. Build school awareness. Collaborate with community partners. Provide homeless children with toiletry Christmas gifts.
January 2021	Continue weekly School Information Sessions (twice per week). Launch Shining Star Campaign. Host fourth community event.	Head of School Board of Directors Community Engagement Task Force	Secure at least 50 additional completed applications Build school awareness
February 2021	Continue weekly School Information Sessions. Meet with Early Childhood Programs and Early Head Start Programs to sponsor a parent and child at Valentine's Day event.	Head of School Board of Directors Community Engagement Task Force	Secure at least 50 additional completed applications. Build school awareness. Collaborate with community partners.
March 2021	Continue weekly School Information Sessions. Attend Early Childhood and Early Head Start Program school fairs. Send out first wave of emails and mailings to interested families.	Head of School Board of Directors Community Engagement Task Force	Secure at least 50 additional completed applications. Build school awareness. Collaborate with community partners.
April 2021	Continue weekly School Information Sessions. Send out second wave of emails and mailings to interested families. LCSA lottery.	Head of School Board of Directors Community Engagement Task Force	Secure at least 50 additional completed applications. 250 total applications collected. 120 Seats filled.
May 2021	Application Window Closes. If not at 100% enrolled,continue weekly information sessions. Begin facilities tour for interested families.	Head of School Board of Directors Community Engagement Task Force	120 Seats filled

d. Ensuring Equal Opportunity

As a public charter school, we will invite and welcome all students to attend our school. We will have open and free enrollment and will accept all students as we have seats available. To ensure that all students in Memphis – including students with disabilities and students whose home language is not English – learn of the opportunity to attend, we will conduct extensive outreach, attend district-wide school fair events, strategically market to our target population, and communicate, verbally and in writing, with community members. We will ensure that we include materials in local home languages and underline our commitment to all students, regardless of need.

e. Community Organizations

Since September 2019, LCSA has met with several local organizations, gathering details about community need and school design as well as sharing our vision, and actively searching for meaningful strategic partnerships. We plan to foster these relationships and continue to build new ones.

Figure 1.11(d) Target Community Organization for Recruitment

Organization	Purpose	Status
Le Petite Academy of Memphis	Community engagement, recruitment, marketing	Outreach for recruitment events and marketing
Children’s Museum of Memphis	Community engagement, recruitment, marketing	Outreach for recruitment events and marketing
Memphis Zoo	Community engagement, recruitment, marketing	Outreach for recruitment events and marketing
Benjamin Hooks Library	Community engagement, recruitment, marketing	Initial partnership created, will continue to cultivate relationship
College Dance Collective	Community engagement, recruitment, marketing, potential arts partnership	Partnership secured for community engagement, recruitment events and marketing
New Ballet Ensemble	Community engagement, recruitment, marketing, potential arts partnership	Partnership secured for community engagement, recruitment events and marketing
YMCA (Sweeney, Ric Nuber, YCAP and Church Health)	Community engagement, recruitment, marketing, potential after school partnership	Initial partnership created, will continue to cultivate relationship
Boys and Girls Club of Greater Memphis	Community engagement, recruitment, marketing, potential after school partnership	Outreach for recruitment events and marketing
Hattiloo Theatre	Community engagement, recruitment, marketing, potential arts partnership	Outreach for recruitment events and marketing
Memphis Symphony Orchestra	Community engagement, recruitment, marketing, potential arts partnership	Initial partnership created, will continue to cultivate relationship

Playhouse on the Square	Community engagement, recruitment, marketing, potential arts partnership	Outreach for recruitment events and marketing
Memphis Early Childhood and Head Start Programs	Community engagement, recruitment, marketing	Initial partnership created, will continue to cultivate relationship
First Baptist Church	Community engagement, recruitment, marketing	Outreach for recruitment events and marketing
Lindenwood Christian Church	Community engagement, recruitment, marketing	Outreach for recruitment events and marketing
Binghampton Community Church	Community engagement, recruitment, marketing	Initial partnership created, will continue to cultivate relationship

f. Family and Community Demand

To date we have been working diligently to build authentic community with non-profit organizations, arts organizations, schools, social justice groups, and families. We have volunteered with community organizations like the Memphis Urban League, spoken to families at Kroger, Walmart, and the Benjamin Hooks Library, attended community events like the Binghampton Fall Festival, and canvassed the Binghampton community. **Figure 1.11(e)** outlines our efforts.

Figure 1.11(e) Assessing and Building Community Demand

Date	Organization	Type	Activity or Outcome
August 2019	Believe Memphis Academy Charter School	Education	<ul style="list-style-type: none"> Spoke with Founder and Head of School Observed instruction and procedures
August 2019	Memphis Merit Academy Charter School	Education	<ul style="list-style-type: none"> Spoke with Founder and Head of School and Dean of Operations Observed instruction and operational procedures
August 2019	Memphis Rise Academy Charter School	Education	<ul style="list-style-type: none"> Spoke with Founder and Head of School and Principal Observed instruction and operational procedures
August 2019	Collegiate School of Memphis	Education	<ul style="list-style-type: none"> Spoke with Head of School, Principal, and Dean of Students Observed instruction and operational procedures
September 2019	Memphis Urban League	Non-Profit	<ul style="list-style-type: none"> Presented idea of starting arts charter school at the general MULYP meeting
September 2019	New Ballet Ensemble	Arts Education	<ul style="list-style-type: none"> Spoke with Artistic/Executive Director to present idea of starting Arts Charter School in Memphis, education reform, and parent engagement We will build an arts partnership ED will serve as an advisor to LCSA

September 2019 – January 2020	Shelia Davis, Attorney at Law	Community Engagement	<ul style="list-style-type: none"> Spoke with Ms. Davis about bringing an arts school to Memphis Ms. Davis will serve as an advisor LCSA
September	Memphis Urban League Young Professionals	Community Engagement	<ul style="list-style-type: none"> Spoke to President and VP of MULYP about sponsoring events for LCSA
September 2019	Momentum Non-profit Partner	Non-Profit	<ul style="list-style-type: none"> Spoke with Director of Research and Public Policy about education reform, school development and design
September 2019	A Hope and A Future	Community Engagement	<ul style="list-style-type: none"> Spoke with Counselor about school design components like parent engagement, character development, and the arts
September 2019	Rhodes College	Education	<ul style="list-style-type: none"> Spoke with Assistant Professor, Dr. Aixa Marchand about school design, education and the arts
September 2019	Kitchen Guru Catering	Business/Community Engagement	<ul style="list-style-type: none"> Met with owner about partnering for potential community events Spoke with owner about potential community cooking program for parents and families
September 2019	Greater Memphis Chamber	Business/Community Engagement	<ul style="list-style-type: none"> Spoke with marketing manager about education, arts, and parent engagement
September 2019	The Works, Inc	Non-Profit/Community Engagement	<ul style="list-style-type: none"> Spoke with President/CEO about community development, education reform, and school design.
September – November 2019	First Horizon National Corporation	Business/Community	<ul style="list-style-type: none"> Spoke with Executive VP/Chief Audit Executive about school design He will serve as advisor to LCSA
September 2019	Shelby County Offices, Tennessee	Community	<ul style="list-style-type: none"> Spoke with Shelby County Clerk about education and school design
September 2019	Memphis Urban League	Volunteerism	<ul style="list-style-type: none"> Volunteer at Memphis Urban League 75th Gala
September 2019	Memphis Urban League	Non-profit/Community	<ul style="list-style-type: none"> Spoke with President of Memphis Urban League about education
September 2019	Binghampton Community	Community Engagement	<ul style="list-style-type: none"> Canvassed Binghampton community Spoke to community members about education and bringing an arts school to the community
September 2019	National Civil Rights Museum	Non-profit/Community	<ul style="list-style-type: none"> Spoke to President about school design and education
September – December 2019	Stax Museum	Non-Profit	<ul style="list-style-type: none"> Attended community events at Stax Museum Spoke to Executive Director about Arts Education Still cultivating this relationship

October 2019	Raymond James	Business	<ul style="list-style-type: none"> Spoke with Investment Banking Analyst about education
October 2019	Stand for Children	Non-Profit/Community Engagement	<ul style="list-style-type: none"> Attended and spoke at the October Task Force Meeting
October 2019 – January 2020	All Memphis	Education/Community Engagement	<ul style="list-style-type: none"> Met with Manager about education, arts education, and special education services in Memphis Spoke about Orton-Gillingham approach Potential partner
October – November 2019	Facing History and Ourselves	Non-profit/Education	<ul style="list-style-type: none"> Spoke with Associate Program Director about education, diversity, equity, and inclusion in education, school design, the arts, and curriculum Still cultivating this relationship
October 2019 – January 2020	Inspire Community Café	Business/Community Engagement	<ul style="list-style-type: none"> Spoke with Owner and Co-founder about Binghampton community and education Spoke with owner about hosting events for LCSA Owner is a community partner
October 2019	Binghampton Development Corporation	Community Engagement	<ul style="list-style-type: none"> Spoke to Executive Director about Binghampton community, education, and community need Still cultivating this relationship
October 2019	SCS Department of Attendance and Discipline	Education/Community Engagement	<ul style="list-style-type: none"> Spoke with District Officials about education in Memphis and reset rooms
October 2019 – January 2020	Gestalt Community Schools	Education	<ul style="list-style-type: none"> Spoke with Network School Psychologist about education, education advocacy, the arts, and school design LCSA school advocate
October 2019 – January 2020	Maslow Development Inc.	Community Engagement/Partnership	<ul style="list-style-type: none"> Spoke with Founder and Partner about education, economic and community development in Binghampton Potential community partner
October 2019	Christian Brothers University	Education	<ul style="list-style-type: none"> Spoke with Director of Administration and Finance about education, developing teacher pipeline
October 2019	Memphis Teacher Residency	Non-profit	<ul style="list-style-type: none"> Spoke with Recruiting Director about the program, education, LCSA, and building teacher pipeline Still cultivating this relationship
October 2019	Stand for Children	Non-profit	<ul style="list-style-type: none"> Spoke with Success Coach about school design and community need for an arts school
October 2019	Community	Community Engagement	<ul style="list-style-type: none"> Attended Candidates and Cocktails event for newly -elected officials

October 2019	Durham School Services	Business	<ul style="list-style-type: none"> Spoke with Regional Manager about bussing in Memphis and education Community Partner
October 2019	Southern Avenue Charter Elementary School	Education	<ul style="list-style-type: none"> Spoke with Instructional Facilitator about education and school design
October 2019	New Ballet Ensemble	Arts Education	<ul style="list-style-type: none"> Volunteer demonstrated for classical ballet class
October 2019	Collage Dance Collective	Arts Education	<ul style="list-style-type: none"> Spoke with Executive Director and Artistic Director about opening an arts charter school in Binghamton Also spoke about developing an arts partnership Community partner
October 2019	Binghamton Community	Community Engagement	<ul style="list-style-type: none"> Attended Binghamton Fall Festival
October 2019	Achievement School District	Education	<ul style="list-style-type: none"> Attended ASD Public Forum and spoke to parents about community needs
October 2019	Memphis Lift	Community Engagement	<ul style="list-style-type: none"> Attended community event Real Talk for change
October 2019	Tennessee Education Association, Memphis Botanical Gardens	Community Engagement	<ul style="list-style-type: none"> Attended community event for Memphis educators
November 2019	Frayser Community Schools	Education	<ul style="list-style-type: none"> Spoke with Chief of Strategy/Head of Schools about education and facilities in Memphis
November 2019	Frayser Community Schools	Education	<ul style="list-style-type: none"> Spoke with Founder/CEO about education and facilities in Memphis
November 2019	Achievement School District	Education	<ul style="list-style-type: none"> Spoke with Interim Superintendent about education, school design, and Binghamton community
November 2019	Playhouse on the Square	Arts Education	<ul style="list-style-type: none"> Spoke with Development Assistant about arts education in Memphis Spoke about forming an arts partnership Still cultivating this relationship
November 2019	Tennessee Arts Commission	Arts Education	<ul style="list-style-type: none"> Spoke with Arts Education Special Projects Coordinator about arts education in Memphis and additional funding options for arts charter schools
November 2019	Kaizen Career & Leadership Services	Business/ Education	<ul style="list-style-type: none"> Spoke with Founder about education, school design, and community engagement Community partner
November 2019	City of Memphis	Business	<ul style="list-style-type: none"> Spoke with Business Services Coordinator about education and business services offered by the City of Memphis

November 2019	King of Kitchenz	Business/Community	<ul style="list-style-type: none"> Spoke with Owner and community member about education, school design, and potential partnerships for catering services
November 2019	Binghampton Community Member	Education	<ul style="list-style-type: none"> Spoke with community member and professional educator about school design, education, and community need
November 2019	Wright Investments	Business	<ul style="list-style-type: none"> Spoke with Vice President of Acquisitions about education and commercial real estate in Memphis
November 2019	Dewun R. Settle Attorney at Law	Community	<ul style="list-style-type: none"> Spoke with owner about education and community need for arts charter school
November 2019	Leaders of Color Initiative	Non-profit/Community	<ul style="list-style-type: none"> Spoke with National Deputy Director about education reform, school design, and community need
November 2019	Just City	Non-profit	<ul style="list-style-type: none"> Spoke with Programs and Partnerships manager about education, education reform, and parent engagement
November 2019	Center for Transforming Communities	Non-profit	<ul style="list-style-type: none"> Spoke with Executive Director about the arts, education, economic and community development Still cultivating this relationship
November 2019	Holmes Road Church of Christ	Community Engagement/Volunteerism	<ul style="list-style-type: none"> Attended and volunteered during Community Thanksgiving Dinner
November 2019	Tennessee Arts Commission	Arts	<ul style="list-style-type: none"> Attended Tennessee Arts Commission Grant Application Session
November 2019	New Ballet Ensemble	Arts	<ul style="list-style-type: none"> Attended Nut Remix, spoke to parents about arts education
November 2019	Beacon College Preparatory Charter School	Education	<ul style="list-style-type: none"> Attended Beacon College Prep Committee Action Meeting and spoke to Founder and Head of School about education and charter application process
November 2019	Mentor Memphis Grizzlies	Non-profit	<ul style="list-style-type: none"> Attended Mentor Memphis Grizzlies New Mentor Orientation
December 2019	Stand for Children	Non-profit	<ul style="list-style-type: none"> Attended Stand for Children meeting
December 2019	Community	Community	<ul style="list-style-type: none"> Spoke with parents at local Kroger and Walmart about opening an arts charter school in Memphis
December 2019	Benjamin Hooks Library	Education	<ul style="list-style-type: none"> Canvassed in and around Benjamin Hooks Library Spoke with parents about opening an arts charter school in the community
December 2019	Benjamin Hooks Library	Education	<ul style="list-style-type: none"> Held information session
December 2019 – January 2020	Freedom Preparatory Academy	Education	<ul style="list-style-type: none"> Spoke with Chief People Officer about education, the arts, and school design

January 2020	Stand for Children	Non-profit/ Community	<ul style="list-style-type: none"> • Attended monthly meeting, spoke with education leaders and advocated about education reform and ending the school-to-prison pipeline
January 2020	GT3 Group, LLC	Business	<ul style="list-style-type: none"> • Spoke with Founder and CEO about education, school design, and potential partnership • Still cultivating this relationship
January 2020	Porter-Leath Early Childhood Academy	Education	<ul style="list-style-type: none"> • Spoke with Site Manager about education and parent engagement • Was invited to attend and did attend all School Transition Fairs • Still cultivating relationship
January 2020	Porter-Leath Frayser Head Start and Early Head Start	Education	<ul style="list-style-type: none"> • Spoke to Site Manager about education and parent engagement • Invited to attend School Transition Fair on March 30, 2020 • Still cultivating this relationship

If authorized, we will continue to leverage our high-impact community efforts like canvassing and tabling, attending community events, volunteering with community organizations, and building relationships with other community organizations and leaders. Moreover, we will partner with other community organizations to host community events such as Chess Masters Day, Paint and Talks, Father-Daughter/Mother-Son events and park days. Additionally, Lead Founder and Proposed Head of School expects to volunteer more of his time at community centers offering arts classes like Ballet, Modern Dance, Hip-hop, West African Dance, Mask Class, Scene Study, Improvisation, and Ballroom dancing. These classes will serve as opportunity to bring different artforms to the community and introduce families to the arts classes that student will take at Luceo Collegiate School of the Arts.

g. Letters of Support

Please see **Attachment E**.

Section 1.12: Community Involvement and Parent Engagements

a. Post-Opening Recruitment

We recognize that enrollment cannot be assumed, and that charter leaders in Memphis have experienced some significant challenges in reaching enrollment targets. We have listened to lessons from others and have designed a post-recruitment plan that will maximize enrollment in our first year and in all years moving forward. Offering a unique arts program will position us well within the community as an otherwise unavailable option, but we will not rely on that to affirm enrollment. Instead, we will be strategic, opportunistic, and relational immediately upon authorization towards this major goal of start-up. During all post-opening recruitment, we will continue to use all of our pre-opening strategies as well as include additional critical strategies as outlined below.

Information Sessions and Enrollment Stations

Post opening, we will continue to host weekly community information sessions. During all information sessions, we will now incorporate an enrollment station which will be open before, during, and after the information session to allow parents to either complete an Intent to Enroll form, if prior to the official enrollment period, or a submit a full application. We will communicate with all families that fill out an Intent to Enroll form to ensure they have easy access to an application once the enrollment period does open. Additionally, we will continue to build community partnerships and plan on hosting information sessions at non-profit organizations such as Collage Dance Collective, New Ballet Ensemble, Children’s Museum of Memphis, YMCA (Ric Nuber, YCAP, and Sweeney) Boys and Girls Club of Greater Memphis, Lester Community Center, Memphis Symphony Orchestra Youth Program, First Baptist Church, Lindenwood Christian Center, Binghampton Community Church, and Hattiloo Theatre Education Program. Each of these organizations have a large concentration of parents and student that attend their programs. We plan to leverage those relationships to host information sessions.

Tabling at Community Events

In addition to hosting information sessions and enrollment stations, we will table at all scheduled community events. We plan on tabling at Benjamin Hooks Library, the Annual School Choice School Fair, and the Binghampton Festival Day. We will watch all community postings for additional events, however small, in order to maximize the opportunity to bolster enrollment in location and at events where families are already congregated. Moreover, we will continue to build relationships with local early childhood and Head Start programs, including but not limited to the Porter-Leath Early Childhood Academy, Frayser Head Start, and Le Petite Academy Memphis to table during arrival and dismissal as well as during their Annual School Transition Fairs held in March and April.

Themed Enrollment Events

During post-recruitment, will also partner with others to host community events, which will build awareness and serve as an opportunity for LCSA to become more integrated into the community. We will partner with organizations such as the Binghampton Development Corporation, the Maslow Development Corporation, the Center for Transforming Communities, and Inspire Community Café to provide events such as Paint & Talk, Boo Bash (haunted house for children), Carnivals, community meals, and toiletry kits for homeless teens (community service project).

Direct Mailing

During post-opening recruitment, we will also begin to send out direct mail to families in Memphis. We will target families that live in the central city east region of Memphis as identified by the 2019 Shelby County School Regional Seats Analysis.¹²⁹ We will send families in the central city east region (Binghampton, White Station, Jackson, Treadwell, Sherwood, Sea Isles, and Chickasaw Gardens) information about LCSA as well as provide invitations to our community events. We will then expand our direct mail initiative to the east region of Memphis which includes Cordova.

¹²⁹ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

School Tours

For elementary school most particularly, we recognize that enrollment is very influenced by a parent's ability to see the building – both location and interior – to feel comfortable enrolling their young five- or six-year-old. Facility acquisition, therefore, will be a critical part of our enrollment plan. Once we have completed all necessary renovations to our space, or at least that portion that allows families to have safe and legal access to the building, we will begin daily school tours to provide an opportunity for families to visit the school facility. Furthermore, we will begin to host community events such as mini-carnivals, family movie nights, and family game night, at the school. As an arts school, we will also leverage the arts by offering free family arts classes in visual arts (paint and talk) and family ballroom dancing.

Online Presence

Finally, we will leverage our online presence to capture all of our activities including tabling and community service as well as events that we host, sponsor, support, and attend. To optimize attendance at events, we will actively post, update, and advertise our events on our school website and social media platforms as well as in local venues that include churches, nail salons, barbershops, dollar stores, libraries, and community centers.

b. Family Partnerships and Engagement

As one of our core beliefs - “Families are partners in our mission” - we believe that parental engagement is not only critical to the success of students but also to the success of the entire school. To that end, we have been actively engaging the community and families in our school model and design. **Section 1.11** outlines those efforts. We will continue to seek feedback from the community and families about the school that is not only for the community but of the community, and doing so will, establish strong relationships, engage families consistently, and empower families' voice.

Establish

As a school, we will provide families with many opportunities to engage with the school throughout the year. We will begin our family engagement efforts with home visits for all incoming students. Often, when parents come to a school building, there is a level of discomfort that builds; home visits provide us an opportunity to experience our families in a space where they are most comfortable. Home visits are conducted by the School Leadership Team and occur during the months of May and June. During home visits, we will present additional information about the school, provide parents with class descriptions and instruction material, secure any missing documents like uniform forms and, if time permits, perform the initial STEP assessment. However, and most importantly, home visits are an opportunity for both the families and the school to begin building relationships. Prior to the start of school, families will participate in our LCSA Family Orientation, which will be a formal presentation of the school, a review of the Student and Family Handbook, and an opportunity for parents to ask any questions about what to expect of their child's experience at school.

Engage

Family engagement requires flexibility. To that end, we offer a monthly evening and morning event to accommodate family schedules. Family Café Night and Family Breakfast are opportunities for

families to engage with school staff and teachers. These events will also serve as an opportunity for the school to offer parent classes on topics including but not limited to: Understanding your child's IEP, Alternative Discipline Methods, Healthy Food Choices, and managing childhood Allergies/Asthma. Furthermore, Family Café Night and Family Breakfast is an opportunity for parents to connect with their child's North Star. In combination with North Stars providing bi-weekly check-in phone calls, Family Café Night and Parent Breakfast allow families to North Stars to make in-person connections and discuss any aspect of a student's experience at LCSA. Lastly, we will also host quarterly arts showcases where families will have an opportunity to watch their children perform or present their work as well as to participate in our SHINE Community Choir. All family engagement events will be listed on the school calendar and will be attached to the Student and Family Handbook. School calendars will also be posted throughout the school and made available to the community in the general office. The LCSA School Calendar can be found as **Attachment A**.

SHINE Community Choir

Leveraging the arts component of our school model, we will create the SHINE Community Choir. The SHINE Community Choir will be comprised of staff and families and in some cases students. SHINE will meet once per week and perform at LCSA School Wide events. SHINE will also have the opportunity to perform at other community events, senior living facilities, and hospitals. Lead Founder and Proposed Head of School founded the Geoffrey Canada Community Center Choir while serving as the Assistant-Director of Programs and Operations for the Harlem Children's Zone/Promise Academy Charter Schools.

Empower

In addition to the many family events throughout the year, we will also form a Parents As Partners Association (PAPA). The PAPA will be a group of parent ambassadors for the LCSA community. They will sponsor family events as well as meet monthly with the School Leadership Team. All parents (families) are automatically members of PAPA. During the month of October, there will be a formal election process to determine the PAPA officers. Only parents (families) who attend the October PAPA meeting will be able to vote. Additionally, the President of the PAPA will serve as a governing Board member of the school and will be held to the same expectations as all other board members. As a voting member of the Board of Directors, the PAPA President will serve as a governor, ambassador, and advocate of the LCSA mission and vision.

c. Informing Parents of School Policies and Volunteering

We believe that clear and consistent communication is key; thus, we will provide several opportunities for our families to learn about school policies. **Section 1.12 (b)** outlines the multiple school events we will host throughout the year.

Family Orientation

Prior to the start of every school year, we will host two Family Orientation Sessions. These sessions will provide families an opportunity to meet school staff and teachers, learn more about the mission, vision, and model of the school, and learn about school policies such as the uniform policy, attendance/lateness policy, discipline policy, and arrival/dismissal procedures. During these sessions, families will also receive the Student and Family Handbook in their home language. Where possible,

we will schedule separate meetings with families unable to attend Orientation, but all families will have access to Orientation information on the school website.

Student Family Handbook

At the start of every year, each family will receive a copy of the Student and Family Handbook in their home language. Families will be asked to thoroughly read the Handbook and return the two signed contracts – parent contract and student contract – stating that they have read and understand all LCSEA policies and procedures. Many topics will be discussed during Family Orientation; the Head of School and teacher contact information will be provided should there be questions, comments, or concerns.

Family Café Nights and Family Breakfasts

As discussed in **Section 1.10** and **1.12(b)**, Family Café Nights and Family Breakfast provide a monthly opportunity for parents to engage with school staff and teachers, learn about upcoming school events, participate in parent workshops on nutrition and at-home literacy strategies, discuss any potential or upcoming school policy/routine changes, and join the SHINE Community Choir.

Parents As Partners Association (“PAPA”)

Outlined above in **Section 1.12 (b)**, the Parents As Partners Association will serve as ambassadors for the parents of LCSEA. They will organize opportunities for families to volunteer at our school wide events such as our Thanksgiving Community Dinner and Winter Wonderland events. Furthermore, the PAPA will serve as additional means of communication for school policies and procedures. The Lead Founder and Proposed Head of School has observed the success of a PAPA at the Harlem Children’s Zone/Promise Academy Charter Schools as a teacher, Network Instructional Coach and Director of Programs and Operations.

d. Family and Community Programs

Not applicable.

Sections 1.13 Existing Academic Plan

Not applicable.

Sections 1.14 Performance Management

Not applicable.

Section 2: Operations Plan and Capacity

Section 2.1 Governance

a. Governance Philosophy

Luceo Collegiate School of the Arts Charter School (“LCSA”) will be governed by a group of mission-aligned Memphis professionals and community leaders with diverse backgrounds and skillsets who: (1) are committed to the mission and vision of LCSA; (2) understand the accountability to the public that the charter requires; and (3) bring the experiences and perspectives needed to oversee the success of the school in the short and long term.. The Board will include a parent, who will join the Board within six months of the school’s opening.

Luceo Collegiate School of the Arts Charter School Board of Directors (“Board”) defines governance as ensuring the overall success of the school by establishing policies, ensuring that the organization is abiding by such policies, and conducting strong academic, fiscal, and regulatory oversight as stewards of the public trust.

The Board will establish a clear vision, set up comprehensive board, fiscal, staff, and school polices, and delegate the day-to-day operations of the school and all management decisions to the Head of School. The Head of School will report to the Board and be the only school role to do so. The governing body will provide active and effective academic, fiscal, and organizational oversight to the school and will be responsible for holding management accountable for ensuring high academic results aligned to our Performance Targets. The Board will also hold the Head of School accountable for appropriately managing public funds in alignment with an annually Board-approved budget and abiding by all fiscal policies, hiring and evaluating the school staff, and remaining in full compliance with all applicable local, state, and federal laws and other requirements as established by the authorizer. In its oversight responsibilities and policy-making authority, the Board will function with the duties of care, loyalty, and obedience in all of its stewardship responsibilities as a public charter school board.

b. Composition and Size of Governing Board

The Founding Board is comprised of high-capacity, committed community members who believe firmly in the LCSA mission and vision, and particularly in its unique combination of academics and the arts within a K-8 model currently unavailable in the City of Memphis.

In November 2019, Mr. McClary met with a wide variety of community leaders, sharing early thoughts about the school, and several individuals expressed strong desire to serve on the Founding Board, with commitment to then serving on the inaugural Governing Board. Mr. McClary had several discussions and face-to-face meetings with each individual and invited various individuals to the Founding Team based on their firm belief that all children in Memphis can succeed. In addition to their belief in the capacity of all children, their desire to serve the community of Binghampton, the time to commit to Board service, and the necessary professional expertise in areas such as human resources, finance, community engagement, marketing, commercial real estate, education, and the arts were considered. Currently, the LCSA Founding Board of Directors consists of seven diverse, high-capacity, and mission-driven leaders with a variety of personal and professional networks within the

City of Memphis. The Board’s primary role will be to provide direct oversight for the Head of School to ensure the schools executes its mission, is academically successful, and fiscally responsible. Additionally, the Board will adhere to the school’s charter contract with the authorizer following all applicable local, state, and federal laws.

With support from BES (formerly “Building Excellent Schools”), each Board member completed a rigorous screening process meant to ensure they were high-capacity, had the willingness to commit professional skills like education expertise, finance, real estate, the arts, community engagement, legal expertise, and fundraising, and were aligned to the mission and vision of LCSA. Founding Board members understand the need for and are excited to bring to Memphis a high-quality K-8 arts school, specifically within Binghampton, and collectively are committed to devoting their skillsets and time to ensuring the school’s success. Since December 2019, the Founding Board has engaged in community outreach, met monthly, communicated weekly, and reviewed and contributed to the charter application. Post authorization, the Board will grow to a size of nine members by adding two additional members by the school’s opening in August 2021 and will grow to a maximum size of 15 as stated in our Bylaws. The Board will maintain an odd number for voting purposes. The Board will be governed by its Bylaws and adhere fully to Open Meeting Laws. Board leadership will consist of four officers: Chair, Vice Chair, Treasurer, and Secretary.

Figure 2.1 (c) Board Officer Description

Board Chair	Vice-Chair
<ul style="list-style-type: none"> a. Leads all meetings of the Board and other meetings as required. b. Works with Head of School, other officers, and Committee chairs to develop Board agendas. c. Coordinates and leads communication to all Board members. d. Manages organizational efficacy and sets organizational priorities. e. Appoints Committee chairs. f. Monitors efficacy of Board’s governing processes; addresses deficits of Board operations. g. Chairs the Governance Committee of the Board. 	<ul style="list-style-type: none"> a. In Chair’s absence, leads overall Board meetings; serves as <i>ex officio</i> member of standing committees. b. Works with Chair to assist in developing Board agendas. c. Advises Chair on appointing volunteers to key leadership positions. d. Supports Chair in responsibilities to ensure organizational priorities and governance concerns are addressed. e. Conducts duties delegated by the Chair.
Treasurer	Secretary
<ul style="list-style-type: none"> a. Serves as Chair of Finance Committee b. Ensures school complies with federal, state, and other statutory reporting requirements. c. Works with Chair, Head of School, and back office provider to ensure financial records are current and accurate. d. Recommends external auditor to Board for annual financial audit after vetting. 	<ul style="list-style-type: none"> a. Certifies and keeps hard and electronic copy of up-to-date Bylaws. b. Records official minutes of all meetings. c. Records start and end time of meetings, regular or special, how called, how notice was given, participants of meeting, and the proceedings thereof. d. Keeps copies of agendas and minutes of all meetings and committees and ensure these

<ul style="list-style-type: none"> e. Works with management to ensure complete financial records available if requested by auditors. f. Reviews monthly financial statements prepared by management. g. Ensures required financial reports are prepared accurately and in a timely manner. h. Reports to full Board regularly to ensure Board understands school’s financial health. <p>Co-signs any purchases exceeding \$5,000</p>	<ul style="list-style-type: none"> e. documents are available at the school’s main office. f. Ensures all notices are duly given as described in Bylaws or as required by law. g. Maintains Board records including agendas and minutes, and ensures timely appropriate notice for meetings, per TN Public Access Laws. h. Performs other duties incident to the Office of Secretary.
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The Board will operate with four standing committees - Governance, Academic Achievement, Finance, and Development - and one initial Task Force - Facilities. Each Board member will serve on one or more committees. Please see **Attachment F3** for our proposed Bylaws that will govern the Board, define its committee structures, and establish the Board’s roles and responsibilities.

Representation of Key Stakeholders

All Board meetings will be open to the public in accordance with T.C.A. § 8-44-101. LCSA will adhere strictly to Tennessee’s Open Meeting Act. The Board will allocate time for public comment, feedback, and questions in each Board meeting agenda. Days, times, and agendas of all meetings will be posted on our website no fewer than 72 hours before the meeting. In accordance with T.C.A. § 49- 13-109, the Board shall include at least one parent representative whose child is currently enrolled in LCSA. Our parent representative will be added to the Board within six months of our school’s opening date.

Figure. 2.1 (a) Identified Board Members of Luceo Collegiate School of the Arts

Full Name	Current Job and Employer	Focus/Expertise
David Makarsky Proposed Board Chair	COO, Wright Investments	Governance, Human Resources, Finance, Operations Marketing, Commercial Real Estate
Marcellus Harper Proposed Vice Chair	Executive Director, Collage Dance Collective	Governance, Community Engagement, Fundraising, Grant Writing, Marketing, Arts Education
Shenika Thomas Proposed Treasurer	Assistant Vice Chancellor, University of TN Health Science Center	Finance, Operations, Community Engagement
Lou Etta Burkin Proposed Secretary	Project Engineer, FedEx	Governance, Management, Community Engagement, Fundraising

Charles Green Board Member	Instructor, Belhaven University	Education, Governance, Management
Daniel McPhail Board Member	Vice President, NAI Said Company	Commercial Real Estate, Finance
Whitney Trotter Board Member	Founder and Owner, Bluff City Health	Governance, Community Engagement, Operations

c. Evaluation of the Board, Head of School, and School

Board Evaluation

The Board of Directors will conduct an annual self-evaluation led by the Board Chair. Each member will be evaluated by the Governance Committee on their committee participation, attendance, and support with fund development goals. The Board will conduct a formal self-evaluation at its annual meeting each year; the evaluation will address issues of the Board’s functioning, capacity, actions, and adherence to the mission, vision, and goals of LCSA as outlined in **Attachment F3**. Specific Performance Metrics from our Accountability Plan are provided below.

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

- Measure 9.01: Board conducts formal annual review of Head of School.
- Measure 9.02: Board conducts formal annual self-evaluation to assess strengths/weaknesses.
- Measure 9.03: Board conducts formal annual review of Bylaws and policies.
- Measure 9.04: Board conducts formal annual review of school’s strengths/weaknesses.

Head of School Evaluation

One of the primary responsibilities of the Governing Board is to establish the profile of and requirements for, hire, set the compensation for, support, and evaluate the Head of School position. On an annual basis, the Board will conduct a formal Head of School evaluation led by a subcommittee which includes the Board Chair, Treasurer, and Academic Committee Chair. The annual review of the Head of School will include measurable success toward the school’s mission, and specifically on annual student academic performance as measured by our goals and benchmarks on STEP, NWEA MAP, and TNReady assessments. Additionally, the annual review process will also include success toward fiscal and fiduciary responsibility, student enrollment and attendance, family engagement, and timely and regular reporting to and communication with the Board and its committees. The evaluation will include a Head of School self-evaluation.

School Evaluation

The LCSA Board of Directors will be responsible for monitoring the academic achievement, finances, and overall organizational health of the school. The Board will evaluate the success of the school against the promises, goals, and metrics outlined within the charter, allowing the Head of School to manage the day-to-day operations. The Board will have access to a dashboard that provides key metrics and data points on components such as enrollment, daily attendance, student performance, and attrition. The Finance Committee will present the Board with monthly financial statements which includes a balance sheet, cash flow statement, income and expense statement, and the budget versus actuals report, all of which is prepared by the school's financial back-office provider.

d. Board Development

The Board of Directors recognizes that proper development is critical for founding, overseeing, and sustaining a high-achieving public charter school. The LCSA Board will invest the necessary time and resources to ensure that the school maintains a high-functioning and highly effective governing body. To ensure the sustainability, growth and success of the Board, the Board will conduct an ongoing gap analysis for skillsets, emphasize strategic recruiting, and implement mandatory ongoing Board training.

As stated in our Bylaws, the Governance Committee will have the responsibility for identifying potential new members, presenting them to the full Board of Directors, orienting new members of the business and policies upon board approval and ensuring new members agree to the policies of the Board and the school. In addition to formal Board members, the Board will develop volunteers, ad-hoc committee members, and friends of the school who will be involved and invested in the school. The Governance Committee will oversee an annual Board self-assessment to identify the Board's areas of growth and strengths.

An annual process will be implemented by the Governance Committee to determine the need for new Board members. Priority will be placed on identifying current gaps in skill set on the Board and inviting members who are mission-aligned to serve in a leadership capacity. The LCSA Board will also maintain at least two members with financial expertise to ensure the role of Treasurer could be assumed and as an added check and balance of fiscal management. As the Board considers any new members, they must embody the following characteristics:

- Alignment to the LCSA mission
- Unwavering belief that all children can succeed
- Proven track record of success in their respective professional field
- Ability and desire to devote the time, resources, and networks necessary to actively support the mission of the school and serve on one or more Board Committees

e. Transition to Governing Board

All members of the Founding Board will transition to a fully functioning Governing Board. Upon authorization, the Governing Board will vote to adopt proposed Bylaws, Conflict of Interest Policy, and Code of Ethics; install officers; and establish committee structures. The Founding Board intends Mr. LeBaron McClary to serve as the Founding Head of School.

Board Training

LCSA will develop and grow the Governing Board and its members in all years. To date, the Founding Board has received the following training and development, outlined in Figure 2.1(b):

Figure 2.1 (b) Ongoing Development and Training of the Founding Board

Date	Topic	Content
December 2, 2019	Why are we here? Mission and Vision Overview	Lead Founder and Proposed Head of School led Founding Team in deep dive on mission, vision, and community need.
January 21, 2020	What is Governance? What is Management? Founding Team vs. Board Governance	Lead Founder and Proposed Head of School led Founding Team in deep dive about the differences between a Founding Team, a Governing Board, and Management.
February 1, 2020	Application Final Review	Lead Founder and Founding Team perform final review of the charter petition before submitting on February 3, 2020.
February 29, 2020	Board Retreat	Founding Board members led by BES Governance leadership team to study the following topics for the school: Successful school governance versus management; Academic Model (focus and plan); School culture; Finance and facilities; Community engagement; Core design elements; Board responsibilities; Accountability
March 2020 – September 2020	Weekly Communication, Monthly Board Meetings, Governance Training	Founding Team will communicate weekly and participate in monthly meetings to review components of school design, community engagement, and governance.

The Board will participate in an annual board training in addition to the annual Board Retreat. The training received by the Board will be aligned with T.C.A § 49-13-111, certified by the Tennessee Charter Schools Association, and reported to our authorizer every year. Moreover, BES will continue to provide governance-specific coaching to the Board after authorization as a part of the Follow On Support that includes monthly coaching calls with the Board Chair and an audit of monthly Board meetings, materials, and minutes. The Governance Committee will implement an ongoing training program and invite other experts in critical areas such as academic assessment, fundraising, and charter school finances. The Governance Committee will ensure full participation and will consider committee membership during the annual self-assessment. The Governance Committee and Board Chair will engage each Board member in annual reflection of his or her work of the Board, offering feedback and opportunities for development.

f. Response to Complaints

Process

All complaints will be processed in accordance with the procedure outlined below:

1. Should a parent, staff or student have a complaint, they must record their grievance on the LCSA Complaint Form. LCSA Complaint Forms will be located in the general office. Complaints should include all pertinent information such as detailed statement, date, and location. The Form must be given to the Head of School and a copy of the complaint will be given to the complainant. If the grievance is about the Head of School, the complaint must be given directly to the Board.
2. The Head of School or other appropriate members of the School Leadership Team will conduct a thorough investigation of the complaint. The investigation will include interviews and reviewing of security cameras, if possible. If the grievance is about the Head of School, the aforementioned steps will be followed by the Board.
3. The Head of School or other appropriate members of the School Leadership Team will respond to the complainant within 10 days. Additionally, a written response will be given to the complainant in the home language. All complaints will be organized and stored in a complaint file.

Appeals

We anticipate most family and staff concerns will be managed at the school level; however, the Board will have a formal grievance policy. In instances where there are direct complaints to the Board, the complainant will be re-directed to the Head of School with the expectation to resolve the matter at the school level, unless the complaint is about the Head of School in which instance the Board will be responsible for resolution. If the grievance is not satisfactorily or appropriately resolved at the school level, staff and parents can pursue a formal complaint and any ethical, legal and safety issues would be heard by the Board as a formal complaint in accordance with our Complaint policy. The formal written complaint must be completed in writing and submitted via mail, delivered to the school in a sealed envelope, or email. The Board will respond to the complaint by the following regularly scheduled board meeting.

g. Board Member Attrition

The LCSA Board of Directors shall serve staggered terms to ensure the stability of the Board and continuity with new perspectives. Directors shall serve no more than a three-year term from the date of appointment or until their successors are seated. A full three-year term shall be considered served after the passage of three annual meetings following elections. After elections, no term shall be reduced except for causes specified in the Bylaws. No Director shall serve more than three consecutive terms. **Attachment F3** outlines all details within the Board Bylaws.

Section 2.2 Start Up

a. Start-Up Plan

Upon authorization, the proposed Founding Board of Directors will approve our Bylaws, establish officers and committee structures in accordance with our Bylaws, approve our Conflict of Interest Policy and Code of Ethics, approve the job description and contract terms for the Head of School,

and hire LeBaron McClary as Head of School. Following the hiring of the Head of School, the LCSA team will initiate a detailed start-up plan to prepare the school to receive staff, teachers, and most importantly students in 2022. During the start-up year, the following stakeholders will be compensated as follows: Head of School, \$95,000; Back Office Provider, \$20,000; Dean of Operations, \$60,000.

Figure 2.2 (a) Start Up Plan

Key: Head of School (HOS); Board of Directors (BOD); BES (BES); Back Office Provider (BOP); Dean of Operations (DOO)																		
Owner (Owner of the task); Advisor (Advisor to the task); Support (Supporter of the task)																		
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Student Recruitment & Enrollment																		
Draft recruitment plan & targets	Owner	Advisor	Advisor															
Promotional Packets																		
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Design information flyer/packet	Owner	Advisor	Advisor															
Post flyers and leaflets in communities	Owner	Support																
Post flyer on website	Owner	Support																
Deepen relationships with community organizations to deepen awareness	Owner	Support																
Work with community organizations to generate awareness & interest	Owner	Support																
Draft press release, translate, and distribute press releases	Owner	Support																
Launch recruiting and marketing campaign, including flyer	Owner	Advisor																

distribution and advertising																		
Enrollment Form																		
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Design enrollment form	Owner	Advisor	Advisor															
Make enrollment form available	Owner	Support																
Make enrollment portal available on website	Owner																	
Information Sessions, Tabling, and Canvassing																		
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Secure locations for information sessions and regular tabling	Owner	Advisor	Advisor		Support													
Secure translation for information session	Owner																	
Develop protocol for information session	Owner		Advisor															
Calendar community canvassing and mobilize volunteers	Owner	Support	Advisor															
Admissions Lottery and Enrollment																		
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Distribute and collect intent to enroll forms	Owner	Support			Support													
Distribute and collect enrollment forms	Owner	Support			Support													
Secure lottery announcer	Advisor				Owner													

Secure lottery translator	Advisor				Owner													
Secure lottery location	Owner				Support													
Determine lottery protocol and minute by minute	Owner		Advisor															
Advertise lottery date on website & social media	Advisor				Owner													
Post lottery date in local newspaper	Advisor				Owner													
Practice lottery protocol	Owner				Support													
Conduct lottery	Owner				Support													
Notify families of status & collect acceptance/declines of admissions	Owner				Support													
Establish waitlist and process for lottery refresh	Owner				Support													
Establish communication schedule with families for late spring and summer	Owner				Support													
Schedule home visits with families	Advisor				Owner													
Conduct home visit with families	Owner				Support													
Request and file student records from sending schools	Advisor				Owner													
Facility																		
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Tour at least five facilities in target community	Owner																	
Form Facilities Task Force	Owner	Advisor																

Select top two facilities	Owner	Advisor																
Letters of intent from top two facilities	Owner	Advisor																
General contractor RFP and selection	Owner	Support																
Negotiate lease	Owner	Support																
Lease review by legal counsel	Owner	Support																
Lease review by full board	Support	Owner																
Lease signed	Owner																	
Arrange for and carry out any necessary renovations	Owner	Support																
Arrange purchase of furniture for classrooms, common spaces, and offices	Owner	Support																
Inspection & certification of occupancy	Owner	Support																
Obtain property insurance	Owner	Advisor																

Governance by Board of Directors

Transition to Governing Board

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Approve Bylaws, code of ethics & conflict of interest policy	Support	Owner																	
Define governing board member role & relationship between board members and Head of School	Owner	Advisor																	
Define communication protocols between Board	Owner	Advisor																	

and Head of School																			
Draft board policies & financial handbook	Support	Owner																	
Purchase D&O Insurance	Owner	Advisor																	
Receive tax exemption status	Owner	Advisor																	
Develop board calendar	Support	Owner																	
Recruit additional board members	Support	Owner																	

Board Meeting Design & Implementation

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Set consistent monthly meeting time & post publicly per OML	Support	Owner																	
Define governing board member role & relationship between board members and Head of School	Owner	Advisor	Advisor																
Develop board meeting agenda format	Owner	Advisor	Advisor																
Develop board meeting preparation packet format	Owner	Advisor	Advisor																
Develop post-meeting evaluation format	Owner	Advisor	Advisor																
Review meeting minutes requirements & best practices, develop format for meeting minutes	Owner	Advisor	Advisor																
Create trackers for attendance at all committee meetings and board meetings	Owner	Advisor	Advisor																
Develop board calendar with critical tasks mapped out	Owner	Advisor	Advisor																

Develop record-keeping protocol and central policy repository	Owner	Advisor	Advisor															
Finalize list of policies to be created by school opening & develop schedule for board approval	Owner	Advisor	Advisor															
Develop board orientation protocol for new members	Owner	Advisor	Advisor															
Host board retreat for governing board	Owner	Advisor	Advisor															

Hiring of Head of School

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Approve job description and determine annual performance measures for Head of School	Support	Owner	Advisor															
Set annual process for evaluation of the Head of School	Support	Owner	Advisor															
Review and set compensation for Head of School	Support	Owner	Advisor															
Hire Head of School		Owner																

Development & Grants Plan

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Create fundraising plan for the fiscal year with initiatives, owners, and targets	Support	Owner																
Write federal PCSP Grant	Owner	Support																
Apply for additional start-up grants	Owner	Support																

Curriculum and Instruction																			
Curriculum Development																			
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Finalize framework for curriculum review and lens audit	Owner																		
School studies and site visits of "best practice" charter schools	Owner		Advis or																
Attend educational conferences or applicable professional development events	Owner	Advis or																	
Create and finalize benchmarks for Y1	Owner																		
Develop EOY assessments for all subjects using standards and released assessments	Owner		Advis or																
Develop scope and sequence for all courses and unit 1's as necessary	Owner		Advis or																
Order textbooks, workbooks, blended learning material	Owner				Suppo rt														
Assessment Development																			
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Review assessment plan form charter and make any changes necessary based on school study or residency experience	Owner		Advis or																
Reach out to assessment vendors for contract (as necessary)	Owner																		

Make recommendations for diagnostic timeline	Owner																		
Create/finalize diagnostic assessment for all incoming students	Owner																		
Conduct all diagnostic testing	Owner																		
Analyze data of diagnostic assessment & use for grouping and planning	Owner																		

Academic Program Development

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Develop classroom model and classroom set up procedure	Owner				Support													
Develop physical space audit procedure	Owner				Support													
Draft and finalize School Systems Handbook	Owner																	

Special Education Program Development

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Recruit and hire SPED teacher	Owner	Advisor	Advisor															
Identify special education population	Owner				Support													
Request IEP records	Owner				Support													
Review existing IEPs	Owner																	
Define and plan all required supports for all student with IEPs	Owner				Support													
Consult with SPED Admin within SCS	Owner																	

School Culture Development

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Finalize Student & Family Handbook and Discipline Policy	Owner																		
Approve Student & Family Handbook and Discipline Policy	Support	Owner																	
Finalize school calendar	Owner																		
Finalize daily schedule	Owner																		
Develop family engagement schedule	Owner																		
Develop family engagement plan	Advisor, Support				Owner														

Financial Management

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Codify the fiscal controls and financial policies the school will employ for tracking of daily operational finances	Owner	Support		Advisor															
Identify check signers	Support	Owner																	
Identify check writers	Support	Owner																	
Define signature, approval, filling policies for purchase orders, checks, and receipts	Support	Owner																	
Develop financial reporting templates	Owner	Support		Advisor															

(budget vs. actual) policy																			
Design all processing forms (Purchase Orders and expenses)	Owner	Support		Advisor															
Develop segregation of funds policy (public and private)	Owner	Support		Advisor															
Establish payroll provider and process	Owner	Support		Advisor															
Develop board financial reporting schedule	Owner	Support		Advisor															
Approve fiscal policy handbook		Owner																	
Develop chart of accounts for tracking of income, expenses, assets liabilities and cash flow	Support	Support		Owner	Support														
Set up bank accounts	Owner	Support		Advisor															
Define investment and savings strategy	Support	Owner		Advisor															
Finalize cash flow plan and adjust if necessary	Support	Owner		Advisor															

Personnel

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Approve organizational chart and job descriptions	Support	Owner	Advisor																
Develop staff handbook	Owner	Support	Advisor																
Approve staff handbook		Owner																	
Develop all recruitment marketing materials	Owner	Support	Advisor																
Arrange benefits providers	Owner	Support	Advisor																

Finalize all compensation & benefits packages	Owner	Support	Advisor																
Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all staff	Owner	Support	Advisor																
Develop interview guide for all step of all positions	Owner	Support	Advisor																
Advertise and spread job descriptions	Owner	Support	Advisor																
Recruit and hire Dean of Operations	Owner	Support	Advisor																
Recruit and hire teachers	Owner	Support	Advisor																
Perform background checks on all employees	Owner	Support	Advisor		Support														
Define policy and procedure for staff evaluation	Owner	Support	Advisor																
Develop PD plan and schedule of development and procurement of PD materials	Owner	Support	Advisor																
Negotiate and sign agreements for contracted services	Owner	Support	Advisor		Support														
Create letters for application steps (application receipt, decline note, memo of understanding, salary/benefits info sheet)	Owner																		
Create forms for employee information and record keeping	Owner	Support	Advisor																
Have staff complete employee information forms	Owner				Support														
Hold summer professional development	Owner	Support	Advisor																

Transportation

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Determine transportation needs based on facility	Owner				Support														
Create plan and timeline for transportation contracting	Owner	Support	Advisor																
Contract with transportation company	Support				Owner														
Develop transportation routes, schedules, procedures for safe and efficient transport	Support				Owner														
Communicate safety info and emergency contacts with transport provider, if applicable	Support				Owner														

Food Service

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Reach out to vendors and school food service for information and quotes; issue RFP	Support				Owner														
Define requirements, include if there are specific needs for students	Support				Owner														
ID FRL students	Support				Owner														
Select vendor and draft contract	Support				Owner														
Approve and sign contract	Support				Owner														
Develop plan and policies for food service, including delivery, menu, time logistics, disposal, etc.	Support				Owner														

Complete FRL forms and develop process for FRL reporting	Support				Owner														
Purchase POS system for lunch #s and documentation	Support				Owner														

Health & Safety

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Complete all state reporting requirements	Support				Owner														
Identify nurse and first aid resources	Support				Owner														
Develop student health record keeping process and forms, ensuring HIPA compliance	Support				Owner														
Collect medical forms from families	Support				Owner														
Plan staff first aid training	Support				Owner														
Deliver staff first aid training	Support				Owner														
Create health & safety procedures and postings	Support		Advisor		Owner														
Purchase first aid resources	Support				Owner														
Contact police and fire departments	Support				Owner														
Undergo fire inspection	Support				Owner														
Undergo building inspection	Support				Owner														
Contact Board of Health	Support				Owner														
Develop fire drill policy	Support				Owner														

Community Partnerships

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Attend community events	Owner				Owner														
Reach out to all potential community partners again and identify new potential partners	Owner	Support	Advisor																
Determine partners most likely to provide student benefit	Owner	Support	Advisor																
Devise measures of partnership effectiveness	Owner	Support	Advisor																
Agree to partnerships when previous steps fulfilled	Owner	Support	Advisor																

Family and Community Engagement

Family Handbook

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Contract for translation services as needed	Owner																		
Compare and select printer	Owner																		
Submit copy of approved handbook to printer	Owner																		
Distribute handbook to families	Owner																		

Family Communication

Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Set up nonprofit mailing status with post office	Support																		
Define information flow in school	Owner				Support														

for family contacts (office manager→ for which types of contact, etc.)																			
Define visitor procedure including tracking	Owner																		
Uniforms																			
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Contract student uniform services	Owner		Advisor																
Create uniform 1-pagers and order instructions for distribution to families	Owner				Support														
Operations																			
Technology																			
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Consider and select technology vendors	Owner				Support														
Consider and select internet provider	Owner				Support														
Consider and select phone providers	Owner				Support														
Set phone systems and answering systems	Owner				Support														
Set up internet	Owner				Support														
Scope and purchase staff technology	Owner				Support														
Scope and purchase classroom technology	Owner				Support														
Purchase postage meter	Owner				Support														

Laser copier	Owner				Support														
Information Management																			
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Create a filing system (paper and digital) for all school-related information	Owner																		
Consider and choose a Student Information System for warehousing student data and production of weekly reports	Owner																		
Develop student attendance reporting system	Owner				Support														
Purchase supplies and materials for the program	Owner				Support														
Supply Purchasing																			
Task & Notes	HOS	BOD	BES	BOP	DOO	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	
Create a comprehensive list of all items to be purchased through December of Y1	Owner				Owner														
Purchase restroom supplies and cleaning products	Owner				Owner														
Purchase arts equipment	Owner				Owner														
Purchase office supplies	Owner				Owner														
Secure janitorial services	Owner				Owner														

b. Anticipated Challenges

During the start-up phase, we anticipate three primary challenges - staff recruitment, student recruitment, and facilities.

Staff Recruitment

In Memphis, there is a shortage of qualified talented teachers. We will overcome this challenge by securing successful partnerships with local colleges and universities. Additionally, we will partner with local community partners like Teach901 and Memphis Teacher Residency as well as national non-profit organizations like Teach For America. Furthermore, we will attend recruitment events hosted by Shelby County Schools and the Tennessee Charter School Center for Teachers. We will report our staff recruitment progress to our board during our monthly board meetings. We recognize that many of these strategies are used by other schools as well. Given our unique approach to combining academics and the arts and given our proposed Head of School's experience in both education and the arts and the wide network he and the Founding Team have built, we are confident that we will provide a unique and very attractive option to local teachers. We maintain a competitive teacher scale and a strong professional community, and are excited to begin a vigorous recruitment process.

Student Recruitment

Currently in Memphis, there are several charter schools which are under-enrolled. However, as Memphis' first K-8 arts charter school, we believe our unique arts school model makes us a viable and competitive school option for parents. Additionally, to mitigate enrollment challenges, we will continue to build relationships with the early childhood and Head Start programs like Porter-Leath Early Childhood Academy to establish a pipeline for our kindergarten enrollment. We will also attend and sponsor community events and weekly information sessions, leverage online platforms, and generate a mailing list to build awareness of LCSA and recruit families, and we will take full advantage of the appeal of the arts program in all of our outreach work. We will communicate our student recruitment progress to our Board using our student dashboard and during our monthly board meetings.

Facilities

Due to limited funding in the planning year and the timeline to procure and renovate a space, we believe facilities will be a challenge. We have already begun conversations with several non-profit organizations and community partners in the Binghampton community. Our Board has already organized a Facilities Task Force, led by Daniel McPhail, Vice President of NAI Saig, a commercial real estate company and Davie Makarsky, Proposed Board Chair and Chief Operating Officer of Wright Investments, a hotel management company that manages and develops commercial real estate properties around the country. Collectively, we will work with commercial real estate brokers, contractors, and project managers to ensure we have secured an ADA-compliant space for our staff, students, and community.

Section 2.3 Facilities

a. Facilities Plan

Projected Enrollment

Luceo Collegiate School of the Arts Charter School (“LCSA”) is committed to finding and leasing a safe and suitable facility that meets the need of our inaugural 120 students in Y1 and ultimately 540 students at full capacity, and for all cohorts during our slow growth plan. Given our unique model and need for unique spaces as an arts school when compared with more traditional school facilities, we are remaining creative in our search, recognizing that the ultimate facility must be ADA compliant and fully support the needs of all students and staff. Other successful charter schools like Memphis Rise Academy¹ and Purpose Preparatory Academy² in the region have opened in start-up facilities such as modular buildings and commercial business complexes, and thus our search for facilities is a wide one. The Founding Board of Luceo Collegiate School of the Arts has consulted with experts through BES and locally to begin the facilities search. We have leveraged the real estate skillsets of two of our Founding Board members, David Makarsky and Daniel McPhail

Classrooms and Common Areas and Square Footage

For Year one, we will require the following spaces: four general education classrooms, indoor and outdoor space, one convertible arts classroom, a teacher workspace, cafeteria and a general office. We have estimated 80 square feet per student. All projected facility needs are represented in the Planning and Budget Worksheet and Budget Narrative and are afforded through secured revenues.

Figure 2.3(a) Facility Needs

	Year 1: 2021-2022	Year 2: 2022-2023	Year 3: 2023-2024
Grades Served	K & 1	K - 2	K – 3
Enrollment	120	180	240
General Education and Arts Integrated Classes			
Number of Classes	4	6	8
Sq. Ft. Per Class	900	900	900
Total Space Needs	3600	5400	7200
Arts Classes			
General Arts	1	0	0
Dance/Drama	0	1	1
Music/Art	0	1	1
Sq. Ft. Per Class	1000	1000(DD)/850(MA)	1000(DD)/850(MA)
Total Space Needs	1000	1850	1850
Special Education Services			

¹ Memphis Rise Academy, a BES School, has operated for several years in modular buildings and, in its first year, in co-located space within another charter school.

² Purpose Preparatory Academy, a BES School, opened in a fully renovated commercial building in the business district of Nashville.

Number of spaces	2	2	3
Sq. Ft. Per Class	850	850	850
Total Space Needs	1700	1700	1700
Common Spaces			
Number of spaces	1	1	1
Sq. Ft. Per space	2000	2000	2000
Total Space Needs	2000	2000	2000
Administrative Spaces			
Number of spaces	2	3	4
Sq. Ft. Per space	300	300	300
Total Space Needs	600	900	1200
Total Sq. Ft. Needs	8950	11850	13950

b. Facilities Need

In Y1 of operations, we will require an ADA-complaint building with four classrooms, indoor and outdoor space for recess, a large common area to serve as the cafeteria and one multiuse arts classroom. Additional spaces include a general office which should include administrative offices and a conference room for one-on-one services and meetings.

Long Term Facility Needs

Long-term, we will require a space to facilitate an educational program for 540 students. This space must include 18 general education classrooms, one large common area to serve as a cafeteria, indoor and outdoor space, three dance studios, three theater arts studios, three art rooms, and three music rooms. Additionally, we will require a general office space that includes six administrative offices and three conference rooms.

c. Facility Acquisition and Management

Our goal is to obtain the most fiscally optimal and programmatically suitable facility to begin our operations as a high-quality school. To do so, we have created a Facilities Task Force Team which includes proposed Head of School LeBaron McClary, Founding Board Member David Makarsky, and Founding Board Member Daniel McPhail. Both Mr. Makarsky, Chief Operating Officer of Wright Investments, and Mr. McPhail, Vice President NAI Saig Commercial Real Estate Company, have deep and seasoned experience with facility acquisitions, renovations, and project management. **Attachment F** provides details of their experience.

d. Identifying and Securing Facilities

To deliver on our model, we have two plans for securing space within the Binghampton community.

Primary Plan

In October 2019, LCSA began conversation with Maslow Development Corporation,³ a nonprofit organization that designs and develops community ecosystems of health and wellness, education, housing, and workforce development. Should we move forward with this partnership, Maslow will assist in designing a state of the arts school building for us, slated to open in Summer 2022 in the Binghampton community. As LCSA is slated to open, if authorized, in August 2021, we would use a temporary space for Y1. Please see **Figure 2.3(d)** for more details on our timeline. Once authorized, Maslow and the LCSA will begin this development project with architects and designers to ensure this new school building meets the needs of all our students.

Secondary Plan

If our primary plan fails, we plan to lease a facility for Y1 through Y3. Any facility we consider will meet the following criteria:

1. In close proximity to our target population
2. Near transportation and accessible
3. Be within our budget after performing a cost analysis for cost to lease, renovation, and maintenance
4. Have sufficient parking space
5. Have an outside recreational space for students
6. Be safe and secure for students
7. Have the potential to extend leasing options overtime

Our facilities search will be led by Proposed Head of School and the Facilities Task Force. Additionally, we will also consider the follow options for temporary facilities: Shelby County Schools district co-locations, church co-locations, storefront co-locations, school co-locations, and modular facilities options.

e. ADA, Health, and Safety Compliance

As we assess our options, we will ensure compliance with all laws associated with managing a school facility. Our Board and external architectural support will perform initial assessments on the existing sites to provide information to the Board about the existing structure and any improvements that must be made in accordance with ADA compliance. We will consult with a professional code assessor to assist in all required due diligence. After reviewing the code assessment, the Facilities Task Force will ensure compliance with all Americans with Disabilities Act requirements, City of Memphis planning review requirements, and safety requirements per T.C.A. § 49-13-107.

f. Facilities Selection, Requisition, and Occupation

Figure 2.3 (b) outlines our time for facility selection, requisition, occupation. Given our unique school model, we recognize that remodeling and renovations will mostly be necessary before school opens.

³ <https://www.maslowdevelopment.org/>.

Figure 2.3(b) Timeline for Year 1 Space

Stage	Timeline	Task	Goal
Identify Options	July – August 2020	Survey community for potential location	Work with local partners and identify possible contractors
	August 2020	Create list of all potential locations	Based on programmatic needs and within financial constraints, identify at least three facility options
Narrowing of Selections	September 2020	Perform an official assessment of potential locations	Engage architect to provide code, safety, and accessibility feedback for each property
Plan Space & Refine Selection	September 2020	Send RFP's to potential properties	Property owners submit RFP
	September - October 2020	Review RFP's	Compare actual cost and mission alignment; consideration of impact on overall budget
	September 2020	Design floor plans for each potential property	Estimate construction and/or renovation costs based on architect input
	September - October 2020	Respond to RFP and review counter proposals	Finance Committee and Facilities Task Force responds to RFPs and reviews counter proposals from property owners
Selection & Negotiation	October 2020	Select option that best meets the needs of the school and discuss negotiation strategy	With architect/contractor, Finance Committee and Facilities Task Force determine negotiation approach/strategy to finalize building
	October - November 2020	Complete Letter of Intent	Draft and send Letter of Intent to first choice
	October - November 2020	Determine any facilities needs and incentives	With property owner, identify final facility needs or benefits to rental
Finalize Lease	November - December 2020	Establish final terms and conditions and negotiate lease agreement	Review lease agreement and outline responsibilities and negotiation terms of lease
	December 2020	Complete lease agreement	Sign and complete lease agreement by Dec 31

	December 2020	Negotiate contracted services letter	Finalize contracted services for remodeling/renovation
Design	January 2021	Development of construction documents	Consult with construction companies, architects, and engineers on development of construction documents
	January 2021	Security and technology Infrastructure	Implement and secure 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 and monitor construction documents	Finance/Facilities Committee monitors progress/paperwork for construction
	January 2021	Review of project	Head of School, Finance and Facilities Committee review project documentation
	January- March 2021	Physical preparation of building and outfitting of facilities	Ordering, coordinating, and RFPs for furniture, cable, and classroom equipment for Year 1
	Construction	February – May 2021	Bidding and commencement of construction documents
March – May 2021		Talk with various vendors for cable and furniture	Response to proposals from RFP and secure contracts for accepted vendors
Closeout	May 2021	Final stage punch list	Secure safety, regulatory sign off 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
Inspection	May-June 2021	Contact authorizer with facility documentation	Board Chair communicates authorizer appropriate documentation to schedule w/SCS charter school office for walkthrough

g. Facilities Contingency Plan

Should our long-term facilities options fall through due to procurement of space, necessary renovations, or funding, we will make an effort to ensure our school opens on time and in the community. We will rely heavily on our community partners for support. We will renegotiate our terms with our short-term space provider to extend our lease and expand our space utilization to accommodate our growing school. Additionally, we will work with other non-profit organizations, faith-based organizations, and schools such as East High School to determine if there is sufficient space to accommodate our programmatic needs.

h. List of Potential Properties

Year 1 Facility

Collage Dance Collective: 2497 Broad Ave, Memphis, TN 38112

The current occupiers of this space, Collage Dance Collective, are in the process of building a new facility which should be completed Summer/Fall 2020. We are currently in conversations with the owner about our potential needs for the space.



Nickey Warehouse – Nickey Industrial Park: 2630-2656 Summer Avenue

Founding Team member Daniel McPhail is still conducting a full-scale analysis of the property. Once he has completed his analysis we will determine if this property is worth considering for LCSA.

Approximately 52,500 sq. ft. available



Midtown Cluster Supermarket: 3000 Walnut Grove Rd.

Founding Team member Daniel McPhail is still conducting a full-scale analysis of the property. Once he has completed his analysis we will determine if this property is worth considering for LCSA.

Approximately 10,000 sq. ft. available



Section 2.4 Personnel/Human Capital

a. Proposed Leadership Structure

Luceo Collegiate School of the Arts Charter School has established Y1 and full capacity organizational charts in **Attachment G**. The Board of Directors will be responsible for oversight to ensure we accomplish our mission and reach our goals. The Head of School will report directly to the Board of Directors in compliance with the policies set forth by the Board. In Y1, the Head of School will manage all teachers and the leadership team including the Dean of Operations, Dean of Curriculum and Instruction, and Dean of Student Supports. The staff and leadership team will grow yearly as enrollment increases to meet the needs of all students. At full capacity the leadership team will consist of the Head of School, Academy Directors, Director of Operations, Director of Curriculum and Instruction, Director of Student Supports, and Director of Arts Education.

b. Leadership Capacity

Proposed Head of School LeBaron McClary is a BES Fellow with several years of school leadership experience. After a successful career as a professional ballet dancer in Europe and Africa, Mr. McClary began his career in education as a dance, music, and theatre teacher at the Maru-a-Pula School in Gaborone, Botswana. Mr. McClary then created and led an arts program for a New York City Department of Education School, Clinton Hill Elementary School. Mr. McClary then transitioned to the Harlem Children's Zone ("HCZ") where he honed both his teaching and school leadership skills. While at HCZ, Mr. McClary served as an English Teacher, Network Instructional Coach (Humanities and the Arts), Director of Programs, and Director of Operations. Mr. McClary then became an Adjunct Professor for the Bard Early College program, teaching both a sociology course titled #BlackLivesMatter and a business course on Social Entrepreneurship. Following his time at Bard, Mr. McClary joined the South Bronx Community Charter High School where he served as the Lead Youth Development Specialist. Mr. McClary joined the BES Fellowship in 2019 to deepen his understanding of high-achieving urban charter schools and to further develop his capacity as a leader. With the BES Fellowship, Mr. McClary has had the opportunity to study over 30 high-performing schools and has received over 600 hours of professional development in areas such as finance, operations, academics

and school leadership. Mr. McClary will also complete a leadership residency at Ivy Hill Preparatory in Brooklyn, NY. Mr. McClary is joined by a high-capacity founding team with professional expertise across the core areas needed for the Board, a commitment to the communities and children of Memphis, and most importantly, the unwavering belief that all students can succeed. Mr. McClary's resume can be found in **Attachment H**.

c. Hiring and Evaluating the Head of School

The Head of School is hired by the Board of Directors and is responsible for all aspects of school success which include fiscal, operational, and educational management. The Head of School is responsible for ensuring the school meets the goals set forth in the charter petition.

Qualifications

- The unwavering belief that every student can succeed in life.
- Strong commitment to and belief in the school's mission and vision.
- Strong organizational skills and ability to manage multiple responsibilities at once.
- Experience in leadership and management of both adults and students.
- Knowledge of or experience in education, school finance, governance, management, or law.
- Experience in budgetary planning, accounting, and effective allocation of school resources.
- Exceptional verbal and written communication skills.
- Ability to analyze data and use information to make strategic decisions.
- Ability to approach situations with optimism and perseverance.
- Willingness to take personal responsibility.
- Open to and responsive to feedback on performance.
- Eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.
- Minimum of a Bachelor's degree; Master's or Advanced Degree preferred.

Responsibilities

- Inspire staff and student body to remain focused on fulfilling the mission of school.
- Create, monitor and sustain school culture of academic excellence.
- Manage and work closely with the School Leadership Team (Deans, Directors and Academy Directors) and other school staff.
- Manage and direct recruitment, hiring, and retention of all staff members, including salary, contract, and benefit management.
- Effectively lead school-wide community meetings in coordination with teachers, Deans/Directors/Academy Directors.
- Effectively lead all staff development and administrative meetings in coordination with the Dean of Curriculum and Instruction/Academy Directors.
- Develop a financial plan for school's capital needs to secure permanent facility for school.
- Draft and provide evaluations of all staff members.
- Work with Dean of Operations to coordinate student recruitment, lottery, admissions, enrollment, and waitlist procedures for the school.
- Lead orientation, training and evaluation of all staff members.
- Implement all student discipline, code of conduct, and behavior standards in conjunction with other leadership and teaching staff.

- Review all student academic achievement including report cards before disbursement to families, or delegate to appropriate staff upon school growth.
- Serve as primary spokesperson for school to both internal and external constituents including media, community members, parents, political leaders and representatives, and visitors.
- Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school.
- Manage and allocate school resources, including financial resources, in alignment with values of school; work with external back office providers and Dean of Operations to evaluate the accuracy of all financial documents.
- Supervise and monitor daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements, payroll benefits, taxes, staff, and school supplies.
- With the Dean of Operations, Dean of Curriculum and Instruction, and Academy Directors, prepare, oversee and submit required reports, evaluations, and data to external and funding sources.

With consideration of both the qualifications and responsibilities, the Board proposes LeBaron McClary as the Founding Head of School for Luceo Collegiate School of the Arts. Should we receive our charter, the Board of Directors will hold a formal vote to hire Mr. LeBaron McClary, establish the Head of School's salary, and adopt metrics for evaluation.

Evaluation of Head of School

The Board will evaluate the Head of School annually. The evaluation metric will include the following pursuant to TN State Board of Education Policy 5.201: 50% of the evaluation criteria shall be comprised of student achievement data, including 35% based on student growth data and 15% based on other measures of student achievement. The remaining 50% of the evaluation criteria shall 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 the Director of Schools or designee.

d. Staff Recruitment

The Head of School and the School Leadership Team (years 2 and beyond) will be responsible for the hiring process. To ensure LCSA delivers on its mission, we will recruit staff in the following ways: Develop and maintain relationships with local, state, and national graduate school and university career centers, partner with local and national organizations such as TNTP, Teach For America, and Memphis Teacher Residency, use social media platforms such as LinkedIn, Facebook, Instagram, and Twitter, leverage relationships with local partners, advertise at community and county events, and leverage professional networks such as BES. **Figure 2.4(a)** below outlines the timeline for hiring needed staff for years one and two of operation.

Figure 2.4(a) Hiring Timeline

Position	Search Begins	Ideal Search Completion
Head of School	N/A	Immediate Upon Authorization
Dean of Operations	September 2020	December 2020
Office Manager	February 2021	April 2021
Special Education Teacher	January 2021	April 2021
Founding Teachers	December 2020	April 2021
Dean of Curriculum & Instruction	January 2022	April 2022
Dean of Student Supports	January 2022	April 2022

e. Teacher Development and Support

As a core component of our school design, we believe in developing and supporting all staff, both instructional and non-instructional. **Section 2.5** outlines our full professional development plan including 17 days of North Star institute, weekly professional development, weekly observation and coaching, and eight full days of professional development throughout the school year.

The Instructional Leadership Team (Head of School in Y1 and Dean of Curriculum and Instruction, Dean of Student Supports, and Academy Directors in subsequent years) will be responsible for developing and evaluating teachers. All instructional staff will participate in a weekly instructional feedback loop. First, teachers (academic and arts) will receive at least one observation per week. Second, teachers will receive an email with feedback on their class. Third, teachers will meet with their coach (member of the Instructional Leadership Team). Finally, teachers will have the opportunity to implement strategies discussed in their coaching session in their following instructional blocks.

In addition to the instructional feedback loop, there will be a formal yearly staff evaluation process. In alignment with the Tennessee State Board of Education Teacher and Administration Evaluation Policy 5.201, Luceo Collegiate will adapt the Tennessee Educator Accelerator Model (TEAM).⁴ Formal evaluation will include student performance data, classroom management data, a self-assessment, and notes from the ongoing instructional feedback loop. The formal evaluation will provide measurable data on a teacher's effectiveness and growth areas in instruction and planning. The formal evaluation will be administered in two phases, mid-year and end-of-year. The mid-year evaluation will provide teachers with areas of success and needed improvement for the remainder of the year. The end-of-year evaluation will serve as a full year evaluation of the teacher's performance.

⁴ Tennessee Educator Accelerator Model an evaluation model designed to support educators in improving their practice. <https://team-tn.org/>.

The end-of-year evaluation will occur during the month of April each school year, before the end of staff closeout.

f. State Approved Evaluation Model for Teachers

Pursuant to State Board Policy 5.201, Luceo Collegiate School of the Arts will adapt the Teacher Effectiveness Model to observe and evaluate teachers.

g. Unsatisfactory Performance

If a staff member’s performance is unsatisfactory, LCSA will implement a detailed improvement plan. Any improvement plan will clearly outline the staff member’s goals and benchmarks, the support the leadership team will provide, as well as a weekly/daily check-in structure. In the case where there is no improvement, other options like formal write ups and dismissals will be considered. The Head of School will oversee all improvement plans for school-based staff. As vacancies arise, the Head of School and the Dean of Operations will initiate the hiring process in alignment with the policies adopted by the Board of Directors.

The Board holds the Head of School responsible for making progress towards LCSA’s mission and goals. The Board will evaluate the Head of School on academic performance as measured by our goals and benchmarks, on student enrollment and attendance, disciplinary issues, parent engagement, fiscal responsibility, and timely and regular reporting to the Board. The Head of School can be immediately dismissed for the following: unethical or illegal behavior, gross misconduct, mishandling of school funds, or gross underperformance of responsibilities. The chart below describes the actions the school will take in the event of an emergency leadership transition.

Figure 2.4(b) Emergency Leadership Transition Plan

Action Step	Description of Transition Step
Communication	<ul style="list-style-type: none"> • The Board Chair will be identified as the primary point of contact, notifying all board members of the transition, and leading the discussion on next steps. • The Board Chair will send communication on circumstances and recommended plan of action to Board for approval and school staff for information. • Once the full Board has approved a plan of action, the Board Chair will send a message to the organization’s key stakeholders, e.g., the authorizer, funders, parents, and BES, detailing the plan. • The Board will ensure ongoing access to key stakeholder contact lists and to critical passwords, such as those used for social media accounts.
Interim Management	<ul style="list-style-type: none"> • In case of an emergency transition, the Board will designate a leadership team member as acting Head of School. • The acting Head of School has limited executive power. S/he will be appointed by Board to provide leadership during planning and/or implementation phases of an executive search.

Financial Oversight	<ul style="list-style-type: none"> • The Board will ensure that the Chair and Treasurer are signatories on the school's checking accounts to enable business to continue in the case of an emergency Head of School transition. • The Board will ensure ongoing access to current contact details for all financial advisors, accountants and back-office providers, and key funders. Finally, the Board will ensure that a schedule of key activities and deadlines, such as the IRS Form 990 is current and accessible.
Executive Search	<ul style="list-style-type: none"> • The Board will immediately convene an ad hoc committee composed of the Chair and two other Board members and chaired by the Chair.

h. Hiring and Dismissing School Personnel

After an official offer has been made and accepted, the candidate will enter the onboarding process. The onboarding process consists of completing the following documents:

1. Offer Letter: Sign and submit the offer letter
2. Payroll and Tax Forms: Complete a direct deposit form (with check), Form I-9, Form W-4, TCRS Form Certified
3. Personnel Forms: Complete a personal bio, new hire sheet, and emergency contact form
4. Certification: As applicable, submit all certification documents and fill out forms as needed, register for PRAXIS tests as needed
5. Background Check and Fingerprinting: Complete criminal background check and fingerprinting

Dismissal may occur in the event of failure to comply with written warning, professional improvement plan, and/or specified behaviors not in alignment with our professional norms. Any behavior by staff members or the Head of School that is unethical, illegal, or constitutes gross misconduct can lead to immediate termination without warning. LCSA is an at-will employer; employment can be terminated by the employee or by LCSA, with or without cause, at any time and for any reason.

i. Compensation

LCSA's compensation for teachers is based on a three-tiered system. Starting salaries for teachers will be decided by their teaching proficiency: Emerging, Proficient, and Master Teacher.

Figure 2.4(c) Three-Tiered Teacher Compensation System

Tier	Description
Emerging Teacher	<ul style="list-style-type: none"> • Starting salary set at \$46,000 • Joins with less than two years of teaching experience
Proficient Teacher	<ul style="list-style-type: none"> • Starting salary set at \$48,500 • Joins with 2-3 years of measurable data showing student gains (acceptable forms include TVAAS, state assessments (TNReady), or nationally normed assessment data)
Master Teacher	<ul style="list-style-type: none"> • Starting salary set at \$51,000

	<ul style="list-style-type: none"> Comes with at least 3-5 years of measurable data showing student gains (acceptable forms include TVAAS, state assessments, or national normed assessment data) Eligible to apply for leadership positions, sets them on leadership pipeline track
Dual Certified Teacher	<ul style="list-style-type: none"> \$3,000 stipend in addition to their salary for SPED and/or ELL Certification

j. Contracts

Luceo Collegiate School of the Arts Charter School is an at-will employer. Consequently, either the employee or the School may terminate the employment relationship at any time with or without cause. No person other than the Head of School has the authority to enter any agreement for employment for any specified period, and any such agreement must be in writing.

k. Employee Manual

The Luceo Collegiate School of the Arts employee handbook is provided as **Attachment I**.

Section 2.5 Professional Development

a. Overview of Professional Development Plan

At LCSA, we believe that outstanding teaching achieves outstanding results. To facilitate outstanding teaching, we must properly prepare our teachers and staff. **Figure 2.5(a)** outlines our professional development plan.

Figure 2.5(a) Professional Development Plan Snapshot

PD Type	PD Description	# of Days
North Star Institute	17 full days of training prior to the start of the school year led by the School Leadership Team	17
Full Day PD	Teachers will participate in eight full-day training sessions led by the School Leadership Team. These sessions will include data analysis days.	8
Weekly PD	Weekly three-hour PD sessions will be led by the School Leadership Team every Wednesday, consisting of content knowledge building, team specific (grade, content, etc.) meetings, and case conferencing (data dive on individual students to improve academic or behavior outcomes).	3 Hrs./Weekly
Instructional Feedback Loop	All instructional staff will participate in a weekly instructional feedback loop led by the Head of School (Y1) and other members of the Instructional Leadership Team in subsequent years.	Weekly

Collaborative Planning	Planning time for co-teaching (general education, SPED, ELL, and arts teachers). These meetings may also be led by the Instructional Leadership Team.	Minimum of 1 Hr./Weekly
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b. Professional Development Facilitation

The School Leadership Team will be responsible for professional development. In Y1, the Head of School will be responsible for planning and leading all professional development sessions. As the school grows, both in enrollment and consequently in staffing, other members of the School Leadership Team will also be responsible for planning and leading professional development sessions. All Deans (Curriculum and Instruction, Student Supports, and Operations) will be responsible for leading professional development sessions according to their expertise.

To ensure teachers and staff have access to high-quality professional development, the Head of School will also leverage external facilitators when necessary. The Head of School will maintain collaborative relationships with the Founder and Head of School of Ivy Hill Preparatory Academy, Ambrosia Johnson, and the Founder and Head of School of Memphis Merit Academy, Lakenna Booker (both Ms. Johnson and Mrs. Booker were BES Fellows). Both founders have extensive knowledge in early childhood literacy and will support our team in strengthening their instruction. Additionally, the Head of School will leverage relationships with local and national institutions such as Bard College: Institute for Writing and Thinking and the University of Pennsylvania: Penn Literacy Network, two organizations that train educators on using literacy strategies across all content areas like math, science, and history. We will also participate in instructional development such as Teach Like a Champion training, CGI Math Teacher Learning Center trainings, and Great Minds Eureka Math trainings.

c. Core Components of Professional Development

Summer Institute

Before each school year begins, teachers will have the opportunity to attend 17 full days (8:00 am – 4:00 pm) of training during our North Star Institute. Training topics include, but are not limited to; school model, school culture, discipline, data, school policies, emergency procedures and protocols, HR policies, academics and pedagogy, arts integration, and more. The Summer Institute provides the School Leadership Team an opportunity to fully immerse new and returning teachers into the culture and practices of Luceo Collegiate School of the Arts.

Full-Day Professional Development

During the academic year, teachers will participate in eight full-day professional development sessions. These sessions will address the current needs of the school and provide time for deep data analysis. During data days, teachers will analyze data from nationally-normed assessments such as STEP as well as internally created interim and unit assessments. Teachers will use their analysis to develop individualized action plans for students that outline gaps and plans to close those gaps through resources, intervention, additional instruction, blended learning and RTI² sessions. Teachers will also develop strategies for parents to support students at home with identified gaps.

Weekly Professional Development

The weekly professional development sessions will be used to strengthen teaching practices. Teachers will participate in model classes, actively discuss teaching/facilitation strategies, analyze student work, improve individualized action plans, and work collaboratively on arts integration lessons.⁵ All students at LCSA participate in arts integration classes that focus on strengthening literacy skills. These classes are co-taught by the arts instructors and teachers. Kindergarten through second grade teachers will collaborate with an arts teacher on Reader Theatre facilitation and strategies, third grade through fifth grade teachers will collaborate with an arts teacher on Narration facilitation and strategies, and sixth grade through eighth grade teachers will collaborate with an arts teacher on the Father Stan facilitation and strategies. Additionally, during weekly professional development, teachers and the instructional leadership team will have an opportunity to case-conference students.⁶

Instructional Feedback Loop

The instructional feedback loop is our weekly coaching system to help teachers improve their craft. Each week the Instructional Leadership Team will observe each teacher and provide detailed written feedback for each teacher to review. Detailed feedback will include observed strengths and areas for growth as well as one or two specific strategies that the teacher should use to improve their practice. A member of the Instructional Leadership Team will schedule an in-person meeting with the teacher to discuss the feedback, practice instructional techniques, and monitor progress towards long term action steps. The teacher will have until their next observation to incorporate the strategies provided by members of the Instructional Leadership Team.

d. Orientation Schedule

The North Star Institute serves as the primary source of training for all new staff. Additionally, new staff members will complete pre-work to orient them to the philosophies behind Luceo Collegiate School of the Arts. This pre-work may include articles, books, videos, and papers on education, school culture, and the arts that are foundational to LCSA's vision. The Lead Founder and Proposed Head of School, LeBaron McClary, has experience developing and coaching teachers on arts-integrated curriculum which he has done at the Harlem Children's Zone/Promise Academy Charter Schools and South Bronx Community Charter High School. LCSA will also leverage arts partnerships with organizations like Collage Dance Collective and Hattiloo Theatre. **Figure 2.5(b)** provides an outline of the 17 days of North Star Institute.

Figure 2.5(b) Sample North Star Institute Schedule

When	Who	What	Facilitator
Week 1	All Staff	Mission, Vision, Philosophy, Core Values, Culture, Principles of Youth Development, Team Building	Head of School

⁵ Model classes are opportunities for teachers to lead, participate or observe a mock class led by the Instructional Leadership Team or fellow teacher.

⁶ **Figure 2.5(g)** outlines case-conferences.

Week 2	All Staff	School-wide Procedures, Classroom Procedures, Assessment and Data	Head of School and Dean of Operations
Week 3	Instructional Staff	Special Populations, Using Literacy Across Content Areas, Instructional Moves, Arts Integration, Teach Backs ⁷	Head of School
Week 4 (Abbreviated Week) ⁸	Instructional Staff All Staff	Teach Backs, Curriculum, Unit Plans, Lessons Plans, Team Building	Head of School and Dean of Operations

e. Future Leadership Capacity

At Luceo Collegiate School of the Arts, we believe in developing the next level of leadership. The Head of School intentionally hires individuals with demonstrated leadership capacity. Staff, both instructional and operations, will have opportunities to advance their careers by demonstrating instructional, operational, and cultural effectiveness. These promotions will be determined by observation and performance data and the staff member’s ability to engage in coaching. The Dean of Operations will be able to develop into the Director of Operations. Through observation and student data, Master Teachers will have the opportunity to serve as grade team or content level leaders. These grade and content level leadership roles position Master Teachers to advance to the Instructional Leadership Team as the Dean of Student Supports or Dean of Curriculum and Instruction. Arts Instructors will have the opportunity to advance to the Director of Arts Education. The Director of Curriculum and Instruction and the Director of Student Supports will be able to transition into Academy Directors.

f. Development Differentiation

Multiple times throughout the school year, teachers will have the opportunity to request to attend outside professional development trainings. The School Leadership Team will use that data, as well as identified areas of growth, to develop individualized training pathways for all staff members. For example, if data shows that a teacher is struggling with classroom management or if a teacher expresses interest in learning more strategies for managing their classes, the School Leadership team will support that teacher with an individualized training pathway. During Summer Institute, when appropriate, veteran teachers will have the opportunity to participate in separate training from new staff based on their individual needs and performance from the previous year. Arts teachers will attend discipline-specific trainings to better develop their craft as well as improve integration of arts and other academics, which is unique to the LCSA model.

g. Mid-year Onboarding

⁷ Teach-backs are sessions where teachers and the school leadership team support one or more teachers by serving as students for practice lessons.

⁸ The last two days of this week are reserved for school and classroom preparation, and parent meetings.

All staff members hired mid-year will receive foundational training as a part of the onboarding process. The Head of School and Dean of Operations will conduct individual or group trainings with all new hires. Upon completion of the onboarding process, new hires will receive an adjusted schedule inclusive of half trainings and half classroom observations. The weeklong half-day trainings will consist of the mission, vision, philosophy of the school, any and all technology and software trainings, special populations trainings, school culture, instructional practices, literacy across all content areas, arts integration, and discipline trainings.

Section 2.6 Insurance

a. Insurance

Figure 2.6(a) Insurance Coverage and Limits

Insurance	Limits
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 Tennessee 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
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 Coverage 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 Insurance

Luceo Collegiate School of the Arts Charter School has begun conversing with several insurance providers. Each provider has years of experience working with and insuring charter schools. We will ensure our insurance provider abides by the 10-day cancellation provision, pursuant to T.C.A. § 49-13-107(b)(19). We look forward to designing an insurance program that not only meets Shelby County Board of Education needs but also the needs of the school. **Attachment J** details a provisional letter from Gallagher Insurance, Risk Management, and Consulting.

Section 2.7 Transportation

a. Daily Transportation Services

Luceo Collegiate School of the Arts Charter School (“LCSA”) plans to provide limited bus transportation services to students in all years of operation. We plan to contract with Durham School Services. In Y1 through Y3, we plan on offering one bus route; in Y4 and Y5 we plan on offering two bus routes. We have allocated \$45,000 for one bus in Y1 through Y3 and \$90,000 for two buses in Y4 and Y5. We will provide our families with as much assistance as possible and will reassess our transportation offerings each year to address the needs of our students and families. We will reallocate funds if needed to ensure all our students have access to school. For all students whose IEP requires

transportation, we will provide such services in all years; as we cannot foresee what those particular needs are until student enrollment, we will monitor those needs closely and ensure all budgetary details align with student needs.

b. Extra-Curricular Transportation Services

LCSA will not operate buses for afterschool, Saturday school, or summer school sessions. If bus transportation services are needed during school sponsored field trips, we will provide bus transportation services.

c. Transportation Plans

LCSA does not plan to purchase a school bus; however, we will release a Request for Proposal for all qualified vendors. The Board will determine the vendor based on financial viability. This relationship between the vendor and LCSA will be overseen by the Dean of Operations in all years. Moreover, LCSA will provide special transportation, when necessary, for all students who require it because of a disability.⁹ Additionally, the Dean of Operations will serve as the Transportation Supervisor. LCSA will comply with the following state and federal laws and regulations:

Tennessee Code Ann. § 49-13-114:¹⁰

- a. If a public charter school elects to provide transportation for its pupils, the transportation shall be provided by the school or by agreement with the local board of education (LEA) within the district in which the school is located in accordance with chapter 6, part 21 of this title. If a public charter school elects to provide transportation other than through an agreement with the LEA, the school shall receive all funds that would have been spent by the LEA to provide such transportation. If a public charter school elects not to provide transportation for its pupils, the school shall not receive the funds that would otherwise have been spent to do so.
- b. For pupils who reside outside the district and who have been approved by the governing board of a charter school to attend a public charter school, the school is not required to provide or pay for transportation.
- c. At the time a pupil enrolls in a public charter school, the school shall provide the child's parent or guardian with information regarding transportation.
- d. Both the school and the LEA in which the school is located shall include in their annual reports what transportation plans are in effect for charter schools.

Tenn. Code Ann. §49-6-2116:¹¹

- a. Each local board of education and charter school, and charter management organization as applicable, that provides or contracts for transportation services shall appoint a transportation supervisor responsible for the monitoring and oversight of transportation services for the district or school.
- b. Each transportation supervisor shall complete a student transportation management training program developed jointly by the departments of safety and education upon being appointed

⁹ Costs for transportation services for students with disabilities will be allocated in all years as needed in response to IEP service requirements.

¹⁰ <https://law.justia.com/codes/tennessee/2018/title-49/chapter-13/section-49-13-114/>.

¹¹ <https://law.justia.com/codes/tennessee/2017/title-49/chapter-6/part-21/section-49-6-2116/>.

and, thereafter, shall complete a minimum of four hours of annual training approved by those departments; provided that the annual training shall not be required in the same year the management training program is completed.

- c. By February 15, 2018, each LEA and charter school, and charter management organization as applicable, shall submit to the department of education the name of the transportation supervisor. By August 15 of each school year thereafter, each LEA and charter school, and charter management organization as applicable, shall submit to the department the name of the transportation supervisor and verification that the transportation supervisor has completed the training required under subsection (b). The department must be promptly notified of any change in transportation supervisor that occurs during the school year.
- d. Every LEA and charter school governing body shall adopt a transportation policy relative to the safe transport of students. This policy shall include:
 1. A procedure for students, parents, teachers and staff, and the community to report school bus safety complaints;
 2. A procedure for the transportation supervisor to investigate any complaint of a safety violation or concern, such that:
 - i. The investigation is commenced within twenty-four (24) hours of receipt;
 - ii. Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the director of schools that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver; and
 - iii. Within sixty (60) school days of receipt of a complaint, a final report is issued to the director of schools in writing that includes any findings of the investigation and any action taken by the transportation supervisor in response to the complaint;
 3. A requirement that each school bus serving the district or charter school be equipped with the phone number for reporting complaints on the rear bumper;
 4. A process to provide annual notice to students and parents regarding the process for reporting complaints; and
 5. A policy or procedure for the collection and maintenance of the following records, regardless of whether transportation services are provided directly by the LEA or charter school or via contractual agreement as authorized under § 49-6-2101(d):
 - i. Bus maintenance and inspections;
 - ii. Bus driver credentials, including required background checks, health records, and performance reviews;
 - iii. Driver training records; and
 - iv. Complaints received and any records related to the investigation of those complaints.
 - v. As part of its responsibilities related to student transportation, the department of education shall, at a minimum:
 1. Develop and deliver, in collaboration with the department of safety, the student transportation management training program required under subsection (b);

2. Establish, in collaboration with the department of safety, a system for monitoring district and charter school compliance with all applicable state and federal laws regarding student transportation services; and
3. Prepare, in collaboration with the department of safety, and annually update and disseminate guidelines on best practices for the management of student transportation services.

d. Lack of Transportation Services

As outlined above, we will offer transportation services.

Section 2.8 Food Service

a. Description of Food Service

Luceo Collegiate School of the Arts Charter School (“LCSA”) plans to contract with Shelby County Schools’ nutrition and meals service plan to have meals delivered to the school daily. Nutrition will be managed by the Dean of Operations. We will ensure compliance with all applicable county, state, and federal guidelines and regulations regarding our food service. Proper storage locations will be identified for necessary equipment such as coolers for milk and warmers for meals. We will closely monitor our food and drink handling, distribution, and waste management. Should we decide to find another vendor, the Board will release a Request for Proposals. The Board will select a vendor based on price, meal content and compliance such as milk varieties offered, sodium content, and fruits and vegetables provided. As defined by current regulation of the National School Lunch Program, vendors must provide milk in a variety of fat contents. Sample contract provisions 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. Provider will substitute food components for a student with disabilities that restricts their diet.

b. Plans to Meet the Needs of Low-income Students

We expect to serve an approximately 90% low-income student population. We will ensure all families complete forms to report household income so that free or reduced-price lunch can be offered to all families who qualify.

c. FRL Information Collection

To collect information on students who qualify for free or reduced-price lunch, LCSA will ask families to complete an income verification form once they have accepted a seat for their child. The families may elect to complete the form to determine students who are eligible for free or reduced-price lunch.

Section 2.9 Additional Operations

a. Technology

To ensure all students have access to technology, we have included in our budget a 1:3 Chromebook to student ratio purchase each year. This initial purchase prior to school opening will allow four classrooms of students to participate in literacy rotations with 10 students engaging in blended learning and adaptive computer software at a time. During NWEA MAP testing, our schedule will provide each of the four classes a different time throughout the day to use the computers for the assessment. RTI² Implementation, benchmark testing, and progress monitoring may require students to use Chromebooks. The Head of School and School Leadership Team will develop a schedule to ensure every child is tested during the benchmarking window using the Chromebooks. The Head of School will apply for grants to increase the amount of technology available to students each year.

Additionally, our budget includes a laptop for every staff member each year. Each classroom will receive a document camera, projector, and sound system for daily instruction delivery. We have included in our budget funds for school phones and wireless internet to effectively deliver instruction to our students. Staff at LCSA will have access to a copier, included in our budget as a copier lease.

b. Student Information System

We will ensure compliance with the Family Education Rights and Privacy Act (“FERPA”) and state regulations regarding student privacy and disclosure of student data and records. We will protect our students’ names and other information prior to enrollment, during enrollment, and after they have completed our academic program or withdrawn. The Dean of Operations, with direct oversight by the Head of School, will directly manage the Student Information Management system, PowerSchool SMS, and any other system housing student information and data. The Head of School, Dean of Operations, and Office Manager will be responsible for safeguarding students’ personal information. Student information will only be released with written permission from the parent/guardian to disclose any personally identifiable information from students’ records, in alignment with FERPA. This information includes grades, evaluations, behavioral data, IEPs, Section 504 plans, and health records. If student information is shared with permission, this will be documented within the student file. The Head of School, Dean of Operations, and Office Manager will have access to PowerSchool SMS operated by Shelby County Schools to update attendance, grades, and promotional data. The Head of School, Dean of Operations, and Office Manager will proactively notify parents and students prior to disclosing personally identifiable information from the student’s education records.

c. School Health and Nursing Services

In compliance with the Coordinated School Health Program, LCSA will contract with Well Child to provide on-site nursing services. The Dean of Operations will supervise the School Nurse, ensuring that any nurse provided by Well Child meets the credentialing and certification requirements

designated by Title 68, Chapter 1, Part 12. Additionally, the Dean of Operations will ensure the nurse is providing all contracted services to the school's satisfaction. The nurse will provide health care assessments, interventions, medication, and follow up care for students. Should specific student needs exceed the nursing and health services outlined in the contract, we will determine whether the contingency budget can suffice to meet those needs. If additional funds are required, the Head of School will review the budget with the back-office provider and reallocate funds to ensure we meet all student needs.

d. Safety and Security

To ensure the safety and security of students, staff, guests, and property we will:

- Ensure security of the entry points to the facility;
- Establish and enforce visitor guidelines for entry;
- Ensure a protocol and policy for visitors and tours in the building;
- Ensure security and policy establishment for drop-off and pick-up of students;
- Ensure background checks for all staff and volunteers of LCSA;
- Create and enact crisis and emergency plans tailored to our facility and needs of students;
- Properly train staff on all safety policies and protocols;
- Create drill and practice schedule for all safety and crisis plans.

The School Leadership Team will ensure all entry points of the school are locked during school hours and that there is one main entry point where visitors must be given access by the Office Manager. Only persons named on the authorized list may pick-up a child from school after verifying their identity through a state issued ID card. If this list needs to change, the school must be notified in writing by the family to be reflected in our record. All building tours will be scheduled with the Office Manager at least 48 hours in advance. All guests must sign in at the front desk, specify purpose of visit, and provide state-issued ID to retain for our visitation records. All volunteers must be cleared by the Head of School and successfully complete a background check prior to interacting with students. In compliance with § 49-6-(801-814), the Head of School and Dean of Operations will develop emergency plans including the responsibilities of each staff member to ensure the safety of all students within six months post-authorization. Two months prior to the start of school, the Head of School and Dean of Operations will revisit plans to ensure all student needs such as ADA considerations and supports are reflected in the emergency plans and that the specifics of the actual facilities are taken into consideration.

The Dean of Operations will develop a calendar of drills for crisis and emergency plans, including:

- Building Intruder
- Outside Threat
- Evacuation/relocation
- Fire
- Tornado
- Earthquake
- Incident near school property
- Serious injury

- Bomb threat

e. School Maintenance

LCSA will contract with a school maintenance vendor for custodial services and staffing. We will contract a daytime person to support during school hours and an evening person to prepare the building for the following day. If the facility has greater than anticipated needs, the Head of School and Dean of Operations will work with the back-office provider to consider the financial impact of hiring a building manager.

f. Any Additional Operations as Applicable

LCSA is in conversation with several potential Back Office Providers. Upon authorization, we will select a back office provider to support LCSA with the following:

1. Budget development, analysis, and management
2. Monthly financial reports
3. Establishment of payroll logistics
4. Assistance with contingency budget iterations and execution

g. Contracts with Education Services Providers

Not applicable.

Section 2.10 Waivers

Please see all requested waivers below.

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
T.C.A. § 49-3-306(a)	Licensed Personnel Salaries	We will ensure our staff is paid appropriately, at regular intervals, and in a timely manner, disclosed the start of each year. We have selected a fiscal year of July 1 to June 30. Salary ranges will be determined by evidence of effectiveness based on standardized tests and nationally normed assessments.	Recruitment efforts will be towards recruiting highest quality mission-aligned teachers. Our competitive compensation for teachers is based on student achievement rather than years of experience or advanced degrees.
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	The capacity to determine our own facility allows us to find locations suited

		our proposed zip code and target community.	to both our financial projections and the needs of our program. This will enable us to best leverage our resources for other program needs.
T.C.A. § 49-5-503	Tenure	Luceo Collegiate School of the Arts will contract teachers and staff through an “at-will” status with the school.	To maximize student academic progress and deliver on our school model, we require more control over staffing infrastructure to retain, recruit, and support the best talent.
T.C.A. § 49-6-1003	Safety Instruction	LCSA requests a waiver of the requirement of principals to teach road safety instruction for fifteen minutes per week.	We maximize every minute of the school day to support students’ needs through extended literacy and math instruction, arts education, arts integration, and intensive individualized interventions.
T.C.A. § 49-6-2206	Use of Unapproved Books and Instructional Materials	Our Head of School and Dean of Curriculum and Instruction will determine the curriculum necessary for each school year, which may include textbooks not listed on the approved books or approved instructional materials list. Our team will ensure instructional material and books selected are aligned to TAS and students will participate in the required state assessments.	To ensure that we can provide our students with the tools and knowledge they need to thrive in high school, college, and life, we will require a high amount of flexibility in our curriculum and instructional materials.
T.C.A. § 49-6-3004	School Term	Students will attend 181 days based on annual school calendar. Staff will participate in 17 days of pre-service PD, in addition to eight full PD days throughout	In order to ensure our students have access to high quality instruction, rigorous academics, and the

		the year. The School Leadership Team determine PD content based on student achievement data, classroom observation and coaching trends, and teacher input.	arts through consistent, research-based, and data-driven professional development, we need flexibility with duration, content, and structure.
T.C.A. § 49-6-4002	Formulation and administration of behavior and discipline codes	The Instructional Leadership Team will formulate and administer a discipline policy that meets all students' needs to produce a learning environment conducive to learning that is safe and supportive. The disciplinary policy will ensure there is no discrimination by race, gender, religion, disability, or any other demographic factor.	Our college-focused school culture is safe and supportive and focuses on the academic, artistic, and behavioral needs of all students. We understand behavior, the arts, and academics are parallel and will leverage these components to develop the whole child.

State Board of Education Rule or Policy	Description of Rule or Policy	Proposed replacement Rule, Policy or practice	How this waiver will increase student achievement
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 Wednesdays, with students departing at 1:00 pm instead of 4:00 pm.	The abbreviated Wednesday schedule for students allows LCSA to provide teachers with weekly professional development. This additional time helps teachers maintain their skill development and meet the needs of all students.
0520-01-03-.03(3)	Class size for Grades K-12	We request a waiver for class size requirements which limit maximum class size of students in K-3 (average class size =20, max 25), 4-6 (average class size= 25, max 30), 7-8	Our program projects to enroll 30 students per class in K-3. By expanding class size to 30 per class

		(average class size=30, max 35).	rather than 25 in grades K-3, we will be able to leverage our two-teacher model.
0520-01-03-.03(5)	Duty Free Lunch Period	We request a waiver of duty-free lunch periods for teachers, so teachers may support during recess and lunch periods. Teachers will receive at least 40 minutes of planning time during the day, outside of the lunch and recess periods.	Adequate supervision during lunch and recess is essential to maintaining our positive, orderly school culture.
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 in our classrooms, with general education teachers directly managing the libraries and monitoring student usage of library materials.	Libraries inside classroom 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-.02	Salary Schedules	LCSEA will create a system of determining salary based on teacher quality and effectiveness, as measured by a comprehensive annual evaluation including students' performance on standardized tests and nationally-normed assessments.	We commit to hiring, retaining and promoting based on effectiveness in order to ensure that the highest quality teachers and staff serve our students.
0520-01-02-.03(6)	Principals	Our instructional leadership positions (Head of School, Deans of Curriculum and Instruction, and Dean of Student Supports) 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 without being 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.
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Section 3.1 Planning and Budget Worksheet

Please see **Attachment O**.

Section 3.2: Budget Narrative

Please see **Attachment P**.

ATTACHMENT A: Annual School Academic Calendar

LUCERO COLLEGIATE SCHOOL OF THE ARTS CHARTER SCHOOL

2021 - 2022 School Calendar

May 2021						
Sun	Mon	Tue	Wed	Thu	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						

July 2021						
Sun	Mon	Tue	Wed	Thu	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 15						

September 2021						
Sun	Mon	Tue	Wed	Thu	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						

November 2021						
Sun	Mon	Tue	Wed	Thu	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						

January 2022						
Sun	Mon	Tue	Wed	Thu	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						

March 2022						
Sun	Mon	Tue	Wed	Thu	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						

May-22						
Sun	Mon	Tue	Wed	Thu	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: 2						

Key	
Professional Development (NO SCHOOL FOR STUDENTS)	
Assessments	
Family Events	
No School	
First/Last Day of Quarter	
Total Instructional Days: 181	
Total Professional Development Days: 25	

Important Dates	
May 3 - July 2: Home Visits/STEP Window	
May 3 - June 9: Community Engagement Activities	
July 12 - August 3: Staff Orientation	
August 28 - 29: Parent Orientation	
August 4: First Day of School/First Day of Quarter 1	
August 16 - August 20: NWEA MAP Assessment Window	
August 23 - September 2: STEP Assessment Window	
September 3: Staff PD (NO SCHOOL FOR STUDENTS)	
September 6: NO SCHOOL - Labor Day	
September 15: Family Cafe (Progress Reports)	
September 16: Family Breakfast (Progress Reports)	
September 28: LatinX Heritage Month Celebration	
October 8: Last day of Quarter 1	
October 11-15: NO SCHOOL - Fall Break	
October 18: Staff PD (NO SCHOOL FOR STUDENTS)	
October 19: First Day of Quarter 2	
October 20: Family Cafe (Report Cards)	
October 21: Family Breakfast (Report Cards)	
October 25 - November 2: STEP Assessment Window	
October 29: Try & Treat (Halloween Event)	
November 11: NO SCHOOL - Veteran's Day	
November 16: Thanksgiving Community Dinner/Show	
November 19: Staff PD	
November 24-26: NO SCHOOL - Thanksgiving Break	
December 6 - December 14: STEP Assessment Window	
December 15: Family Cafe Night (Progress Reports)	
December 16: Family Breakfast (Progress Reports)	
December 21: Winter Wonderland Celebration	
December 21: Last day of Quarter 2	
December 22 - January 2: NO SCHOOL - Christmas Break	
January 3: Staff PD (NO SCHOOL FOR STUDENTS)	
January 4: Staff PD (NO SCHOOL FOR STUDENTS)	
January 5: First Day of Quarter 3	
January 12: Family Cafe Night (Report Cards)	
January 13: Family Breakfast (Report Cards)	
January 17: NO SCHOOL - MLK Jr. Day	
January 24 - January 28: NWEA MAP Assessment Window	
February 4 - February 14: STEP Assessment Window	
February 15: Family Cafe Night (Progress Reports)	
February 16: Family Breakfast (Progress Reports)	
February 22: Black History Month Celebration	
February 25: Staff PD (NO SCHOOL FOR STUDENTS)	
March 11: Last Day of Quarter 3	
March 14 - 21: NO SCHOOL - Spring Break	
March 21: Staff PD (NO SCHOOL FOR STUDENTS)	
March 22: First Day of Quarter 4	
March 29: Women's History Month Celebration	
March 31 - April 8: STEP Assessment Window	
April 6: Family Cafe Night	
April 7: Family Breakfast	
April 22: Staff PD (NO SCHOOL FOR STUDENTS)	
April 29: LCSA Family Day	
May 9 - May 13: NWEA MAP Assessment Window	
May 16 - May 23: STEP Assessment Window	
May 18: Family Cafe Night	
May 19: Family Breakfast	
May 26: Last Day of School	

June 2021						
Sun	Mon	Tue	Wed	Thu	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						

August 2021						
Sun	Mon	Tue	Wed	Thu	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: 2						

October 2021						
Sun	Mon	Tue	Wed	Thu	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						

December 2021						
Sun	Mon	Tue	Wed	Thu	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: 0						

February 2022						
Sun	Mon	Tue	Wed	Thu	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: 19 PD Days: 1						

April 2022						
Sun	Mon	Tue	Wed	Thu	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						

Jun-22						
Sun	Mon	Tue	Wed	Thu	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: 20						



STUDENT AND FAMILY HANDBOOK
This document includes LCSA Discipline Policy

Overview¹

Luceo Collegiate School of the Arts Charter School (LCSA) will open its doors to 120 Kindergarten and first grade students in August 2021. We intend to be one of the highest performing elementary public schools in the City of Memphis and our nation. We will achieve our mission by providing every student with the academic skills, knowledge, and ethical foundation to be set on the path to college from the very beginning of their education.

School, Family, Student Accountability

LCSA has high expectations for our staff, families, and student. We believe that a high- quality education requires the coordination and commitment of everyone involved in our student's education. We know that families have made a choice for their child(ren) to attend LCSA and we promise to always prioritize your child's education and future. We are a public charter school, therefore signing these contracts is not required for attendance in our school. However, these contracts serve as a reminder and an agreement of our expectations for school, family, and student accountability.

School, Family, and Student Contract

Parent/Family Contract

Attendance and Promotion:

1. I commit to supporting LCSA's rigorous academic program, high expectations of student behavior, and extended day and school year.
2. I commit to ensuring my child arrives at school on time, in the proper uniform, each day for a full day of learning. Exceptions are made only if my child is sick or not able to participate in daily instruction due to a family emergency.

Homework and Academic Support:

3. I commit to reviewing and monitoring my child's homework, academic progress, and behavior reports regularly.
4. I commit to ensuring a calm and quiet place for my child to complete lifework and read each night.
5. I will sign my child's homework folder and behavior log each night and support them when they need help and encouragement.
6. I commit to communicating and asking questions of LCSA when I need clarification about my child's educational experience.

Behavior and Dress Code:

7. I understand my child will have consequences and/or lose privileges if my child does not comply with rules and expectations of the school.
8. I understand my child's behavior will be managed through the RTI² behavior process, and a suspension may be issued for offenses outlined in our Student Discipline Policy.
9. I understand LCSA works to ensure a safe environment for all students and bullying will not be tolerated in any form.
10. I understand that my child will participate in Arts Education and Character Development Program.
11. I commit to ensuring my child is in the proper uniform each day.

¹ Luceo Collegiate School of the Arts Handbook is been influenced by two recently authorized schools, Memphis Merit Academy and Beacon College Prep, and we draw extensively here from their handbooks. We are grateful to the generosity of both schools and their leaders, and the training of BES which has informed their work as well as our own.

Family Support and Communication:

- 12. I commit to communicating and working as a part of the team to ensure my child excels both academically and behaviorally. I will review and sign daily behavior logs, progress reports, report cards, and any correspondence sent home by the school.
- 13. I have read and understand the Code of Conduct.
- 14. I commit to my giving my effort to these commitments to give my child the opportunities s/he deserves and needs.

Parent/Guardian Signature: _____

Student Contract

- 1. I understand the core SHINE values of Support, Honor, Inspire, Navigate, and Excel and will do my best to always follow them.
- 2. I commit to attending school every day unless I experience sickness or an emergency.
- 3. I commit to completing all my assignments with excellence, giving my best work every time.
- 4. I commit to completing my homework every night. The work will be neat, placed in my STAR Folder, and submitted to my teacher daily.
- 5. I commit to adhering to the Code of Conduct at LCSA and all school functions.
- 6. I commit to following the LCSA uniform policy and dress code.
- 7. I commit to communicating on a regular basis with my parents/guardians about my progress including grades, assignments, goals, and my behavior.
- 8. I have read and understand the Code of Conduct.
- 9. I commit to making my best effort to these commitments to give myself opportunities I deserve and need.

Student Signature: _____ Student Print: _____

School Contract

High-Quality Instruction and Rigorous Academics:

- 1. We commit to being fully prepared to teach each day by completing weekly prep, anticipating student misconceptions, and reviewing data for Tier I, II, III instruction (RTI2).
- 2. We commit to continuous professional development and desire to refine my practice to provide students with an excellent education.

Respect and Equity:

- 3. We commit to respecting every student and being responsive to their needs. We will ensure students always respect each other.
- 4. We commit to teaching LCSA's SHINE values to develop each student's character. We commit to communicating to families on each child's progress towards the SHINE values.
- 5. We commit to recognizing and rewarding students that are excelling through our program and providing interventions for those struggling.
- 6. We commit to providing a consequence for behaviors that warrant one, as outlined in our discipline policy.

Communication:

- 7. We commit to communicating with families about each student's academic and behavior progress regularly.

8. We commit to returning parent phone calls, emails, and conference request in a timely manner.

Homework:

9. We commit providing daily homework to reinforce new learning.
10. We commit to communicating with families if a student needs more support or fails to complete homework.

Safety:

11. We commit to providing a safe school environment inclusive of all students. We commit to adhering to ADA compliance and regulations annotated in Tennessee law regarding charter schools.
12. We have read and understand the Code of Conduct.
13. We commit to making our best effort to provide a high-quality education that provides all students with opportunities, regardless of demographics.

School Representative: _____

Attendance Policy

Luceo Collegiate School of the Arts students can arrive for breakfast as early as 7:15 AM daily, Monday-Friday and remain at school until 4:00 PM except on Wednesdays. The doors open at 7:15 AM with the late bell ringing at 7:45 AM and convening Morning Meeting. On Wednesdays, students are released early at 1:00 PM. In the event a student is going to be absent, the parent/guardian must contact the office by 7:30 AM. We commit to a daily attendance rate at or above 96%.

Excused Absences

Excused absences are classified as the following:

- a. Personal illness, homebound, hospitalization of scholar, injury, pregnancy, circumstance. The Head of School may request a conference with the Student Support Coordinator to determine if additional supports are needed due to absences after 10 days have been accumulated throughout the year. A doctor's note must accompany any additional absences.
- b. Serious illness or death of a student's immediate family.
- c. Student participation in school-sponsored activity such as performances, high school trips, or college trips,
- d. Religious holidays and special holidays regularly observed by specific faith groups. Students are excused for absences of class or school day due to religious observance of a holiday deemed sacred by a religion of the student. The student will be allowed to make-up any missed work without penalty.
- e. Absences due to court orders, subpoena, or court summons are excused.
- f. Circumstances beyond the student's control at the discretion of the Head of School may be excused.
- g. Deployment of the student's parent or guardian enlisted in the United States Armed Forces, inclusive of the National Guard or Reserve called to active duty.
 1. The student shall be given one day of excused absence for deployment and one absence for the return for deployment of the parent or legal guardian.

2. Students may be given excused absences for up to 10 days to visit scholar's parent or guardian if the parent is granted rest and recuperation leave and is also stationed outside of the country.
 3. Students may be given excused absences for up to 10 days of accumulation throughout the school year for visitation during deployment of parent or guardian. The total excused absences for deployment related reasons may not exceed 10 cumulative days.
- h. A scholar may be given an excused absence when participating in a non-school sponsored event or activity at the discretion of the Head of School. The parent or guardian must provide documentation to the Office Manager of proof of participation in the activity. Documentation must be in writing at least 7 business days prior to the absence. Once documentation is received, parent or guardians will fill out a request for excused absence which shall include student full name, school ID, grade, dates of anticipated absence, reason for absence, signature of both student and parent. The Head of School or designee will approve the request and notify the parents in writing of their status of excused absence. To ensure all students are receiving the learning and support they need to be successful in life. The Head of School may cap the number of non-school related activities deemed as excused absences. The Head of School shall not excuse more than 10 absences annually for students participating in non-school related activities. Any absence not outlined above shall be considered unexcused absences.

Unexcused Absences

Any absence from school for reasons other than those listed above will be considered an unexcused absence. If a student has excessive unexcused absences s/he will be deemed as truant. LCSA will follow Tennessee State Law TCA 49-6-3007 when reporting truancy.

Late Arrival and Early Dismissal

All Parents/guardians must call the school in advance and provide a written note to the teacher explaining the need for late arrival or early dismissal. LCSA discourages late arrival or early dismissal except in the case of an emergency and strongly encourages families to schedule appointments for Wednesday afternoons whenever possible. The parent/guardian must sign out the scholar in the main office with the Office Manager before removing the student from the school. Per district policy, the school will document early dismissals or late arrivals as partial absences if the student is present for less than 3 ½ hours of instructional time on a given day.

Make-Up Work

Any excused absences will warrant an opportunity for students to make up any missed schoolwork. All students will be expected to make-up work to receive credit for missed classwork within 10 days of initial missed absence. Any missed work not made up during this time may negatively impact a student's class grade. Teachers will provide students with extra support on missed work during breakfast, recess, and choice time until work is made up. If absences exceed 10 days, the family must attend a meeting with the Head of School to determine a plan for make-up work and support for the student to be on track for the remainder of the school year.

Inclement Weather

LCSA will follow Shelby County Schools for school closures, delays, and early dismissals due to inclement weather. We will announce any closure, delay, or early dismissal through automated phone calls and texts, social media, local television and radio stations and our school website.

Family Involvement

In alignment to commitments signed in the parent/guardian contract, we expect our parents to participate in the child's learning via the following ways, but not limited to:

- Parent Orientation
- Parent Café Nights
- Parent Breakfast
- LatinX Heritage Month Celebration
- Try and Treat Halloween Event
- Thanksgiving Community Dinner/Show
- Winter Wonderland
- Black History Month Celebration
- Women's History Month Celebration
- LCSA Family Day

Health

In the event a student becomes ill during school hours or is ill during the school day and not able to stay in class, the parent/guardian will be called to pick up the child for early dismissal. Therefore, accurate emergency contact information is needed on file for adequate communication. If a child needs to take any prescription medicine, the parent/guardian must obtain the appropriate documentation from the doctor giving school staff permission to administer it to your child. If at any time during the school year your child contracts one of the following infectious diseases, please seek medical attention and avoid bringing the child to school. The following diseases, but not limited to, apply flu, chickenpox, conjunctivitis, strep throat, lice, stomach flu/virus, ringworm.

Homework

Homework is a vital component of our academic program. LCSA will assign homework every night, including weekends. We believe it is vital for parents/guardians to review their child's homework each night. Homework includes 15 minutes of required reading every night, including weekends, holidays, and vacations. All students will be given a LCSA STAR folder that includes work that needs to be completed as well as a nightly Reading Log. If homework is consistently late, missing, incomplete, or of poor quality, the parent or guardian will be notified.

Assessments

In addition to traditional classroom assessment measures, we use a standard assessment system to determine student's reading levels. The STEP Assessment will be administered five or six times per year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. These results will determine the reading grade level that will be noted on report cards. Interim assessments in Math, Reading, and Writing will

be administered 4 to 6 times per year. All students will take the NWEA MAP test in the Fall, Winter, and Spring.

Progress Reports, Report Cards and Parent-School Meetings

Teachers and staff will use daily SHINE reports, academic progress reports, and report cards to communicate students’ academic and behavioral performance. Parent will also receive bi-weekly check-ins for their child’s North Star (advisor). Report cards must be signed and returned to school. Parent-school conferences will be held at the end of each quarter as noted on our annual calendar.

Promotion Policy

LCSA’s promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. It ensures that a student can be successful in the academic challenges of the next grade level. Grade-level promotion is determined based on attendance, student mastery of content as depicted in final grades, and final exam requirements. Below is a chart for grade promotion at LCSA. Additionally, we consider the whole child and may retain students who demonstrate significantly below grade level social development.

Promotion Criteria

Grade Level	Grading Scale ²	Attendance
K – 2	Class average $\geq 70\%$	Absent ≤ 12 days
3 – 5	Class average $\geq 70\%$	Absent ≤ 12 days
6 – 8	Class average $\geq 70\%$	Absent ≤ 12 days

Proficiency and Growth Level for Step

Grade Level	Ending Grade Expectation	Growth Expectation
Kindergarten	Achieved STEP 3	3 or more levels of growth each year
1 st Grade	Achieved STEP 6	
2 nd Grade	Achieved STEP 9	
3 rd Grade	Achieved STEP 12	
4 th Grade	Achieved STEP 15	
5 th Grade	Achieved STEP 18	

Special Education

LCSA will provide a Free and Appropriate Public Education (“FAPE”) to all students. FAPE mandates that the school provides access to general education and specialized educational services. A student may receive special education services only through the proper evaluation and placement procedure. Parent/Guardian involvement in this procedure is required. A parent or guardian who believes his/her student may have a disability that interferes substantially with the student’s ability to function properly in school should contact the Head of School.

² Grade scale class average refers to all classes.

School Culture

The practices LCSA employs for student behavior will provide Tier I behavioral support for all students. Teachers will always follow these three steps when giving directions to scholars: (1) Clearly communicate the explicit directions they need the students to follow; (2) Positively narrate student behavior to support them in following directions; (3) Take corrective action with students still not following directions. This proactive approach will ensure that students receive the necessary information and support to be able to meet our behavioral expectations. We use a color system in grades K-5 and a 4-Step process for middle school

Elementary School Color System

Color	Description
Gold	Exemplary SHINING Star
Green	Good day
Blue	Student required some redirection but persevered – Okay day
Purple	Student struggled to follow directions – behavior recorded in Kickboard
Red	Student have severe difficulty following directions and required a behavioral conference – behavior recorded in Kickboard

Middle School 4-Step Process

Step	Description
Step 1	A student will be discretely redirected by teacher
Step 2	A student's name will be written on the board
Step 3	A student will have a private one-on-one conference with teacher
Step 4	A student's behavior will be recorded in Kickboard and the teacher will call home to family.

Student Code of Conduct

The LCSA Code of Conduct outlines our tiers of infractions that violate our behavioral expectations and the corresponding consequences that result. Families will learn about the levels of infractions and consequences and Code of Conduct during our Family Orientation prior to the start of school. When scholars violate the Code of Conduct, they face a clear series of consequences with appropriately ladder steps of school responses. We have four tiers for infractions that students may commit in violation of our behavior system:

- Tier 0 – Behavior Addressed Through Teacher Management Strategies (Minor Infractions)
- Tier 1 – Core Value Violations (Moderate Infractions)
- Tier 2 – Conference Level Infractions/Repeated Tier 1- triggers informal review of RTT² Behavior Framework Data Review
- Tier 3 – Severe Infraction

Tier 0 – Behavior Addressed through Teacher Management Strategies (Minor Infractions)	
Infractions	Consequences

Not actively participating in class Not following directions after teacher; intentional disruption of class; no exhibiting core value values; violations of school rules; out of seat without permission; tardy to class; out of uniform; not tracking the teacher; incomplete Lifework; talking out of turn.	For infractions of our classroom expectations, teachers enforce consistent classroom consequences and use consistent management techniques. These consequences are explained to families during Family Orientation Sessions, and include verbal or written warnings, a timeout, a seat change within the classroom, loss of SHINE incentives, written notice home, or loss of privileges, including but not limited to scholars sitting silently or away from their peers during class or during snack time or lunch; participating in detention, either during or outside of school hours; and missing school events, trips, or activities.
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Tier 1 – Core Value Violations (Moderate Infractions)

Infractions	Consequences
Disrespect of an adult, including rolling eyes, sucking teeth, or other such body language, defiance, or rudeness; Disrespect of a fellow student, such as name-calling, insulting, or excluding; Disrespect of the school, such as drawing on a table or book, taking school supplies without permission; Unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums; Leaving class without permission; Use of inappropriate language; and disruption of class.	If a student commits a moderate infraction of our expectations and core values, a scholar will receive an immediate Core Value Violation. The process for disciplining Core Value Violations, which will be documented daily in Kickboard for parents to review scholar behavior.

Tier 2 – Disciplinary Action/Serious Infractions or Repeated Tier 1 Violations (Trigger for RTI₂ Team to perform Informal Review of Previous Behavior Infractions)

Infractions	Consequences
Gross disrespect of a fellow student, staff member, or school property; Using or possessing over-the-counter medication.	If a student commits an infraction at this level, the scholar may receive an out-of-school suspension. Before the student may return to class, the family must meet with a designated member of the school staff.

Tier 3– Severe Infractions

Infractions	Consequences
Assault against administrator, teacher, fellow student, or member of the school community; Repeated or excessive out-of-school suspensions; Repeated and	We have zero tolerance for behavior that constitutes a danger to the physical well-being of students and/or staff. For severe infractions of this nature, students may be subject to suspension and/or expulsion by the

<p>fundamental disregard of school policies and procedures; Possession, use, or transfer of drugs and alcohol; Destruction or attempted destruction of school property including arson; possession of any weapon or prohibited dangerous object.</p>	<p>Head of School as detailed in the response on suspension and expulsion above.</p>
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Protecting the Rights of All Students

When applying our discipline policy to scholars qualifying for special education services, LCSA will comply with all laws and regulations, including IDEA and Section 504 of the Rehabilitation Act of 1973, to ensure that we are adhering to all accommodations and modifications outlined in a student’s IEP or 504 plan. We will work in partnership with each student, family, and related services if necessary, to create an individualized behavior intervention plan to support the success of every student, in adherence to our RTI2 behavior supports protocol and ensuring that all services as required continue to be provided.

If a student were to accumulate 10 days of suspensions, we will hold a manifestation meeting to determine if the behavior is a manifestation of any disability or special need. The school may only move forward with the discipline if it is determined that the student is consistently receiving all supports and accommodations and the behavior was not a manifestation of the student’s disability. If the suspension does occur, the student will receive all missed assignments and will be supported by members of our Special Education department in completing them while receiving all special education services as required.

When a student is approaching their 10th day of suspension, LCSA will provide written notice to the parent/guardian of the consequence being considered and schedule a manifestation determination meeting. This meeting will be held within 10 days of the date of the decision to discipline the scholar. All parents are encouraged to attend manifestation meetings.

The Scholar Support Team and school psychologist must:

1. Determine whether the misconduct is related to the student’s disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student’s IEP and placement. The behavior is not a manifestation of the student’s disability if:
 - a. The student was given appropriate special education supplementary aids and intervention strategies; and
 - b. The behavior incident is not a manifestation of the disability.
2. Determine the appropriateness of an interim alternative educational setting, for up to 45 days, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so it will not recur.

When the conduct is a manifestation of the student’s disability, the school will address the student’s behavior through a functional behavior assessment (FBA). Following the FBA, the school will develop

or modify a behavior intervention plan (BIP) to address the behavior in question. The student is returned to the placement from which he or she was removed unless the parent and school agree to a change of placement.

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. LCSA will review and modify as necessary, any behavior plan which might be in place to address the behavior so that it does not reoccur.

Bus Conduct

The following are expectations for the bus:

1. Students must always be seated in their assigned seat.
2. Students must be respectful.
3. Students must keep their hands, feet, and all other objects inside the bus at all times.
4. Students must follow the code of conduct as in the classroom. Bullying behavior will not be tolerated. Fighting, harassment and any other behavior creating an unsafe environment are forbidden.

Uniform Policy

At LCSA, all students will be required to be dressed in a full uniform each day of school. We believe that uniforms create a sense of unity, equality, and professionalism for our community. We have included in our budget for all new students to receive one free uniform.

LCSA Uniform Guidelines

Item	Requirement
Shirt/Outerwear	Grey or White Luceo Collegiate School of the Arts Polo Shirt. All shirts must be tucked in at all times. All outerwear must be removed upon enter the building
Pants/Bottoms	Black, Khaki or Grey pants or skirt
Belt	Black belts only and must be worn daily
Shoes and Socks	Any (open-toe shoes are not allowed)
Accessories	Only small stud earrings are allowed to prevent injury during arts and integrated arts classes.

School Safety

LCSA may take reasonable action against a student and/or parent/guardian for failure to follow school policies and procedures that may risk the safety and security of scholars, staff and school community, including arrival and dismissal from LCSA. Please refer to the LCSA Code of Conduct.

Visitor Policy

To ensure student safety, all visitors must report to the main office upon entering the building and sign-in with the Office Manager. Visitors must always wear a visitor badge on a school lanyard around their necks. Any visitor, including a parent/guardian, who does not report to the office or is found in the building without authorization will be asked first to sign-in and second, if not compliant, to leave immediately.

Families and community members are welcome to tour the building and observe classes. All building tours must be scheduled with the Dean of Operations at least 48 hours in advance and must be accompanied by a staff member.

Family Communication

It is vitally important that LCSA have methods of contacting parents or other family members in case of emergency, illness, or behavior requiring immediate family contact. Parents should notify the office of moves, changes of home or emergency telephone numbers, address and/or places of employment as soon as possible. In case of an emergency, parents or guardians should contact the main office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from the Head of School or Dean of Operations.

Grievance Policy

LCSA's Board of Directors has the following Grievance Policy as a guide for parents and guardians to solve possible grievance issues in the most effective manner. This policy serves as a guideline, but the LCSA Board of Directors has the final decision in all matters that take place under the direction of its school. The following procedure will be followed whenever a parent/guardian has a grievance:

1. The parent/guardian is to set an appointment to meet with the teacher or staff member involved in the grievance. The teacher and/or the parent/guardian may request that the Head of School or his/her designee be present.
2. If the issue is not resolved, the parent/guardian may ask for a meeting with the Head of School.
3. If the issue remains unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board of Directors of LCSA for a final decision. Board will review the complaint and issue a response within 30 days of hearing the complaint. If Board does not address the complaint to his or her satisfaction, individual may file a complaint for Shelby County Schools School Board. A parent/guardian may file a complaint with the Tennessee Department of Education at any time if he or she believes that the school has violated any federal or state law or regulation.

ATTACHMENT D: Student Enrollment Policy¹

Nondiscrimination Policy

In compliance with T.C.A § 49-13-107(b)(9) and our mission to educate all students, Luceo Collegiate School of the Arts Charter School (“LCSA”) 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), we will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of our 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. Luceo Collegiate School of the Arts 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 1, and will close the final business day of March, which in 2021 will be March 31 at 5:00pm. Any applications received after close of business on the final business day in March 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 Luceo Collegiate School of the Arts Charter School, the following preferences shall apply:

1. Pupils attending public schools within the LEA in which Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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), Luceo Collegiate School of the Arts Charter School preserves the right to reserve 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), Luceo Collegiate School of the Arts Charter School will give preference to siblings of a student already enrolled in the school.

¹ This document is informed by the resources of BES and as has been provided as part of their training.

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) proof of residence, TN Health Certificates must be filled out by medical providers for all Kindergarteners, seventh graders and any new students to Luceo Collegiate School of the Arts Charter School. Physicals are required for all new students to Luceo Collegiate School of the Arts Charter School. According to state law, students must be 5 years old on or before August 15, 2021 to enroll in kindergarten.

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 twenty (20) days of the close of application period, on or before April 20, 2021, during which names will be randomly selected for each available seat. Within fifteen days, on or before May 5, 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. Any student that does not secure a seat based on the lottery will be granted a space on the waitlist. Parents/guardians will be notified by email and mail of their child's waitlist status at the same time as students accepted into the school. Any student accepted from the waitlist will have 2 weeks from the date of acceptance to accept the available seat by submitting all required enrollment paperwork to the Office Manager. Luceo Collegiate School of the Arts Charter School 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.

Waitlist

A waitlist will be formed after available seats are filled during the lottery. During the lottery, once all available seats are filled, Luceo Collegiate School of the Arts 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. Luceo Collegiate School of the Arts 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 does 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 Luceo Collegiate School of the Arts 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 Perspective Partners & Letters of Support

Carl Schneider
382 Williford Street
Memphis, TN 38112
(303) 907-3014
carlschne@gmail.com

Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

Dear SCS Charter Review Committee,

I had the privilege of meeting LeBaron McClary at a Stand for Children advocacy meeting. As a rule, I'm quite skeptical of adding more charter schools in Memphis. However, upon speaking with Mr. McClary, it was clear to me that his school, Luceo Collegiate School of the Arts is responding to a gap in school choice in Memphis.

As a student of public schools, my arts education gave me innumerable skills that I still use to this day. Some days as a student, knowing that I would get to take choir or acting would be a motivating factor in my attending school on a given day. It also gave me a sense of community and connection.

Mr. McClary's prestigious Julliard education and his experiences with arts education and working with the community-school model at the Harlem Children's Zone makes him a uniquely ideal candidate to open a community arts school in Memphis.

I am confident that given the opportunity, Mr. McClary will serve the students of Shelby County with pride and joy and ensure they get access to new, high-quality arts opportunities.

Sincerely,

Carl Schneider
Director of School Support, ALLMemphis
Community Organizer, Stand for Children



February 1, 2020

Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

To Whom It May Concern:

My name is Vanessa Anderson and I write this letter in support of the founding of Luceo Collegiate School of the Arts in Memphis, Tennessee. Luceo will be a college preparatory school with a focus on the fine and performing arts. I have known its founder, LeBaron McClary, for over three years and have full confidence in his ability to carry out the school's mission.

I first met Mr. McClary when we worked at Harlem Children's Zone's Promise Academy High Schools, he as Director of Programs and Operations, Humanities Instructional Coach and Adjunct Faculty in the Bard Early College Program at Harlem Children's Zone and I as Director of the Bard Early College at Harlem Children's Zone. A classically trained dancer, he developed and expanded HCZ's arts programming and made sure that they played a pivotal role in both day school and after-school. Mr. McClary was an invaluable consultant in programming for the Bard program and since we've parted ways, has shared his youth development expertise and remained a thought partner to me in my new role as Founding Principal of Bard High School Early College DC.

I selfishly would love for Mr. McClary to join my staff at Bard DC in a leadership role, but Washington DC already has quality college preparatory schools as well as a world class school for the fine and performing arts. Memphis needs Mr. McClary and Luceo Collegiate School of the Arts. I wholeheartedly support the school's founding and Mr. McClary as its leader. Should you need any more information, I can be reached at 917-627-6975.

Sincerely,

Vanessa Anderson

Vanessa Anderson, PhD
Principal
Bard High School Early College DC

**Bard High School Early College DC
4430 H St SE, Washington, DC 20019
Principal: Dr. Vanessa Anderson
Phone: 202-898-4664/Fax: 202-729-4347**



January 15, 2020

Re: Commitment of Start-Up Funds to Luceo Collegiate Charter School

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 Luceo Collegiate Charter School contingent upon its charter authorization. These funds will be characterized as a \$325,000 grant.

Sincerely,

Aasimah Navlakhi
Chief Executive Officer



February 2, 2020

Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

Shelby County Schools Authorizer:

The Luceo Collegiate School of the Arts Charter School Founding Board of Directors understands the tremendous responsibility of governing a school. These responsibilities include oversight of school's academic progress, organizational health, and fiscal responsibilities which include fundraising. We know that fundraising for any purpose takes strategic planning, determination, and consistency. While the daily operations of the organization will be managed by school staff, every Board member has an ongoing responsibility to fundraise on behalf of the school.

Every member of the Founding Board of Directors plans to make an annual contribution to the school. The Board has set an annual goal for Year 0 (planning year) and Year 1 at \$20,000. This goal will increase to \$25,000 for Years 2 and 3 and then \$30,000 for Years 4 and 5. To accomplish our goals, we will work together as a Board and leverage our personal networks. As a Board, we will donate and/or raise at least this amount to support the school.

The Founding Board of Directors hereby memorializes its commitment to donate and/or raise \$20,000 during the planning year 2020 – 2021. We will renew our commitment annually as part of Luceo Collegiate School of the Arts annual development plan.

On behalf of the Founding Board,

A handwritten signature in black ink, appearing to read "David Makarsky". The signature is written in a cursive style and is positioned above the printed name and title.

David Makarsky
Proposed Board Chair

B. Chris Simpson
1192 Mary Jane Cove
Memphis, TN 38116
bchris.simpson@gmail.com

February 2, 2020

Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

To the Committee,

One of the best things that serves as an anchor in the life of a child is self-confidence. Such confidence can be instilled by education, expression and encouragement. The Luceo Collegiate School of the Arts will offer these three things to our young people so as to ensure that they will have a future that is bright, shining light on themselves, their peers and our city. As a friend and fellow collaborator with LeBaron McClary, I am confident that his personal integrity, academic prowess and impressive pedigree will serve Shelby County Schools in unique and beneficial ways.

Mr. McClary's vision for Luceo Collegiate is to make certain that educational standards are second to none. This school's focus on literacy and math falls in line with the school board's desire to educate our children more rigorously. In addition to this, the school's commitment to a collegiate preparatory curriculum is the exact thing that will give students in Memphis the added edge to compete with others in the state and beyond.

Memphis is home to many amazing performers. Within the DNA of our city is the rhythm of the blues and the sounds of soul and rock music. This school will take that rhythm and infuse it into even more forms of expression through the performing arts. Memphis has no school that will rival this one and no man with the expertise that Mr. McClary was afforded in his studies at Julliard. This school will ensure that Memphis keeps and expands its bragging rights in the area of the performing arts.

Luceo Collegiate will also develop a network of support designed to encourage each student toward personal and academic success. It will partner with families and be led by teachers who share the "vision of village" that ensures each student has a group of people who believe in him or her.

As a former board member of the Memphis Mid-South YMCA who works closely with youth programming, a current board member of HopeWorks, Inc., a classroom teacher to inmates at the Shelby County Division of Corrections, public speaker, as well as, a resident and pastor in Whitehaven I can attest to the need for our community to have self-confidence, for without it our young people are ruined. Luceo Collegiate School of the Arts and Mr. McClary will be a huge asset of bringing self-confidence to our children.

Regards,

B. Chris Simpson

B. Chris Simpson

Pastor, Holmes Road Church of Christ

Founder, UnpopularMe

901-343-5007

bchris@unpopularme.com

www.unpopularme.com



Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

January 18, 2020

Dear Committee Members,

I am writing you to express my support for the authorization of Luceo Collegiate School of the Arts. I am the owner of a small community-minded business in Binghampton, and I have had the pleasure of meeting with LeBaron McClary to learn about his vision for this new proposed school. I was very impressed with Mr. McClary's passion for educating young students and artists, and he has a very strong background that I believe will support him in succeeding in this endeavor.

Our community clearly needs more quality education opportunities, and especially those that incorporate the arts as an essential component of their learning journey. Many of our community's youth are being denied access to quality arts education experiences, and I think this is limiting their ability to express themselves in positive ways and to be creative problem solvers.

We would be thrilled to see Luceo Collegiate School of the Arts open and thrive in our neighborhood. We hope you will strongly consider the authorization of this school. Thank you!

Sincerely,

A handwritten signature in cursive script that reads "Kristin Fox-Trautman".

Kristin Fox-Trautman
Owner, INSPIRE Community Café
kristin@inspirecafememphis.com



I am writing this letter in support of Luceo Collegiate School of Arts.

My name is Milton Stewart, MBA. I know LeBaron through a church friend and meeting him at a Stand for Children meeting in the Breaking the School to Prison Pipeline area. We had lunch and had an extensive conversation about education, equity and the framework for trauma-informed schools. I was very impressed that is why I support the authorization of Luceo Collegiate School of Arts.

As a fellow educator and Memphian I want nothing less but the best opportunities for our students. Quality education and quality schools transform lives and ultimately our Memphis community. Quality education personally took me from growing up in Section 8 housing to a Master's Degree and the ability to give back to my city.

According to Momentous Institute, an organization that is based out of Dallas that works with the social-emotional health of students in holistic ways did an assessment of Memphis schools and youth. Momentous realized that Memphis has one of the most traumatized youth populations that they have ever accessed. Unfortunately, there are not enough therapists and counselors to get to every kid that has ACEs(Adverse Childhood Experiences) so the next best options are the arts. This is why I am in full support of Luceo because it will have a strong emphasis on incorporating the arts into students' education. There are too many stats to include stats that show the beneficial impact of having arts in schools. We also have many successful individuals that were saved by the outlet of having arts in school.

One prime example is one of my mentees was having a really hard time in school due to a lot of the trauma he has had in his past. His grades were low and his behavior was disengaged. I registered him at Playhouse On The Square youth acting program this past fall. Since he did that program his grades have increased, he has more self-confidence and he has a much better effort in his classes.

A handwritten signature in black ink, appearing to read 'Milton Stewart'.

Milton C. Stewart, MBA
Founder and Certified Enneagram Coach
Kaizen Careers, Coaching and Consulting LLC



January 27th, 2020

Derwin Sisnett
Founder & Partner, Maslow Development Inc.
6374 S. Massey Hill Dr.
Memphis, TN 38120

Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

Dear Charter School Review Committee,

On behalf of Maslow Development Inc., I would like to share my enthusiastic support for LeBaron McClary and for the authorization of Luceo Collegiate School of the Arts. LeBaron's personal and professional experiences prove his capacity as a compassionate, socially conscious, and dedicated educator who seeks to make the arts accessible to all students.

As part of our mission at Maslow, we believe in developing high-quality schools that do not exist in a vacuum, but instead are part of a strong ecosystem, whereby education, housing, health & wellness, and workforce assets come together to create a holistic community. By creating the city's first performing arts charter school, Luceo Collegiate's mission and vision for the students of Memphis fit Maslow's belief in the power of strong educational programs to transform and empower the community around it.

In the Fall of 2019, Maslow and Luceo Collegiate School of the Arts began forging a partnership to have Luceo Collegiate's campus anchor Maslow's Lighthouse Project: a mixed-use development in Binghampton that will be anchored by a K-8 school and include mixed-income housing, a health & wellness center, and an entrepreneurship & small-business hub. A high-quality school based in performing arts and anchoring a holistic ecosystem will be tremendously beneficial for Luceo Collegiate's students and families as well as the broader Binghampton community.

LeBaron's background as an educator and artist—with deep experience in community ecosystem building—equips him to lead a high-quality performing arts school for the Binghampton community of Memphis in a location less than a mile away from Memphis' premiere black ballet company, Collage Dance Collective. While studies show that arts education is directly correlated with positive academic outcomes, Luceo Collegiate will have the opportunity to build on the performing arts movement that is taking shape in a community that needs strong academic anchors.

Please do not hesitate to reach out if you have any questions or require additional information.

Sincerely,

Derwin Sisnett

Ayanna Perkins

1545 Bonnie Dr. Memphis, TN 38116 (901)870-6704

prkins10@memphis.edu

January 22, 2020

Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

Dear Review Committee,

It is with enthusiasm that I give my support the authorization of the Luceo Collegiate School of the Arts. As a Memphian, an educator, and a lifelong student of educational reform, I recognize the need for an Elementary school that celebrates the Arts. I was glad to learn that LeBaron McClary was embarking on the arduous process of applying for authorization of a Charter school with a focus on the Arts and Literacy. When I met LeBaron McClary, he was a new member of the Urban League Young Professional and new to the city. In just a few weeks, he had immersed himself in the history and culture and demonstrated his commitment to serve. From committee meetings to service events, LeBaron has found the time to engage and form relationships with Memphians and community leaders that will be paramount in his first years as a school leader in Memphis.

I support Luceo Collegiate School of the Arts because Memphis needs a school that is uniquely positioned to expose students to the Arts. The vision for this school is similar to the arts education that I personally experienced through optional programs at Memphis City Schools. As a student of John P. Freeman Optional School and Whitehaven High School, I had access to an excellent public school experience. In Elementary school, we were required to learn to play an instrument and had continuous access to programming for music, art and language classes. These schools were proof that excellence in academics and excellence in extracurriculars could coincide. However, after graduation, I came back to Memphis and worked for Shelby County Schools. I noticed the shift in the traditional public schools from elective classes like Debate, Journalism, and Art to a primary focus on core classes and preparation for standardized testing. While I am sure that this was not the case at all schools, my conversations with my colleagues from across the district who taught elective courses revealed frustration. At the same time, I had the opportunity to see Middle College High School and Soulsville High School consistently excel and develop well-rounded students. If authorized, Luceo can have the curricular and operational freedom to create such experiences on the primary levels.

Ayanna Perkins

1545 Bonnie Dr. Memphis, TN 38116

(901)870-6704

prkins10@memphis.edu

To my knowledge, there is only one Elementary school in Memphis with an explicit focus on the Arts, Rozelle Elementary. While there may be more, they are not near Binghampton, Sherwood or Sea Isle areas. Access is incredibly important on the primary levels and Luceo will be able to bring that experience to the communities that need it the most. Additionally, with LeBaron's community connections and his experience with working in the Harlem's Children's Zone, Luceo could become a hub for the community.

I know that schools can change communities. They become woven into the fabric of the neighborhood's consciousness. I imagine Luceo becoming a part of that identity by exposing students and their families to the Arts, parents to resources and teachers to high quality, culturally relevant professional development.

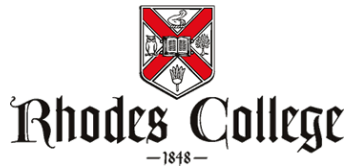
Best,

Ayanna Perkins

Ayanna Perkins

Career Specialist, Education and Related Fields at the University of Memphis

Vice President of the Memphis Urban League



Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

January 27th, 2020

Dear Charter School Review Committee,

I hope this message finds you well. My name is Aixa Marchand and I am an assistant professor at Rhodes College. In addition, I am also a member of the Memphis Urban League Young Professionals organization alongside LeBaron. As soon as LeBaron and I met we quickly began talking about our passion for education and previous experiences as teachers. It was clear to me then that LeBaron had expertise as well as the determination to make a positive impact on youth through education and the arts.

It was through those early conversations with LeBaron that I learned about the inception for his idea for Luceo Collegiate. I was intrigued and refreshed to hear someone so clearly discuss the need for and importance of arts within education. In addition to that, I appreciated his desire to build on a foundational belief that all students can succeed and that good teaching is the precursor to learning and academic success. I wholeheartedly agree with his belief that investments in our students and our schools are investments in our larger community. Above all, I am excited to see that Luceo Collegiate not only focuses on academics but believes in the importance of families as partners and character development, which signifies their attunement to the whole child

I believe that with the global experiences that LeBaron has had as a dancer, his past positions as a teacher, director of programs, and instructional coach at Harlem Children's Zone, as well as the support and professional development that he is receiving through BES positions him to be a school leader who can and will make a positive impact for youth within Shelby County Schools.

With that, I am writing to support the opening of Luceo Collegiate, a school that will offer rigorous academics and a high quality education for Memphis youth, while recognizing that students are more than just data points as evidenced with their focus on the arts, character development, family, and connections with the community. I am excited for a space like this within the city. If you have any questions feel free to reach out to me.

Sincerely,

Aixa D. Marchand, Ph.D.

Assistant Professor of Psychology and Educational Studies



TWO RIVERS PUBLIC CHARTER SCHOOL

January 27, 2020

Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

To Charter School Review Committee:

I have had the pleasure of working with LeBaron McClary in various capacities. We worked together for many years serving the young people of Harlem, New York. During that time, I learned how LeBaron valued the arts and exceptional education for all students. His high standards and love for children is infectious. As an instructional coach, he transmitted that vision to all the teachers he supported. As a fellow University of Pennsylvania student, I can also attest to his commitment to learning and growing in his practice.

This letter is not only in support of the authorization of Luceo Collegiate School of the Arts but in support of my dear colleague, LeBaron McClary. It is with great pride and joy that I submit this letter for your consideration in the authorization of Luceo Collegiate School of the Arts.

Sincerely,

Muronji Inman-McCraw
Principal, Two Rivers PCS Middle School
1234 4th St, NE
Washington, DC 20002



Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

January 22, 2020

Dear Charter School Review Committee:

This letter of support is being written on behalf of the Luceo Collegiate School of the Arts' application for charter authorization through Shelby County Schools.

I have been professionally involved with education, technology, business and edtech investment as a professor; Director of Academic Computing; product developer and designer; founder and CEO of Educorp Consultants Corporation; Co-CEO of Core Learning Group (CLG) and bigchalk, a venture holding group; Executive Director of Curriki (www.curriki.org), an open educational resources (OER) community; the Executive Director of Academic Innovation and Senior Fellow in Education at GSE; and currently as the Innovation Advisor to the Dean at the Penn Graduate School of Education. These diverse experiences have provided me with the ability to effectively evaluate innovative educational projects, programs and companies.

I first met LeBaron McClary four years ago when he was a graduate student in the Education Entrepreneurship program at University of Pennsylvania. The program is designed to help students acquire the tools needed to create new schools, launch edtech ventures, and drive innovation in educational institutions and companies. The graduate program is the world's first masters' degree program in education entrepreneurship that equips students with the knowledge, practical skills, and experiences necessary to chart new solutions in education.

As a student, and then Director of Programs and Operations for the Harlem Children's Zone, LeBaron believed that all children, regardless of zip-code, deserve a high-quality education and that the community is an integral part of a child's development. He also believes that the arts should play a greater role in supporting students socially and emotionally as well as academically. His final capstone project, the Kreation Academy, was an arts school that not only taught students dance, music, drama and visual arts, but leveraged these skills by integrating the arts across the curriculum.

The passion I saw in LeBaron for creating more school options for children, is the same passion I see now. Moreover, I believe LeBaron's vision, experience, and expertise provide him with the skills to be a great school leader and will make him an innovative school founder.

Luceo Collegiate School of the Arts' goal is to prepare all students to thrive in high school, college, and career through rigorous academics, the arts, and the unwavering belief that every student can succeed in life. I believe Luceo Collegiate School of the Arts' approach to leverage the arts as a tool to improve academic outcomes will help to provide a different and unique educational experience for children and change the trajectory of many lives in Memphis.

I and the entire Education Entrepreneurship community at the University of Pennsylvania believe in the mission and vision of Luceo Collegiate School of the Arts and its potential to make an impact on the lives of children and families in Memphis. With the leadership of LeBaron the school will be a success.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Kurshan".

Dr. Barbara "Bobbi" Kurshan
Senior Fellow and Innovation Advisor
Graduate School of Education
University of Pennsylvania
Philadelphia, PA 19104-621



Charter School Review Committee
Shelby County Schools
160 S. Hollywood St.
Memphis, TN 38112

January 29, 2020

Dear Charter School Review Committee:

This letter of enthusiastic support is being written on behalf of the Luceo Collegiate School of the Arts' application for charter authorization through Shelby County Schools.

I am currently a Senior Fellow at the University of Pennsylvania Graduate School of Education and the Founding Director of the first Master's Program in Education Entrepreneurship. Over the past 30 years, I have worked with thousands of educators, business leaders, non-profit professionals, school and edtech startups on bringing effective new models into the education space. I believe that Luceo School under the leadership of LeBaron McClary has such promise.

Four years ago, we invited LeBaron McClary to join our program. He was one of only 30 students chosen and part of an elite group which came with education expertise, business acumen, and entrepreneurial mindset. LeBaron was a leader in a talented and diverse education community. He is smart, authentic, highly motivated and collaborative – all essential attributes for a high-performing school leader.

LeBaron later become Director of Programs and Operations for the Harlem Children's Zone and then a Fellow in the prestigious BES program for high-potential school leaders.

Across roles, LeBaron has been able to effectively solve problems by mobilizing people, services and resources to support vulnerable kids and families. I believe that his success can be attributed to his emotional intelligence, humor and warmth. LeBaron cares deeply about those he touches and is highly invested in the larger macro issues facing the communities in which he serves. His work is infused with a belief that all children deserve a high-quality education and that the arts should play a core role in students' social, emotional and academic development.

I believe in the mission and vision of Luceo Collegiate School of the Arts and its potential to make an impact on the lives of children and families in Memphis. I also have no doubt that LeBaron will contribute greatly to your community as a leader, collaborator and visionary. Please feel free to contact me at jzapf@upenn.edu directly with any questions.

Sincerely,

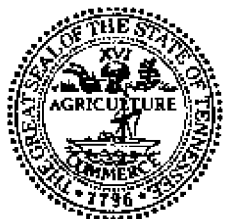
Director, Education Entrepreneurship Program & Senior Fellow in Education
Graduate School of Education, University of Pennsylvania
Philadelphia, PA 19104-621



001075296

**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

-FILED-

Control # 001075296

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: Luceo Collegiate School of the Arts

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:

LEBARON ISAAC MCCLARY
LEBARON MCCLARY
APT 2
6712 WILD RIDGE CIR
MEMPHIS, TN 38120-4498
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.

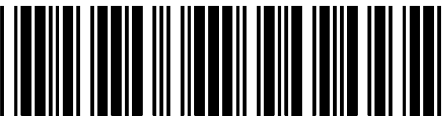
This corporation will have members / not have members.

9. The complete address of its principal office is:

LEBARON MCCLARY
APT 2
6712 WILD RIDGE CIR
MEMPHIS, TN 38120-4498
SHELBY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

B0804-9121 01/24/2020 2:12 PM Received by Tennessee Secretary of State Tre Hargett



B0804-9122 01/24/2020 2:12 PM Received by Tennessee 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

-FILED-

Control # 001075296

The name of the corporation is: Luceo Collegiate School of the Arts

10. The complete mailing address of the entity (if different from the principal office) is:

LEBARON MCCLARY
APT 2
6712 WILD RIDGE CIR
MEMPHIS, TN 38120-4498

11. List the name and complete address of each incorporator:

<u>Title</u>	<u>Name</u>	<u>Business Address</u>	<u>City, State, Zip</u>
Incorporator	LeBaron I McClary	6712 WILD RIDGE CIR APT 2	MEMPHIS, TN 38120-4498

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

LeBaron I McClary

Printed Name

Incorporator

Title/Signer's Capacity

Jan 24, 2020 2:12PM

Date



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

Luceo Collegiate School of the Arts
LEBARON MCCLARY
APT 2
6712 WILD RIDGE CIR
MEMPHIS, TN 38120-4498

January 24, 2020

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	001075296	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	01/24/2020
Filing Date:	01/24/2020 2:12 PM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2020
Duration Term:	Perpetual	Image # :	B0804-9121
Business Type:	School Organization - Exempt		
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

Document Receipt

Receipt # : 005221516

Filing Fee: \$0.00

Registered Agent Address:
LEBARON ISAAC MCCLARY
LEBARON MCCLARY
APT 2
6712 WILD RIDGE CIR
MEMPHIS, TN 38120-4498


Principal Address:
LEBARON MCCLARY
APT 2
6712 WILD RIDGE CIR
MEMPHIS, TN 38120-4498

Congratulations on the successful filing of your Charter for Luceo Collegiate School of the Arts 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

ATTACHMENT F2: Proof of Non-profit and Tax Exempt Status

 IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 01-24-2020

Employer Identification Number:
84-4432516

Form: SS-4

Number of this notice: CP 575 E

LUCEO COLLEGIATE SCHOOL OF THE ARTS
% LEBARON MCCLARY
6712 WILD RIDGE CIR APT 2
MEMPHIS, TN 38120

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 84-4432516. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

ATTACHMENT F3: By-laws¹

LUCEO COLLEGIATE SCHOOL OF THE ARTS, INC.

Bylaws

ARTICLE I

Name, Office, Purpose and Objectives

Section 1.1 Name. The name of the organization will be Luceo Collegiate School of the Arts, Inc. (hereinafter “LCSA” or the “School”).

Section 1.2 Principal Office. The initial principal office of LCSA will be located at 6712 Wild Ridge Circle #2 Memphis, TN 38120.

Section 1.3 Registered Office. The initial registered office of LCSA shall be 6712 Wild Ridge Circle #2 Memphis, TN 38120. LCSA may also have offices at such other places as its Board of Directors (the “Board”) shall determine the business of LCSA 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 LCSA 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 preparing all kindergarten through eighth grade students to thrive in high school, college, and career through rigorous academics, the arts, and the unwavering belief that every student can succeed in life.

Section 1.5 Dissolution. If, for any reason, LCSA 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 LCSA. LCSA shall not have members. While persons who associate with, or attend programs of, participate in, contribute to, or benefit from LCSA 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 LCSA 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-

¹ This document is informed by the resources of BES and as has been provided as part of their training.

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 LCSA'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. Directors shall serve staggered terms to balance continuity with new perspectives. 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 LCSA activities in accordance with LCSA 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 LCSA.
- 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 LCSA; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of LCSA 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 LCSA in amounts required by the Board in its reasonable discretion.

ARTICLE III

Officers

Section 3.1 Number. There shall be four (4) elective Officers of the Board: a Chair, a Vice-Chair, a Secretary, and a 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 or Secretary-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 LCSA. 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 LCSA 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 committee shall elect its own chair. 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 LCSA 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 LCSA.

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

LCSA 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 LCSA for damages for breach of any duty owed LCSA, 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 Ethics¹

LUCEO COLLEGIATE SCHOOL OF THE ARTS, INC

CODE OF ETHICS

The Luceo Collegiate School of the Arts, 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 policy.

Each member of the Board agrees that he or she 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 LCSA 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 LCSA’s programs and performance. Work with other Board members to establish effective policies for LCSA. 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.

¹ This document is informed by the resources of BES and as has been provided as part of their training.

ATTACHMENT F5: Conflict of Interest Policy

LUCEO COLLEGIATE SCHOOL OF THE ARTS¹

CONFLICT OF INTEREST POLICY

ARTICLE I: Purpose

The purpose of the Conflict of Interest Policy is to protect the interests of Luceo Collegiate School of the Arts, Inc. (“LCSA”). The Conflict of Interest Policy is designed to support directors, officers, and employees of LCSA. In the event LCSA is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of LCSA 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 LCSA 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 LCSA has a transaction or arrangement,
- b) A compensation arrangement with LCSA or with any entity or individual with which LCSA 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 LCSA 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

¹ This document is informed by the resources of BES and as has been provided as part of their training.

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 LCSA to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

Procedures for Addressing a Conflict of Interest:

- a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the governing board or committee shall determine whether LCSA 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 LCSA'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.

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 boards 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 LCSA 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 LCSA 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 LCSA, 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 LCSA 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 LCSA 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 LCSA'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, LCSA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create conflicts of interest:

Outside Interests:

- a) A contract or transaction between LCSA and a responsible person or family member.
- b) A contract or transaction between LCSA and an entity in which a responsible person or family member has a material financial interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

Outside Activities:

- a) A responsible person competing with LCSA 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 LCSA in the provision of services or in any other contract or transaction with a third party.

Gifts, Gratuities and Entertainment:

A responsible person accepting gifts, entertainment or other favors from any individual or entity that:

- a) Does or is seeking to do business with, or is a competitor of LCSA; or
- b) Has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from LCSA;
- c) LCSA 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 LCSA.

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 s/he believes could contribute to a conflict of interest arising. Such relationships, positions or circumstances might include service as director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to LCSA. Any such information regarding business interests of 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.

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 Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts Charter School that is currently in effect.

Signature: _____ Date: _____

LOU ETTA BURKINS, MBA

7510 Morgan Tree Lane • Memphis, TN 38125 • M: 901.674.7490 • leburk98@yahoo.com

Proven results-driven **BUSINESS OPERATIONS LEADER** with over twenty-five years of operations and engineering planning expertise. Successful at implementing complex large-scale projects in the domestic and international arena.

CORE COMPETENCIES

- Project Management & Leadership
- Business Architect Training
- Cross OpCo & Functional Leadership
- Budget Planning
- Team Leadership
- SafeAgile Training
- Pickup & Delivery Engineering
- Process Mapping & Engineering
- Operations & Technology Integration
- Quality Driven Management Expert
- Capital Planning & Forecasting
- Dashboard Metrics Development

WORK EXPERIENCE

FEDEX EXPRESS –*Memphis, TN and Herndon, VA*

Project Engineering, Product Movement Engineering

2018 - present

- Provide project leadership and operational support to FedEx international regions in Asia Pacific, Europe, Middle East and India
- Serve as Operations SME and Lead for two major cross-functional projects, Global Deferred Network (GDN) and Cross Border e-Commerce
- Received a Bravo Zulu awards for leadership and technical support of GDN project

Project Engineer, Global Ramp Ops Process and Procedures Engineering (GRPPE)

2016-2018

- Provided project leadership and support for several project including IGNITE Non-Stackables, First Overnight Box/Doc Initiative, GRPPE Internal Communications Quality Action Team and GRPPE Quarterly Newsletter
- Provided support and leadership to the FAA regulated Safety Management System (SMS) Program
- Responsible for continuous improvements, metrics development, metrics reporting, and data analytics
- Received two Bravo Zulu Awards for leadership of Safety Assurance pillar of SMS program and ISO Recertification Lead for the department

Project Engineer, Operations Planning and Engineering (OPE)

2015 - 2016

- Provided US Ground Operation stations' monthly budget, goals and operating plans for multiple stationsort facilities in the Capital District, Eastern Region
- Conducted Best Practices observations and audits, providing improvement recommendations to management
- Led and participated in several Quality Driven Management projects improving productivity and reducing costs associated with all aspects of station operations (i.e., AM sort and Admin/Misc.)
- Served on several A-Teams and corporate-led projects reducing Full Time Equivalent (FTE) potential and cost, and improving the corporate Peak Planning asset allocation process
- Received a Bravo Zulu award for over and beyond engineering support provided to the GAIA station

Global Strategic Planning Advisor, International Planning and Engineering (IPE)

2011-2015

- Served as Operations Lead and Subject Matter Expert (SME) for Executive Level corporate projects including:
 - Global Domestic Expansion for the UK that successfully loaded in the Jan'15 Corporate Load (CL) and launched in 2016
 - NAFTA International Signature Services project that loaded in the Jan'15 CL and launched in 2016
 - International Returns Program that successfully loaded in the Jan'12 CL and launched in 2012
 - Cross Border e-Commerce (Bongo) corporate initiative that successfully launched in 2015

- Led an Operations Team of SMEs that developed general and detailed operations business requirements, work product reviews, operating scenarios, business cases, process flow diagrams, SOPs, and job-aids
- Received three Marketing Rising Star Awards for Global Domestic Expansion, International Signature Services, and International Returns projects. Also received International Planning and Engineering FY13 Excellence Award

Project Engineer - Global Trade Services (GTS) 2006 -2011

- Led the GTS effort for the successful pilot and implementation of the Global Problem Resolution project
- Served as GTS Project lead for several Cross OpCo projects including Renewal, Purple Core and Shared Services
- Improved the International Shipment Acceptance process by reducing caged shipments by 5%
- Led the GTS effort to pilot test and implement In-Van Scanning in Asia Pacific region that improved data availability for clearance by 15%
- Received two Bravo Zulu awards for the Global Problem Resolution and Renewal Operations projects

Project Engineer - Global Customer Service Worldwide Revenue Operations (WRO) 2004 - 2006

- Planned, developed and organized the projects supporting WRO base business and corporate initiatives
- Utilized ARIS Enterprise software to process map WRO current base business to future state business model
- Developed call flows, process standards and metrics for hourly workers in the WRO credit department

Project Engineer - Service Engineering, Delta District 2001 - 2004

- Provided station operations support to improve productivity and reduce costs for service centers in TN, MS, AR by developing station operating plans, peak plans and Onroad plans for OLVA, NQAA, TUPA, CRXA, MKLA & JBRA
- Served as Delta District’s Best Practice Engineer and conducted several station audits throughout the district
- Developed and led a Peer training program for the Delta District Engineers after corporate restructuring effort
- Received two Bravo Zulu awards for Best Practice Stations Audit project and Peer Training effort

Project Engineer - Regional Engineer in Service Engineering, Southern Region 1999 - 2001

- Served as a project coordinator and liaison between corporate engineering and thirty-seven field engineers
- Managed asset allocation of vehicles, printers and super trackers for the seven states in the Southern Region
- Managed long-term capital projects, recommended new facility locations, and prepared business justification documents

EXTERNAL WORK EXPERIENCE

3M COMPANY Decatur, Alabama	1997 - 1999
<i>Advanced Manufacturing Engineer - Fluorochemical Plant</i>	
MONSANTO COMPANY Decatur, Alabama	1992 - 1997
<i>Process Engineer - Acrilan Technology Process Development</i>	
UNIVERSITY OF MEMPHIS Memphis, Tennessee	1999
<i>Adjunct Professor - Fogelman College of Business</i>	
CALHOUN COMMUNITY COLLEGE Huntsville, Alabama	1997 - 1998
<i>Adjunct Professor - Business Department</i>	
EASTMAN CHEMICAL COMPANY Kingsport, Tennessee	1991
<i>Summer Intern - Strategic Planning and Human Resources</i>	
DOW CHEMICAL COMPANY Plaquemine, Louisiana	1988 - 1990
<i>Project / Manufacturing Engineer - Chlorinated Polyethylene Plant (CPE)</i>	

EDUCATION

BS, Chemical Engineering, University of Tennessee, Knoxville, TN, August 1988

- Academic Scholarship

MBA, Management and Marketing, University of Tennessee, Knoxville, TN, May 1992

- Graduate Assistant
- Academic Scholarship

M.A.R., Memphis Theological Seminary, Memphis, TN, May 2001

M.Div., Memphis Theological Seminary, Memphis, TN, May 2003

COMPUTER SKILLS AND TRAINING

- Quality Driven Management Expert • Lean Certified • Dale Carnegie Training • Basic and Advanced Project Management • Work Breakdown Structure • Symphony • Caliber • Capital Project Management • Managerial Analytics
- Situational Leadership • Conducting Effective Presentations • IRISE • Kepnore Tregore Project Management • Hyperion Query • EDW • Microsoft Project • Microsoft Word, Excel, Power Point and Visio • Microsoft Publisher • Gameboy
- ArcView • Territories • Plaid • Facility Location Modeling • Focus Programming • ISO 9002 Internal Auditor • HAZOP Facilitator • Basic & Advanced Statistical Process Control • Design of Experiments • SAS Enterprise • Spotfire Development • Business Architect • SafeAgile

FEDEX AWARDS AND VOLUNTEER WORK

- FedEx Marketing Rising Star Award (2013, 2014, 2015, 2016) • FedEx Global Planning and Engineering Excellence Performance Award (2013) • FedEx Express Bravo Zulu Award (2000, 2001, 2004, 2007, 2008, 2010, 2011, 2012, 2014, 2015, 2016, 2017, 2018) • FedEx IPEG Brown Bag Member (2012) • FedEx GTS March of Dimes **Chair** (2010) • FedEx GTS United Way **Chair** (2009) • FedEx Special Olympics Volunteer (2004-2009)

COMMUNITY ACTIVITIES AND AWARDS

- Founding Board Member, Red Zone Memphis, Inc. (2014-present) • Founding Board Member and Chair, Vision Prep Charter School (2011-2015) • Tri-State Defender Woman of Excellence Award Recipient (2012) • Mayoral-appointed Member, Memphis Shelby County Metro Charter Commission (2010-2011) • International Awareness and Program and Planning Chair, Shelby County TN Alumnae Chapter of Delta Sigma Theta Sorority Inc. (2011-2015) • Memphis Leadership Academy Fellow (2011) • Memphis City Schools Connect & Grizzlies Foundation Mentor (2010-2015)
- Disaster Assistance Team Member, Mid-South Chapter of American Red Cross (2008-2015) • Vice Chairman and Board Member, Memphis Leadership Foundation (2008-2013) • Stand for Children Education Circle Participant (2013)
- Memphis Business Journal's Fifty Women Who Make a Difference Award Recipient (2009) • Children's Pastor New Sardis Baptist Church (2003-2008)

Charles M. Green, Ph.D.
West Tennessee Distinguished Administrator State Award
 1197 Fall Springs Rd.
 Collierville, Tennessee 38017
 Phone (901) 826-6256
 Home Phone (901) 861-4462

Education

Ph.D.	Educational Administration Iowa State University. Ames, Iowa	1998
Specialist Degree	Pre K - 12 Superintendent Iowa State University Ames, Iowa	1988
Masters plus 30	Guidance and Counseling University of New Orleans New Orleans, Louisiana	1977
Masters of Education	Administration and Supervision Loyola University New Orleans, Louisiana	1975
Bachelor of Science	Secondary Education Southern University Baton Rouge, Louisiana	1968

Certifications/Licensure

Louisiana	Health, Physical and Safety Education, Biology, Guidance and Counseling, Administration and Supervision Supervisor of Student Teachers, Supervisor of Instruction
Iowa	Pre K- 12 Superintendent
Tennessee	Pre K-12 Professional Administrator

Public School PK-12 Administration Experience

Assistant Principal	White Station Middle School Memphis City Schools Memphis, Tennessee	2011- 2014
Principal	East Career and Technology Center Memphis City Schools Memphis, Tennessee	2006-2011
Principal	Frayser High School Memphis City Schools Memphis, Tennessee	1996-2006
School Staffing Specialist:	Kansas City, Missouri School District	1994-1996

Certified Personnel	Kansas City, Missouri	
Principal	Westport Communications and Writing Magnet Kansas City, Missouri	1992-1994
Principal	Fountain-Fort Carson High School Fountain-Fort Carson School District Fountain, Colorado	1991-1992
Assistant Principal	West Millbrook Middle School Wake County Public School District Raleigh, North Carolina	1990-1991
Summer Principal Assistant Principal	Edna Karr Junior High School	1986 - 1987 1987-1988
Community School Director Assistant Principal	Alfred Lawless Senior High School	1985-1987 1983-1986
Assistant to the Principal	Orleans Parish School System New Orleans, Louisiana	1978-1979

Additional Public School Experience

Educational Consultant	Practitioner Preparation and Development Iowa Department of Education Des Moines, Iowa	1989-1990
Guidance Counselor	John McDonogh Senior High School	1979-1983
Teacher, Secondary Mathematics and Science	Orleans Parish School System	1971-1978

School Finance Experience

- Member of the Memphis City Schools Budget Review Committee
- Member of the Memphis Education Association (MEA) Audit Review Process Committee
- Member of the Tennessee Education Association (TEA) Budget Preparation and Review Committee
- Member of the New Orleans Public School Internal Financial Audit Team

As a principal, received annual financial training on budget preparation for district budgets, annual training on budgeting processes, training on preparing for audits, and training on budgeting and accounting for federal and state grants.

- ▶ Frequently asked to speak at district Principal meetings regarding school budgets, planning and monitoring budgets, federal and state accountability, changes in federal and state grant funding use, and audits, and other topics as requested
- ▶ Planned and presented annual training for personnel staff on budgeting and accountability for Personnel Division
- ▶ Taught various School Finance courses at graduate level for 10 years; currently teaching Finance courses
- ▶ Worked with School Finance in School settings for more than three decades
- ▶ Annually provide Career & Technology Education Teachers (CTE) with workshops to teach them to

- prepare their own program budgets and account for their program spending
- ▶ Annually provide workshops to teachers on budgeting and accounting for federal and state grant recipients
- ▶ Each spring, provide budgeting workshop to Summer School Administrator
- ▶ When developing School Improvement Plan (SIP), provide teachers with budgeting instructions to enable them to develop the budget to match their improvement plan

University Teaching Experience

Coordinator of Graduate Educ.	Belhaven University, Memphis/Desoto Adult Studied Department of Edu. 7111 Southcrest Parkway, Suite 105 Southaven, MS 38671	2014 – Present
Instructor	Belhaven University Department of Teacher Education Memphis, Tennessee	2006 – Present
Adjunct Professor	Tennessee State University Department of Educational Leadership Nashville, Tennessee	2009- 2013
Adjunct Professor	Nova Southeastern University Fischler Graduate School of Education and Human Services Department of Leadership North Miami Beach, Florida	2004-2008
Adjunct Professor	University of Memphis Department of Leadership Memphis, Tennessee	2001-2007
Adjunct Professor	Christian Brothers University Department of Educational Leadership Memphis, Tennessee	2001-2002 2007- 2009
Research Assistant	Professional Studies: Educational Administration Iowa State University Ames, Iowa	1988-1989

University Graduate Courses Taught

University of Memphis:	Supervisory Processes Culminating Experience Personnel Administration
Tennessee State University	Personnel Administration School Finance Advanced School Law Principalship Finance and School Budgeting
Christian Brothers University	School Finance

Administrative Technology

Nova Southeastern University School Finance

Belhaven University
 Measurement and Evaluation Strategies
 Dimensions of Learning I & II
 Research Methods and Procedures
 Curriculum Planning
 Instructional Leadership Skills
 Classroom Management and Organization
 Diagnostic and Remedial Strategies
 Psychology of the Exceptional Learner

Professional Development Received

Topic	Location	Year
Harvard Principals' Center	Boston, MA	1993, 1998
Conflict Resolution Training	New Orleans	1991, 1993, 1997, 1998
Missouri Leadership Academy	Kansas City	1992, 1993
Models of Teaching Training	Colorado Springs, Memphis	1991, 1992
Summer Southeastern Consortium for Minorities in Engineering Institute	New Orleans	1980
Louisiana Engineering Advancement Program	New Orleans	1980, 1981, 1982
Advancement Via Individual Determination (AVID)	Memphis	1998
High Schools that Work (Southern Region Board)	Memphis	Annually 1996-2001
Teacher Expectations for Student Achievement (TESA)	Memphis	1996 - 1998
Models of Teaching (Dr. Bruce Joyce)	Colorado, Memphis	1991- 1992
Clinical Supervision	North Carolina	1990
Cooperative Learning	Iowa, Missouri	1989, 1992
Outcome-Based Education	Iowa	1988, 1989
Understanding and Facilitating Change	Iowa, Memphis	1989, 1990, 1996, 1997
Racial Awareness/Sensitivity Training	Iowa, Kansas City	1989, 1990, 1993
Implementing Site-Based Management	Memphis	1996-1997

North Carolina Teacher Performance Appraisal Training	North Carolina	1990-1991
Strategic Planning	Iowa, North Carolina	1998, 1991
Tennessee Teacher Evaluation System	Tennessee	1997, 1998, 2000, 2011, 2012
Memphis City Schools' Principal Evaluation System	Memphis	1997, 1998, 2000, 2002, 2011, 2012
Education Law Association Annual Conference	Various cities	2001, 2002, 2003

In-service Seminars Presented

Teacher Evaluation System (once a month)	September 2011-April 2012
Common Core Education Standards	February -March 2012
Using Root Cause Analysis to Reduce Student Failure	April 2008
Key Areas for Self-Improvement	January 2007
Lesson Design and Evaluation	January 2007
Effective Written Communications for Administrators	January 2007
The Data Analysis Cycle-Building it into your School Culture	January 2007
Team Building	January 2007
Principal's Role as Mentor	December 2006
New Teacher Orientation and Sharing Sessions	August 2002 & 2003
School Improvement Planning Procedures	September 2002
Reading and Writing strategies and Procedures	
Data Analysis and Implications for Planning	August 2002
AVID/MAPS Procedures and Expectations	October 2001& 2002

Technical Reports (written for Memphis Public Schools)

2011-2012	School Intervention Plan to Improve Student Achievement
2006	RTI School Plan
2005-2006	New Teacher Orientation and Retention Plan
2005	Title I No Child Left Behind Implementation Plan
2000-2001	Office of Civil Rights (OCR) Report
1999-2000	Southern Association of Colleges and Schools Report
Annual Report 1998-2006	School Improvement Plans

Grants Written

Memphis Black United Fund	Reading Improvement	\$ 370	2002
State of Tennessee	CSR/D/CSR	\$ 65,000	2003
School Improvement	Grant for Failing Schools	\$ 300,000	2002
Memphis City Schools	Extended Learning	\$ 6,000	2004
Memphis City Schools	Modal Student Session	\$ 8,000	1998
Memphis City Schools	Project Impact	\$ 12,000	2001
Memphis City Schools	AVID/MAPS	\$ 50,000	2001
Federal Impact Grant	QZB/Vocational	\$ 500,000	2004

Memphis City Schools	Workforce Improvement	\$ 25,000	2011
Memphis City Schools	Computer Repair Summer Program	\$ 10,000	2005

Service to School Associations and Districts

Tennessee Education Association Board of Directors	2010- 2014
Memphis Education Association Board of Directors	2008- 2014
Memphis City Schools Compensation Development Team Chairman, TEA Career and Technical Education Committee	2011- 2012
Memphis City Schools Teacher Evaluation Development Team	2010- 2011
Memphis Teaching Fellows Selector	2007- 2010
Memphis Education Association Bargaining Committee	2008 -2009
District Athletic Committee	1999-2001

Memphis Education Association Political Action Council Member 2007- 2009

Member of Adolescent and Young Adults Science Standards Revision Committee, National Board for Teacher Certification	2002 - 2003
High School Representative At-Large, Memphis Public Schools Principal's Association	2001- 2002
First Vice-President, Frayser Community Court Council	1998 - 1999
Grant Reviewer, Department of Health and Human Services Minority Male Grant Program	1995 – 1996
Facilitated Communications and Writing Magnet In-service	1993- 1995

School Treasurer-Student Activity Accountant	1975 - 1984
Faculty Coordinator-Student Rights and Responsibility Committee	1975 - 1976

Service to

Tennessee State University Dissertation Committee Member (4) 2010 - 2012

University of Memphis Dissertation Committee (2) 2003 – 2004
Faculty Search Committee (2) 2000 – 2001
Internship Revision Committee 1999 - 2000

Community: Memphis City Beautiful Commissioner 2007 - Present
Frayser Community Court Advisory 1999 - 2008
Frayser Family Support Advisory Board 1996 - 2007
Frayser Exchange Club 1998 - 2007
Frayser Community Development Com. 1999 - 2007
Frayser Fall Festival Committee 1997 - 2006

Memphis Area Ten Point Coalition 2001 - 2006

Publications

Green, C. et al (2002). Adolescence and Young Adulthood Science Standards (Draft). National Board for Professional Teaching standards.

Veir, C., Green, C. (2001). *Legal Issues in Teacher Evaluation: Who's In Charge of What Accountability?* Referred conference proceedings, 47th Annual Education Law Association Conference,

November 2001, Albuquerque, New Mexico

- Green, C. (1998). *A Qualitative Study of the Student Culture in a Selected Comprehensive High School in the United States*. Dissertation at Iowa State University, Department of Leadership and Policy.
- Green, C. (1996). *Summer School Employment Handbook for Certified Staff*. Kansas City, Missouri School District, Limited Publication.
- Green, C. (1995). *Summer School Employment Handbook for Certificated Staff*. Kansas City, Missouri School District, Limited Publication.
- Green, C. et al (1992). *Adolescence and Young Adulthood Science Standards (Draft)*. National Board of Professional Teaching Standards.
- Green, C. (1980). *Handbook for Guidance Counselors...* University of Southern Mississippi...
- Veir, C., Green, C. (2001). *Legal Issues in Teacher Evaluation: Who's In Charge of What Accountability?* Referred conference proceedings, 47th Annual Education Law Association Conference, November 2001, Albuquerque, New Mexico.

Presentations

- Green, C. (2010). *Update on Research on Beginning Teacher Support and Evaluation Program*. Memphis City Schools Teacher Evaluation Committee, Memphis, TN.
- Veir, C., Green, C., Chappell, J., and Marsh, S., (2002). *Balancing Rights in Teacher Evaluation: Statutes, State Board Policies and Contractual Rights*. 48th Annual Education Law Association Conference, November 2002, New Orleans, Louisiana.
- Green, C. (2001). *The Role of School-Based Educators in the Development of Evaluation Systems*. Referred presentation, 47th Annual Education Law Association Conference, November 2001, Albuquerque, New Mexico.
- Green, C. (1999). *Workshops and discussion sessions on college/university-school district collaboration and cooperation*. Teacher Education Department, Iowa State University, Ames, Iowa.
- Green, C. (1990). *Seminar on requirements for teaching license in the State of Iowa*. Department of Education Licensing Division, Des Moines, Iowa.
- Green, C. (1989). *Research on Beginning Teacher Support and Evaluation Program*. College Deans of Education in Iowa, Des Moines, Iowa.

Professional Affiliations

Kappa Alpha Psi Fraternity, Inc.
National Alliance of Black School Educators
Memphis Public School Principals Association
Memphis Alliance of Black School Educators
Memphis Education Association
Tennessee Education Association
National Education Association

MARCELLUS DALTON HARPER

PROFESSIONAL RECORD

Executive Director, Collage Dance Collective, Memphis, TN, Sept 2011 -present

- Oversees all administrative, marketing, development, finance, branding and creative aspects of the non-profit.
- Responsible for growing the budget from \$300,000 to 1.3 million in last 5 years.
- Leads and manages an \$11 million capital campaign on track to be complete by the end of 2020.
- Develops and executes all fundraising strategies.
- Develops and prepares annual budget.
- Represents Collage and its programs in meetings, site visits, and phone conversations with foundation, corporate and government representatives.
- Manages company's production and administrative teams, including marketing director, technical director, education director, costume supervisors, dancers, and additional technical and artistic staff.
- Oversees touring logistics.
- Manages the planning and execution of special events, such as galas, auctions, open rehearsals, lecture/demonstrations, etc.

Special Projects Coordinator, Harvard University, School of Public Health, PEPFAR Program, Boston, MA, March 2009-Sept 2011

- Coordinated assigned projects in connection with HIV/AIDS treatment and research efforts in Tanzania, Botswana and Nigeria. Projects include staff recruitment efforts in Tanzania, stream-lining travel process for Harvard staff and subcontractors connected with The President's Emergency Plan For AIDS Relief (PEPFAR) grant,
- Coordinated international HR recruitment efforts in Tanzania. Coordinated external job postings, applicant reviews, interviews and selection.
- Assisted with the gathering of financial information for audits and budget preparation.
- Drafted status reports.
- Interfaced with Dean's office, Federal government agencies, other universities affiliated with PEPFAR grant, as well as Harvard professors and various departments.

Coordinator for the Office of the Chief Administrative Officer, St. Jude Children's Research Hospital, Memphis, TN, July 2007-January 2009

- Assisted with preparation of reports, presentations and spreadsheets for presentation to the Board of Directors.
- Prepared and coordinated administrative activities and projects.
- Served as a communications liaison between St. Jude and Africa University in their joint effort to conduct HIV vaccine trials in Zimbabwe. Hosted Zimbabwe Minister of Health and scientific investigators on multiple trips to St. Jude.
- Coordinated the recruitment and hiring efforts for CAO's office.
- Coordinated and supervised work of administrative specialists.
- Gathered reports for Chief Administrative Officer's review.
- Monitored budget and expenses.

Program Analyst, TSA, Department of Homeland Security, Washington, DC, Jan. 2002--May 2003

- Provided management services to South Central TSA airport personnel. Responsibilities included fielding and tracking human resources issues and working with airport employees and TSA HR Department to gain resolution. Interfaced with Human Resources, Policy, Legal, and Payroll, as well as Federal Security Directors from all airport locations to maximize operations.
- Assisted in the creation of reports and other literature for communications with field personnel.
- Assisted in the processing of airport employee personnel-actions. Assisted in the preparation, tracking and coding of U.S. Government standard form 52s.
- Served on the Field Liaison Unit of the TSA Roll-Out Operations Center, which offers support to Federal Security Directors in field orientation, human resources, airport policy, facilities and security.

- Provided data analysis of passenger survey data—compiled from pre and post-pilot samples.
- Served on the Pax Design Team, which developed new process design for passenger security touch-points.

Project Coordinator, Marriott International, Inc., Bethesda, Maryland, October 2000–November 2001

- Managed the production of the first-ever NHL Travel Coordinators Meeting & Tradeshow; managed/coordinated industry events for NFL, NBA, and MLB; extensive meeting planning
- Served as editor for Marriott's Sports Marketing Department's newsletter
- Drafted correspondence, including marketing initiatives, to Marriott's 300 Sports Sales Executives
- Maintained financial records; completed periodic journal entries for internal billing purposes
- Coordinated semi-annual Sports Sales Training Conferences
- Managed the production of The Red Book: Marriott's Lodging Sports Marketing Resource Guide; maintained periodic updates

Marketing Assistant, Barents Group of KPMG Consulting LLC, McLean, Virginia, June 2000–October 2000

- Assisted international privatization firm with the preparation of proposals and other marketing documents. Prepared qualifications packages, formatted/edited resumes, and maintained proposal database.
- Assisted team with recruiting efforts by screening candidates, coding resumes, and maintaining the recruiting database.
- Drafted letters of interest for various privatization projects in developing countries.
- Monitored all paperwork associated with getting consultants into the field including country clearances, rate approvals, etc.

Research Assistant/ Intern, The Stern Group, Inc. an international trade advisory firm, Washington, DC, 9/98–9/99

- Conducted research in the areas of international trade, competition policy, the global economy, etc.
- Contributed to the preparation and completion of key articles and speeches on trade liberalization, competition policy, the IMF and the transatlantic economic partnership; contributed to the preparation and completion of testimony presented before the US House of Representatives.
- Maintained financial records; monitored monthly billing to corporate clients for trade consultation.
- Maintained schedules/calendars; arranged meeting logistics; drafted correspondence; and maintained office organization.

Program Assistant/Intern, The American Trucking Association, Arlington, Virginia, 5/98–9/98

- Conducted research and collected data for Annual Intermodal Terminal Quality Survey Report.
- Maintained client database.

Research Intern, The National Institutes of Health, Bethesda, Maryland, 6/94–8/95, 5/96–9/96, 5/97–9/97

- Worked on independent research project in the area of cancer immunology.
- Tested and compared different immunoaffinity matrices for the purification of chimeric/recombinant forms of monoclonal antibodies.

SKILLS

Computer Skills:

- Microsoft Word, MS Access, MS Excel, MS Power Point, MS Outlook
- Word Perfect
- QuickBooks
- Delphi Multi-Property Edition
- Elite
- Adobe Photoshop
- Basic, Pascal (programming applications)

Other Skills:

- Public Speaking
- Marketing and Brand Development
- Customer Service
- Event management and production

EDUCATION

University of Memphis
Memphis, Tennessee
BA, Non-Profit Administration & Performing Arts

University of Maryland Baltimore County (UMBC)
Meyerhoff Scholar
Baltimore, Maryland
Biology & Theatre

Montgomery Blair High School
Math, Science, Computer Science Magnet Program
Silver Spring, Maryland

REFERENCES

Available upon request.

David J. Makarsky

937 Meda Street
Memphis, TN 38104
(571) 758-8951 Mobile
djmakarsky@aol.com

EXPERIENCE

September 2018 - present

Wright Investments, Memphis, TN

Chief Operating Officer

Drive performance for the Company's portfolio of full- and select-service hotels through oversight of Vice Presidents of Operations as well as Corporate Support leaders in Sales & Marketing, Revenue Management, Human Resources and Accounting. Primary emphasis is placed on strong RevPAR performance and operating margins, high levels of guest and associate satisfaction, solid relationships with investment partners and leadership development throughout the organization. Partner with CEO to craft the organization's strategic plan. Responsible for developing, documenting and implementing processes to ensure that the growing portfolio of managed properties meets and exceeds defined performance metrics and Owner expectations.

April 2016 – September 2018

Gold Key | PHR Hotels & Resorts, Virginia Beach, VA

Chief Operating Officer

Provide operational leadership for a portfolio of upscale full-service hotels with high-volume, innovative restaurant concepts. Invited by the CEO to return in the capacity of COO after having formerly served as the Executive Vice President of the Company's timeshare resort division. Direct reports include Vice President of Food & Beverage, Vice President of Human Resources, Vice President of Marketing, Director of Business Planning, Director of Procurement and Director of Central Laundry Facility. The Company prides itself on being a hospitality organization with strong emphasis on Food & Beverage - \$120 million in total revenue, 50% of which is generated through outlet and banquet operations. During past year, opened two new assets: 1) a 300-room flagship Hilton hotel with three restaurant concepts and 43,000 square feet of IACC certified banquet and conference space in Norfolk, VA and 2) a "reimagination" of Virginia Beach's historic Cavalier Hotel, originally built in 1927 and now a member of Marriott's Autograph Collection.

April 2015 – April 2016

Crestline Hotels & Resorts, Fairfax, VA

Chief Operating Officer

Spearhead daily operations for the Company's portfolio of 106 full- and select-service hotels through leadership of the Regional Vice Presidents of Operations as well as the Vice President of Hotel Accounting and the Vice President of Human Resources. Primary emphasis is placed on strong RevPAR performance and operating margins, high levels of guest and employee satisfaction, solid relationships with third party owners and leadership development throughout the organization. Responsible for crafting and implementing standard operating procedures to allow for operational effectiveness during a period of significant growth.

August 2013 – April 2015

Gold Key | PHR Hotels & Resorts, Virginia Beach, VA

Executive Vice President, Resorts

Oversee the timeshare resort division for the premier hospitality operator on the Virginia Beach oceanfront. Specific responsibilities include strategic planning, leadership development, administration of Reserve for Replacement plan, financial management and analysis, quality control, liaison with Board of Directors for each Owner Association, oversight of a call center and revenue management team and development of the Gold Key Resorts brand experience to fuse the emotional connection with timeshare owners and rental guests. During 2014, each resort in the portfolio achieved its all-time high Rolling 12-Month Overall Satisfaction score.

September 1998 – August 2013 B.F. Saul Company Hospitality Group, Bethesda, MD

Senior Vice President of Operations January 2007 – August 2013

Responsible to fulfill Company Mission Statement objectives for a portfolio of twenty branded business class hotels through leadership of Regional Directors, Corporate Director of Food and Beverage, Vice President of Human Resources, Corporate Director of Procurement & Cost Management, Corporate Director of Field Accounting and Hotel Operations Project Manager. Specific responsibilities include strategic planning, professional development of business leaders, revenue and market share maximization, financial management and analysis, execution of capital improvement plans and fostering a corporate culture that delivers high levels of guest satisfaction, team member engagement and community involvement.

Vice President of Human Resources April 2004 – January 2007

Responsible for driving results in all key Human Resource functions, including recruitment, training, performance management, team member benefits and recognition programs, internal branding, compensation management and risk management. Provide leadership to Regional Directors of Human Resources and all property level Human Resource Directors via dotted line.

- Developed the Company's quality pledge as the internal brand, significantly enhancing team member satisfaction levels and reducing turnover from 77% to 28%.
- Introduced a corporate university to foster professional development of exempt team members.
- Served in a dual role as Regional Director for two of the group's most profitable full-service hotels.

Regional Director September 1998 – April 2004

Responsible for the placement and development of General Managers and department heads, budget preparation and administration, capital improvement planning, supervision of the sales and marketing effort and enforcement of product, service, accounting and franchise standards for assigned hotels. Rebranded two hotels in Arlington, VA following \$9.5 million in renovations. Administered the Hospitality Group's annual Business Plan, budgeting and incentive compensation processes.

September 1993 – September 1998 Servico Hotels and Resorts, West Palm Beach, FL

Regional Operations Manager, Atlanta, GA

Area Managing Director, Hilton Head Island, SC

As Regional Manager worked in tandem with Regional Vice President, supervising 21 full and limited-service hotels in the southeastern United States with total revenue of \$68 million. Assisted with placement and development of General Managers and department heads, budget preparation and administration, capital improvement planning, supervision of the sales and marketing effort and enforcement of product, service, accounting and franchise standards. Notable accomplishments as Area Managing Director include a 14% increase in revenues and a 24% in Gross Operating Profit as well as the development of an award-winning marketing strategy to bolster outlet revenues and the brand conversion of a property.

April 1987 – September 1993 Prime Hospitality Corporation, Fairfield, NJ

Regional Food and Beverage Director – Orlando, FL., Phoenix, AZ, Detroit, MI, Baltimore, MD and Meriden, CT

Food and Beverage Director – Marriott Inner Harbor, Baltimore, MD & Howard Johnson Plaza Hotel, Cocoa Beach, FL

As Regional Food and Beverage Director managed 14 food and beverage operations with \$16.5 million in total revenue. Operations varied from freestanding theme restaurants to full-service hotels. Responsible for placement and development of management, budget preparation and management, marketing and promotion, development of menus and food specifications and maintenance of sanitation, product, accounting and service standards.

June 1984 – April 1987 The Pier House Restaurant, Cocoa Beach, FL

General Manager

Managed a unique 300-seat restaurant and lounge located over the ocean on Cocoa Beach Pier, an 871-foot fishing pier. Annual sales volume was \$2.5 million. Spearheaded improvements in food, service, facilities and marketing strategies that resulted in a 150% increase in revenues during tenure.

EDUCATION

Cornell University, Ithaca, NY 1980 - 1984

School of Hotel Administration

Bachelor of Science with Distinction

AWARDS & HONORS

Outstanding Chief Operating Officer, Washington SmartCEO Magazine
HR Leadership Award of Greater Washington, Excellence in Innovation

Daniel Lawson McPhail

3613 Charleswood Avenue
Memphis, TN 38122
danielmcphail34@gmail.com
901-387-8869

QUALIFICATIONS

- Ability to search, analyze, and negotiate commercial leases and purchases
- Capability to work in a fast pace environment
- Ample knowledge of Microsoft Office
- Licensed Real Estate Agent in Tennessee and Mississippi
- Knowledge of commercial construction procedures

EDUCATION

University of Memphis (2008 – 2013)

B.S. in Education

Activities: Undergraduate Equipment Manager (Football)

Evangelical Christian School, (1998 – 2008)

EXPERIENCE

NAI Saig Company of Tennessee

Position: Vice President (March 2019 – Present)

Responsibilities:

- Oversee and manage over \$30,000,000 worth real estate transactions
- Responsible for finding, negotiating, and closing sales and leases within all sectors of commercial real estate
- Represent clients through acquisition strategies and construction consulting
- Provides investment analysis to clients in the Memphis and North Mississippi Markets

Position: Executive Sales Associate (November 2016 – April 2019)

Responsibilities:

- Commercial Real Estate Services including, but not limited to, tenant, landlord, buyer, and seller representation specializing in office and industrial
- Market Analysis
- Responsible for the leasing efforts of over 1,000,000 square feet of office and industrial assets

ReMax Real Estate Experts

Position: Affiliate Broker (March 2016 – October 2016)

Responsibilities:

- Assist clients with searching, negotiating, and purchasing of new single family homes

ACTIVITIES

Memphis Association of Realtors, Member

Tennessee Association of Realtors, Member

National Association of Realtors, Member

Pinnacle Producers Club, Member

Memphis Chamber of Commerce Young Professionals Network, Member

Memphis Association of Realtors Young Professionals Network, Board Member

University of Memphis M Club, Member

REFERENCES

Provided upon request

Confidentiality - This resume and any conversation is to remain fully confidential.

Shenika Denise Thomas

4076 Old Village Lane
Memphis, Tennessee 38125
shenikathomas@gmail.com
Cell: 901.334.7987

Executive Profile

High-achieving management professional possessing excellent communication, organizational and analytical capabilities, who creates strategic alliances with organization leaders to effectively align with and support key organizational strategic objectives. Strong strategic planner possessing a solid understanding of accounting, fiscal analysis and financial reporting, who builds and retains high performance teams by hiring, developing and motivating skilled professionals.

Skill Highlights

- Leadership/communication skills
- Strategic Planning
- Team Building and Leadership
- Budgeting Expertise and Analysis
- Strong Analytical Skills
- Operating and Financial Policy Development
- Financial Analysis
- Analytical reasoning
- Fraud Prevention and Deterrence
- Public Higher Education accounting
- Capital Finance
- Data collection and analysis

EDUCATION

Vanderbilt University (Peabody College)
EdD Leadership & Learning in Organizations
Candidate - Anticipated Graduation (2020)

University of Memphis
Master of Professional Studies (2012)
Major: Human Resource Leadership

University of Memphis
Master of Business Administration (2015)
Concentration: Financial Services

Association of Certified Fraud Examiners
Certified Fraud Examiner (2013)

University of Memphis
Bachelor of Professional Studies (2010)
Major: Organizational Leadership

Southwest Tennessee Community College
Associate of Applied Science (2007)
Major: Office Administration
Certificate: Computer Software Specialist

PROFESSIONAL EXPERIENCE

University of Tennessee Health Science Center
Assistant Vice Chancellor, Office of the Chancellor and Executive Vice Chancellor
(January 2017- Present)

Job Summary: The Assistant Vice Chancellor provides overall support for the operation of the Chancellor & Executive Vice Chancellor's office. The Assistant Vice Chancellor serves as a senior advisor to the Executive Vice Chancellor (EVC) and reports directly to the Chancellor and EVC on a wide variety of administrative and executive duties, special projects, and initiatives involving the Chancellor & Executive Vice Chancellor's office and its priorities. The Assistant Vice Chancellor coordinates the execution of

projects undertaken by the Chancellor & EVC as well as handling questions, concerns, issues and requests on the EVC's behalf.

Other important duties include:

Budget and fiscally responsible for a \$32+ million budget for all units under the Executive Vice Chancellor (EVC) purview. The scope includes directly overseeing all financial planning, management, and the business management including purchasing, accounts payable, payroll, budgeting, financial accounting and reporting, equipment inventory control, leased auxiliary enterprises, maintenance. Advises the EVC on sensitive organizational matters concerning the finance and business operations of the departments. Provides advanced analytics for the departments, a key change agent for university wide initiative, and provide mentorship and leadership directly and indirectly to others from a general business management perspective.

Administrative

Serve as a member of the Executive Vice Chancellor's Senior Leadership team; resolve issues and concerns from students, faculty, staff, alumni, and other stakeholders in the Executive Vice Chancellor's absence; support the overall vision and leadership of the university; Facilitate strategic management processes, provide expertise, and program management for specific strategic initiatives out of the Chancellor & Executive Vice Chancellor's office that are critical in meeting the institutions strategic planning goals; Responsible for interacting with colleagues across the college to ensure institutional alignment and synergy with the strategic plan.

Budget Development and Administration

Direct the development, review and analysis of budgets and related documents to assure proper allocations, fund disbursement and compliance; evaluate and project annual income and expenditures; monitor spending to ensure compliance with established limitations.

Accounting/Accounts Payable/Payroll/Finance/Project Management

Ensure that all accounting transactions are performed according to applicable regulations and policy; ensure timely and accurate processing of payments and deposit of receipts.

Coordinate and direct financial record-keeping, reporting and related auditing functions to assure accurate and timely accounting and reporting; coordinate audits. Direct the review and reconciling of financial ledgers, records and reports to assure accuracy, completeness and compliance UTHSC policies and deadlines. Ensure proper and timely resolution of fiscal issues and discrepancies.

Personnel

Responsible for or effectively recommends the hire, transfer, promotion, assignment, discipline, training, professional development, and evaluation of assigned staff.

University of Tennessee Health Science Center

Business Director, Office of the Chancellor and Executive Vice Chancellor (November 2010-January 2017)

Job Summary: Directs and manages the Finance and Business Office of the Chancellor and Executive Vice Chancellor to assure compliance through finance, auditing, human resource, project management,

business and student affairs in addition to promoting strategic employee relations and performance management based on the objectives of university policy and procedure.

Finance

Responsible for the development, preparation, expenditures and oversight of \$32+ million budget for the administrative offices that reports to the Chancellor and Executive Vice Chancellor; establishes, interprets and maintains accounting procedures, and fiscal reporting requirements; analyzes expenditures and other financial data and prepares monthly operations reports; responsible for preparation of payroll and financial data.

Auditing

Assist the Chancellor and Executive Vice Chancellor as well as their direct reports with effectively carrying out their duties and responsibilities by pre-examining financial and operational internal control system by evaluating the safeguard of financial, property and information assets; ensures that information is accurate and reliable; verify university policies and external laws and regulations are followed; make certain resources are employed efficiently and economically and operations and programs are being carried out as planned, and their results are consistent with university objectives.

Business Analyst

Assist departments with translating business requirements into specific software requirements while understanding both technical designs and specifications. Identify, analyze and documents departmental requirements and delivers work products throughout the life cycle.

Human Resources

Recruit, screen, interview, hire for support administrative staff positions; annual evaluations of support staff; supervision of the administrative support staff, financial specialists and coordinators; counsel with employees regarding the interpretation of policies and procedures and ensure they are followed; maintain personnel records; and responsible for processing personnel matters such as requisitions and terminations. HR Liaison in facilitating and providing guidance to department management on HR-related and payroll-related processes.

Project Management

Provide clear, weighted performance of multiple programs and/or projects to identify late or over-budget components of the Campus Master Plan, Financial Assessment and Archibus. Archibus is a tool for creating, integrating, managing, and communicating information about all aspects of our buildings, floors, and rooms and the equipment, telecommunications devices, and furniture they contain, how your space is occupied and used, and how to maintain the space. Streamline project oversight for milestones, tasks and status changes.

Sr. Executive Assistant, Office of the Chancellor and Executive Vice Chancellor (December 2005- November 2010)

Job Summary: Provided highly complex administrative support to the Chancellor & Executive Vice Chancellor; established daily priorities including approving meetings with individuals on key strategic priorities of the University; commenced special projects that may be sensitive and confidential in nature; performed a wide range of duties that require confidentiality, discretion, tact, diplomacy, sound judgment, analytical and decision making skills; served as primary contact between the Executive Vice Chancellor and Chancellor, Vice Chancellors, Deans, Chairs, faculty, governmental organizations, Trustees, Office of the President, other campuses, community members, students, and members of the Chief of Staff's organization; responsible for implementing, directing, coordinating and controlling activities and operations for the Office of the Chancellor; and trained other Administrative Assistants.

SUMMARY STATEMENT

College and graduate level educated with seven years' experience working with victims of sexual assault and human trafficking. Extensive experience in the medical and mental health field. Strong written and verbal communication skills and works cohesively in team settings.

PROFESSIONAL SKILLS

Education	Masters of Science from the University of Memphis. Bachelor of Science in Nursing from the University of Tennessee Health Science Center. Bachelor of Family and Consumer Sciences from The University of Tennessee Martin. Attend Kirkwood Community College
Employment	Professionally trained with experience ensuring high standards of culturally competent care for a wide variety of clients with diverse needs.
Personal	Self-motivated, hardworking and compassion all contribute to the continued success of my career. Technically competent. Natural leader and team player.

PROFESSIONAL WORK EXPERIENCE

Owner/Founder

Bluff City Health June 2019-Present

Job Type: I created Bluff City Health to be a resource for adults and adolescents suffering with disorder eating and diagnosed eating disorders. My combination of being a nurse and registered dietitian allows me to provide nutritional counseling to clients diagnosed with eating disorders who also have comorbidities such as diabetes and heart disease.

Registered Nurse, February 2016 – February 2019

LeBonheur Children's Hospital, Memphis, TN

Job Type: Full time 2 years, 10 hours per week, PRN (1 year)

Supervisor: Rebekka Charles, (510) 472-3324

Primary care, assessment and evaluation of neonatal and pediatric patients.

Self-directed with astute judgment skills.

High level of personal accountability.

Liaison between patients and physicians to ensure patient comprehension of treatment plans.

Trained medical students on human trafficking identification

Obtained certification for Emergency Nurses Trauma Nurse Core Course. Gained knowledge and ability to work in high stress situations and helped cultivate a learning environment for new nurses. Trained in emergency pediatric medicine and life saving techniques.

Registered Dietitian, April 2017-August 2019

Fairhaven Treatment Center: Memphis, TN

Job Type: Clinical Nutrition Director/Clinical Supervisor

Supervisor: Kristin Hoover (904) 422-6797

Clinical nutrition director for outpatient and residential eating disorder/trauma program

Lead-group activities and lessons on mindful eating and nutrition therapy for clients suffering with mental illness.

Collaborate with mental health therapist to ensure continuity of care and treatment plans. Ensure compassion is given to mental health patients, while treating them holistically. Supervise and direct four Registered Dietitians, one registered diet tech and four registered nurses. Educate community members on risk of eating disorders and how to engage family members suffering with trauma and eating disorders.

Adjunct Professor January 2017-present

University of Memphis- Memphis, TN

Job Type: Part Time 8-10 hours per week

Supervisor: Mary Catherine- Schallert (256-656-7739)

Undergraduate course instructor for Community Nutrition
Ensured that required class materials were available to all students.
Worked with students to resolve issues in a respectful manner.
Prepared class lectures for each class
Evaluated student performances.
Provided constructive feedback.

Outreach Education Coordinator (December 2011-2017)

Memphis Rape Crisis Center: Memphis, TN

Job Type: Contract employee

Supervisor: Anna Whalley (901) 222-9960

Serves as a member of the Sexual Assault Response Team (SART)

Provides collaborative victim-centered team responses to sexual assault against women, children, and men in Memphis, Shelby Co, Mississippi, and Arkansas

Provide assistance to survivors with supportive options and referrals based on RCC protocol to include: counseling, medical attention, judicial services, advocacy, and general information regarding sexual assault

Facilitate and Educate community members regarding sexual assault violence and services offered at the Rape Crisis Center

Organized and planned training for military and medical personnel regarding sexual assault and human trafficking identification.

Clinical Registered Dietitian (August 2014-October 2015)

DaVita Dialysis center

Job Type: Contract employees, 10 hours per week

Supervisor: Megan (931-224-6352)

Provided nutrition therapy to clients receiving dialysis treatment, while working with their social worker to ensure quality of care and provision of resources.

Clinical Registered Dietitian (January 2012- July 2014)

The Regional Medical Center: Memphis, TN

Job Type: Full time, 40 hours per week

Supervisor: Jacquie Daughtry (901)- 497-2118

Assess nutritional status of HIV/AIDS patients

Collaborated with clinic HIV providers/staff for continuum of care for each patient

Educated substance abuse HIV/AIDS patients

Developed policies and procedures for the Ryan White Federal Grant food bank program

Preceptor for the University of Memphis

Initiated peer lead nutrition support groups for clients

Published researcher

Maxey WN, Williams-Hooker R. HIV and AIDS: Influence of Nutritional Management Strategies. Journal of the Academy of Nutrition and Dietetics. A-32. 113(3). 2013

EDUCATION

Masters of Science: December 2011

Major: Clinical Nutrition

University of Memphis, Memphis, TN. GPA 3.55

Bachelor of Science in Nursing December 2015

University of Tennessee Health Science Center, Memphis, TN GPA 3.09

2015 Class Leadership Award

Bachelor of Science in Family Consumer Science: May 2009

Concentration: Nutrition

University of Tennessee at Martin, Martin, TN GPA 3.57

Magna Cum Laude

Dean's Award

Kirkwood Community College August 2004

Concentration: Liberal Arts

*No degree awarded

CERTIFICATIONS/ACHIEVEMENTS

Registered Yoga Teacher RYT- 200

State of Tennessee, Yoga Alliance

Trauma Nurse Core Course , November 2017

State of Tennessee, Memphis Tennessee

Registered Nurse, June 2016

State of Tennessee, Nashville Tennessee

Advanced Cardiac Life Support (ACLS) Certification June 2016

American Heart Association, Memphis Tennessee

PALS - Pediatric Advanced Life Support July 2017

American Heart Association, Memphis Tennessee

Registered Dietitian June 2012

State of Tennessee, Nashville, Tennessee

Achievements:

- Memphis Top 30 professionals under 30-2016
- University of Memphis - Outstanding Alumni 2016
- Kirkwood Community College- Distinguished Alumni 2016
- NCAA- Division 1 Athlete
- 2019 Finalist for Health Care Heroes
- 2015 UTHSC Nursing class award

BOARD AFFILIATION

Fellowship of Christian Athletes, September 2019- present

Role: Board Chair

Restore Corps, August 2016-present

Role: Medical trainer and liaison

TRAINING

Human Trafficking Awareness Training, Memphis, Tennessee

Congressman Cohen and The Department of Homeland Security

April 6th 2016: 4 hours

University of Tennessee Health Science Center, Memphis, Tennessee

** I co-lead this training with the Department of Homeland Security, lead the section for health care workers and how to recognize, advocate and treat victims of Human Trafficking

Commercially Sexually Exploited Youth Training , New York, New York

Girls Education Mentoring Services

September 2012: 15 hours

VOLUNTEER EXPERIENCE / COMMUNITY SERVICE

Leaders of Color Initiative- Education Reform, May- August 2019

Memphis, TN Cohort 2

Primary goal of Leaders of Color is to elect, equip and empower future political leaders of color

- Completed a four month training program learning about education and service impact for underserved communities
- Established relationships in the greater Memphis area with past, present and future education reformers

Junior League June 2019- present

Memphis, Tennessee

- Empowered and educated adult refugees by teaching English as a second language through Refugee Empowerment program
- Volunteered and assisted with Repeat Boutique, providing gently worn clothing to the community at a reduced cost

Restore Corps, September 2011-present

Memphis, Tennessee

- Delivered comprehensive therapeutic services to children, adolescents and adults deemed human trafficking victims
- Supplied crisis intervention and substance abuse services to patients in the community.
- Assessed clients for abuse and neglect and compiled documentation for court reports.
- Serves as the medical liaison for trafficking victims needing medical follow up
- Collaborated on Standard Operating Procedures of intake of sex trafficking children and women in Memphis and Shelby County
- Provides agencies with education and training on human sex trafficking in America
- Collaborated with Homeland Security and FBI on trafficking protocols for foreign victims who are currently in the Shelby County community

Department of Children's Services Foster Care Review Board:

Memphis, Tn May 2017- present

- Reviewed participated in foster care review cases thru juvenile court
- Documented and participated in medical questions and recommendations on foster care cases
- Provide support and collaboration for community resources

ATTACHMENT F7: Board Policies

LUCEO COLLEGIATE SCHOOL OF THE ARTS

BOARD ADDITIONAL POLICIES

Overview¹

The Board of Directors (“Board”) holds the charter for Luceo Collegiate School of the Arts Charter School (“LCSA”). The Board is comprised of a group of volunteers who, collectively, are legally and ethically accountable to the community and the state for the health, vitality, and effectiveness of our organization. The primary role of the Board is governance which encompasses legal responsibilities, general and academic oversight, planning and policymaking and meeting fiduciary requirements.

The Luceo Collegiate School of the Arts Charter School Board Policy Handbook 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.

¹ The Luceo Collegiate School of the Arts Board Policy Handbook was influenced by two recently authorized charter schools - Memphis Merit Academy and Beacon College Prep. We are grateful for the generosity of each school and of BES which provided resources to both schools as well as to LCSA.

- Secure adequate resources for organization to fulfill mission.
- Protect assets and provide proper financial oversight.
 - Assist in developing the annual budget and ensure proper financial controls are in place.
- Build a competent board.
 - Define prerequisites for candidates, orient new members, and annually evaluate board's performance.
- Ensure legal and ethical integrity.
 - Ensure adherence of school to legal standards /ethical norms.
- Enhance the school's public standing.
 - Clearly articulate the school's mission, accomplishments, and goals to public and garner support from community.

Section 1: The School

1.1. Mission, Vision, and Principles of Design

Mission. Luceo Collegiate School of the Arts prepares all kindergarten through eighth grade students to thrive in high school, college, and career through rigorous academics, the arts, and the unwavering belief that every student can succeed in life.

Vision. Ten years ago, President Barack Obama told a 2009 graduating class that “[t]he future belongs to young people with an education and the imagination to create it.” At Luceo Collegiate School of the Arts Charter School, we believe that every student’s academic journey should include a college preparatory academic experience focusing on powerful literacy development that allows our children to grow and achieve as readers, writers, communicators, and thinkers and an arts education that leverages the powers of dance, music, visual arts, and drama as vehicles to advance the core academic program, develop the whole student, and build a culturally affirming school community. The LCSA, educational program stems from four core beliefs:

1. Creativity is currency in the 21st Century.

School and life success require more than just academic prowess. Success requires discipline, confidence, and creativity. At LCSA, we believe that the arts serve as a driver for self-discipline and an outlet for self-expression, and we believe that the arts have a direct correlation to marketability in the 21st century workforce. Post-secondary endeavors in every field require creative, innovative, and divergent thinking to solve problems. In addition, the arts affirm students’ identities by honoring their culture and traditions, promote social and emotional well-being, and inspire them to work hard towards their dreams.

2. Literacy is the passport to the future.

To survive and compete in our world, and to truly “shine brightly” as our school name indicates, students from all communities, and especially those from our most under-resourced, marginalized communities must be able to read critically, write elegantly, speak powerfully, and listen deliberately. Through daily small group literacy instruction delivered within a two-teacher model and using expanded time teaching and multiple instructional modalities, students will deeply engage in the process of learning to read. Our small group instructional model will serve as our academic anchor,

propelling students forward in all content areas when in later grades, reading becomes the vehicle for acquiring new knowledge.

3. Outstanding teaching inspires outstanding results.

Strong schools start with strong adult teams. We believe in hiring mission-aligned people to lead our students, and we believe that the right training and supports for those people is the key lever in students achieving excellence. Teachers will participate in rigorous and targeted professional development to drive the growth of technique, content knowledge, and student outcomes. We believe in developing teachers to deliver culturally sustaining pedagogy to include students' funds of knowledge: languages, cultures, and experiences, blending together our students' cultural backgrounds with those of the larger world.

4. Families are partners in our mission.

We believe families are partners in ensuring the success of our students and school. Thus, we will work diligently towards cultivating strong relationships with our families and ensure they always know their child's progress. As we work to nurture and develop our students, we invite parents to join us in every step of the process, including through arts showcases, bi-monthly workshops, monthly Parent Café Nights, and monthly Parent Breakfasts.

1.2. Legal Status

Luceo Collegiate School of the Arts Charter School is proposed to be a Shelby County Schools District charter school. Luceo Collegiate School of the Arts 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. Luceo Collegiate School of the Arts Charter School is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Luceo Collegiate School of the Arts Charter School operates as a Tennessee nonprofit corporation. The nonprofit's Articles of Incorporation and non-profit status are provided as addendum to this handbook.

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 Luceo Collegiate School of the Arts Charter School not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age physical ability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Section 2: The Board

2.1. Decision Making

Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts Charter School. Action by the Board shall be accomplished as set forth in the bylaws.

Except in cases of special need, the Board shall follow the following procedure in adopting, repealing or amending policies at Luceo Collegiate School of the Arts Charter School:

- a. **The 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. **The 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 Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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. However, the Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with the Board's policies.

2.4. Summary of Tennessee Open Meeting Law

The 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

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

Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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 Committees

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.

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.

2.8. Ad-Hoc Committees

Luceo Collegiate School of the Arts Charter School Board of Directors reserves, per its bylaws, the ability to appoint ad-hoc committees of an advisory nature regarding pertinent business of the board comprised of board members or community members appointed by the board.

2.9. Board Fundraising Policy

The Luceo Collegiate School of the Arts Charter School Board of Directors is a 100% giving Board. Board members are expected to give an annual monetary gift to Luceo Collegiate School of the Arts Charter School and are asked to make Luceo Collegiate School of the Arts 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.

2.10. Board Election Procedure

The Governance Committee shall prepare and submit to the Board a report of the nominees it recommends for election to the Board. The number of seats available shall be determined in accordance with the by-laws. Whenever possible, nominated board member credentials will be presented one meeting prior to their election. Board members will be elected by a 2/3 vote of the quorum present at the meeting during which elections are held. Each director shall serve from the next scheduled Board meeting after the election until the end of his or her term as determined by the Board.

2.11. Board Self-Evaluation

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.

2.12. Indemnification Policy

Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts Charter School that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts Charter School. This policy is not intended to prevent disclosure where disclosure is required by law. Directors must always exercise good judgment and care 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 Luceo Collegiate School of the Arts 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:

- a. The Board will never give instructions to persons who report directly or indirectly to the Head of School.
- b. The Board will refrain from evaluating any staff other than the Head of School.
- c. The board will use the performance of the school as a primary indicator of the school leader's performance

4.2. Evaluations

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 Luceo Collegiate School of the Arts Charter School.

There are three core purposes of the evaluation:

- a. To recognize areas of particular strength and success
- b. To identify areas for improvement and/or focus, articulate areas for improvement and/or focus
- c. 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, the Treasurer, and a 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 Sustainability

The Luceo Collegiate School of the Arts 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.
- c. Responds in a timely and effective manner to a planned leadership transition.

Section 5: Media Policy

5.1. Social Media

The Media Policy applies to all employees of Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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 Luceo Collegiate School of the Arts 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.

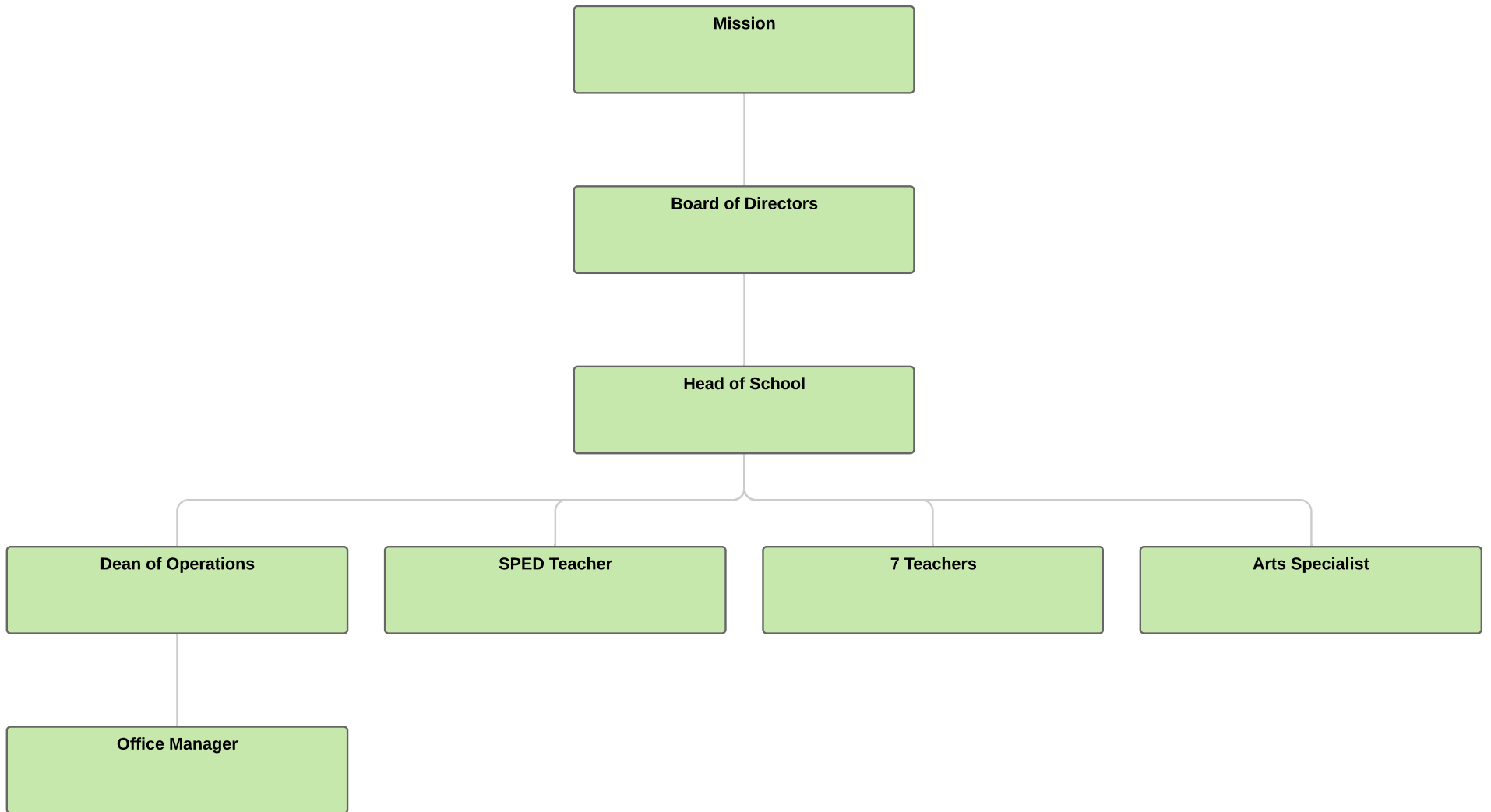
This Policy Manual will contain clear policies to provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles and best-in-class fiscal governance.

In order to establish these policies, Luceo Collegiate School of the Arts 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:

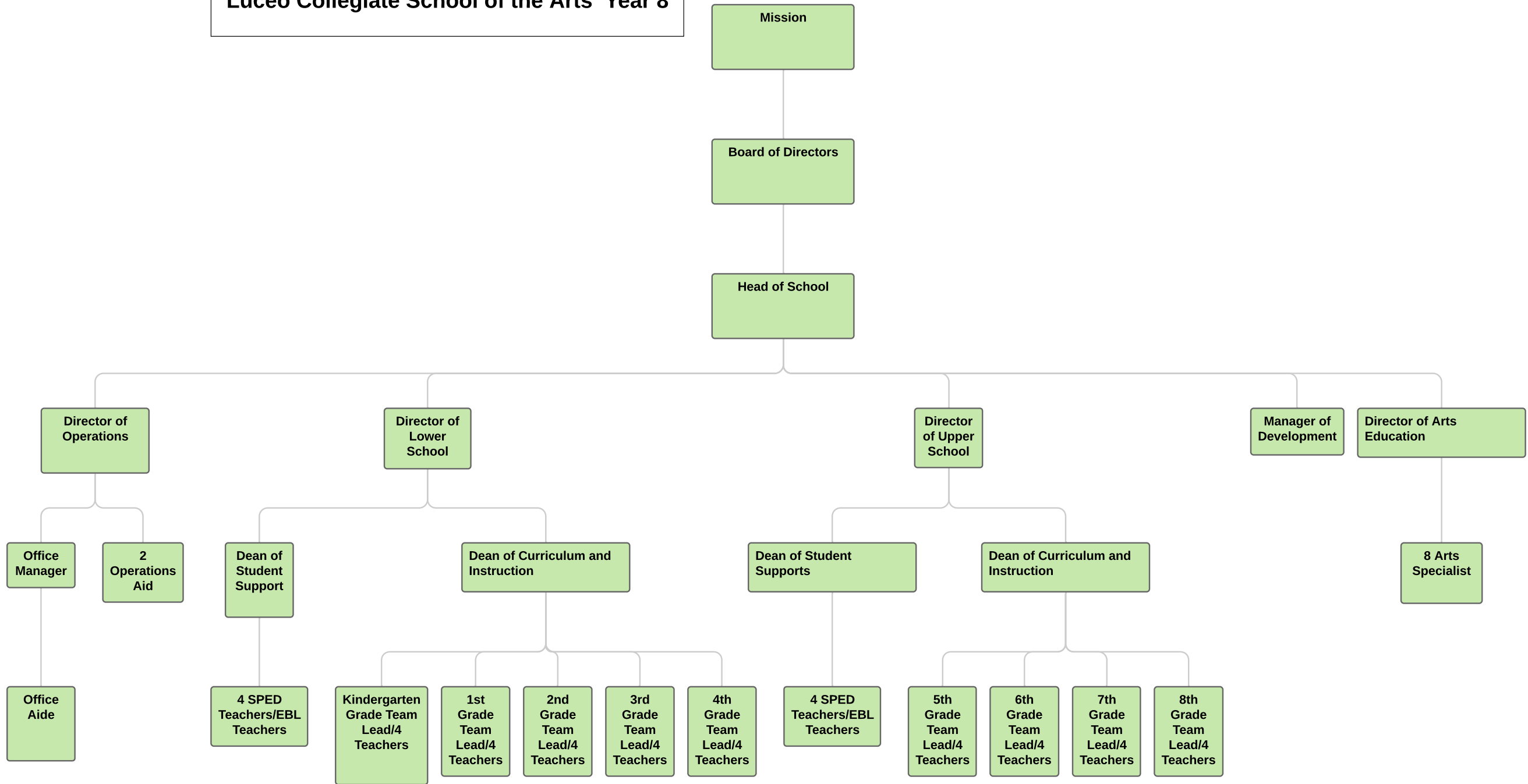
- a. Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors
- b. Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer
- c. Securing a reputable auditor, and engaging in an annual audit
- d. Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations
- e. Petty cash management policy and deposit policy
- f. Contracting and RFP thresholds processes and policies
- g. Purchasing controls and segregation of duties

Management and the Treasurer will collaborate with a back-office provider to create a draft financial policy.

Luceo Collegiate School of the Arts Y1 Org Chart



Luceo Collegiate School of the Arts Year 8



LEBARON I. MCCLARY

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Performance-driven professional working with leading non-profit organizations in America. Excellent leadership, management, communication and public relations skills with experience developing performance-based, goal-oriented solutions through effective budgeting, human capital allocations, and cross-departmental project management.

Executive Summary of Skills

Personnel Management: Responsible for recruiting, training and coaching a high performing team of twenty-two (22) full-time managers and one-hundred-thirty (130) part-time support staff.

Data Reporting Applications: Use of systems such as Efforts to Outcome (ETO), Infinite Campus, Illuminate, Schoology, ALMA and EZ reports analyzing data throughout several programs and schools. Application Microix Workflow Modules and Abila Fund Accounting software to track purchasing and create budget worksheets. Monitor time, attendance and payroll cost through the Kronos workforce management system

Grants Management: Ensured licensing compliance for state grants such as NYC Department of Youth and Community Development COMPASS and SONYC grants

Budget Management: Managed and reported on annual operational budget. Applied accounting principles to ensure the continued financial viability of the program

Program Development and Community Relations: Provided leadership and input for all strategic planning in the design and management of internal program projects and agency-wide initiatives, fundraising, and goals. Fostered relationships with partners from local businesses and community-based organizations to improve program delivery

Youth Development/Restorative Practices: Responsible for strategizing and implementing a school-wide restorative justice approach to discipline. Led in-school and out-of-school initiatives about implementing the six principals of positive youth development

Education

University of Pennsylvania, Doctorate in Educational & Organizational Leadership, *Anticipated 2022*

Harvard University, Certificate in School Management and Leadership, *Anticipated 2021*

Bard College, Institute for Writing and Thinking Fellow, *2017 – 2018*

University of Pennsylvania, Penn Literacy Network Fellow, *2017 – 2018*

University of Pennsylvania, Master of Science in Education Entrepreneurship, *2017*

The Juilliard School, Bachelor of Fine Arts, *2010*

Professional Experience

BES

Fellow, 2019 – Present

- Design and develop a high performing charter school
- Write new charter school petition
- Manage startup funds and allocate resources
- Coordinate community, financial, and academic projects
- Develop and train charter school board
- Review school data and support school leaders with school improvement plans

South Bronx Community Charter High School

Lead Youth Development Specialist/Instructional Coach/Teacher/School Leader, 2018 – 2019

- Responsible for Mastery Based curriculum development
- Developing and sustaining school culture
- Implementing restorative practices throughout all components of the school

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- Coach and support teachers with classroom organization and management
- Analyze student performance and improve student outcomes
- Provide strategic planning and organizational guidance
- Organize educational and extra-curricular opportunities for approx. 300 scholars
- Negotiated annual contracts with community leaders and organizations
- Provide 1-on-1 and group advising to high school students
- Assist with the management of the Youth Development Team

Adaptive Arts Program – Lancaster, PA

Board Member, 2017 – 2019

- Responsible for overseeing organizational activities
- Manage organizational budget
- Provide strategic planning and organizational guidance
- Artistic advisor and curriculum development manager

Bard College at Harlem Children’s Zone/Promise Academy Charter Schools

Associate Professor, 2017 – 2018

- Responsible for curriculum development
- Classroom organization and management
- Analyze student performance and improve student outcomes

Bethea & Associates, LLC – Decatur, GA

Contract Consultant, 2016 – 2018

- Analyze project data to ensure accuracy and efficiency in delivery of services
- Assist in developing responses to Request for Proposal
- Review functional design documents
- Analyze customer data to meet client requirements
- Review data models
- Strategic planning for corporate growth
- Negotiation contracts with vendors and potential
- Determine resource allocations
- Identify new business development opportunities

Forces of Nature Dance Theatre Company

Contemporary Dancer ~ Rehearsal Assistant ~ 2017 – 2018

- Principal Contemporary dancer within the company
- Assisted choreographer with leadership of company members

Harlem Children’s Zone, Inc./Promise Academy Charter Schools – New York, NY

Network Instructional Coach ~ HS/College Management Team ~ 9th Grade English Teacher ~ 12th Grade English Teacher ~ 12th Grade Entrepreneurship Teacher, 2017 – 2018

- Oversee the instructional Management of 2 Charter School
- Design and implement instructional policies and procedures
- Organize educational and extra-curricular opportunities for approx. 650 scholars
- Analyze and synthesize instructional data to ensure optimal success for all scholars, faculty, and staff
- Build relationships with community organizations, businesses, and schools
- Assist with managing the high school to college process
- Create and implement new English curricula
- Manage cross-curricular departmental collaborations

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Harlem Children's Zone, Inc. – New York, NY

Director of Programs/Operations ~ Assistant Director of Programs, 2013 – 2017

- Analyzed business processes to improve program, project and organizational efficiency
- Designed and implemented program policies and procedures
- Managed the daily operations of the Headquarter of the Harlem Children's Zone
- Collaborated and communicated with program/department leads, project managers and executive leadership to coordinate cross-departmental projects, initiatives and activities
- Negotiated annual contracts with community leaders and organizations
- Performed gap analysis to identify areas of improvement
- Retained 90% of students throughout the program year
- Communicated program vision to staff, students, parents and senior leadership
- Oversaw daily operations of an extensive program with over 1200 students
- Supervise case management

Harlem Children's Zone, Inc. – New York, NY

Program Manager ~ Program Coordinator ~ Program Aide, 2011 – 2013

- Responsible for managing program and project schedules, estimations, and oversight
- Facilitated dance, music and theatre classes to 200 students
- Developed curriculum using New York State Common Core Standards
- Performed gap analysis to identify areas for improvements
- Managed difficult behaviors
- Responsible for managing project and program schedules, estimations and oversight
- Supervised a team of 30 support staff
- Submit daily program reports
- Oversaw case manage
- Conducted weekly staff meetings to review progress made toward program goals

651 Arts/New York City Department of Education: Clinton Hill Elementary School – New York

Program Founder ~ Artistic Director ~ Teaching Artist, 2011 – 2012

- Responsible for managing project schedules, estimations, and oversight
- Created an arts enrichment program for 100 youth
- Developed and facilitated dance curriculum to 100 youth
- Ensuring compliance with guidelines, controls, policy, and procedures
- Led efforts to assure timely delivery of project within the approved budget and meeting the desired specification and quality
- Diagnosed project issues eliminating obstacles that jeopardize the completion of project on time and within budget

Balletto Teatro di Torino – Turin, Italy

Ballet Dancer ~ Rehearsal Director ~ International Tour Liaison, 2010 – 2011

- Principal ballet dancer within the company
- Responsible for coordinating and communicating personnel needs to company leadership
- Assisted choreographer with direction of company members
- International Tour Manager

The Juilliard School

Assistant Resident Coordinator ~ Resident Assistant, 2008 – 2010

- Managing a building with 348 residents

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67120 Wild Ridge Circle Apt. 2 Memphis, TN 38120 ~ 901.721.8721 ~ lmccclary@bes.org

- Responsible for designing and implementing community programs and resident store
- Led a team of 15 resident assistants and community assistants
- Conducted bi-weekly supervisions and staff meeting
- Built relationships with neighboring schools and community leaders

The Juilliard School

Program Coordinator ~ Senior Teaching Artist, 2006 – 2010

- Managed fiscal OTPS budget
- Responsible for creating and managing program schedules, curriculum, and lesson plans
- Conducted weekly staff meetings
- Composed monthly reports for program leadership
- Led a team of 15 teaching artists
- Taught literacy using dance, music, and theatre to elementary school children

Accomplishments

Founded the Juilliard School's Black Student Union in 2009

Produced a \$30K memorial celebration for Rev. Dr. Martin Luther King Jr. in 2008, 2009 and 2010

Led a team of artist for international community service project in Gaborone, Botswana (Africa) in 2010 and 2011

Coordinated relief efforts for Hurricane Katrina (New Orleans, 2006 - 2010) and Hurricane Sandy (New York, 2012)

Fundraised over \$250K for international and domestic community service projects (Tanzania, Philippines, Botswana, Guatemala, Japan, Peru, New Orleans, LA, Bronxville, NY and Homestead, FL)

Volunteered with Habitat for Humanity in New Orleans rebuilding the Lower Ninth Ward

Professional Certifications and Affiliations

Baruch College School of Public Affairs/PASE, Emerging Leaders in Nonprofit Management Certification – 2016

New York State Office of Children and Family Services, School Age Child Care Director Certification – 2015



Luceo Collegiate School of the Arts Charter School

Employee Handbook

School Year 2021-2022

Overview¹

This employee handbook outlines the policies and procedures governing employment with Luceo Collegiate School of the Arts Charter School to help us deliver on our mission. This handbook explains the Luceo Collegiate School of the Arts Charter School's basic employment policies and governs above any all implied policies.

It may be necessary to modify, update, revoke, replace or possibly terminate policies outlined in the employee manual. At the discretion of Luceo Collegiate School of the Arts Charter School's Board of Directors and Head of School, we reserve the right to make changes without notice. The language outlined in this handbook is for informational purposes only. The employee handbook contains policies and practices of the school but is not a statement of all policies and practices.

The policies and procedures listed below are not intended as a contract between Luceo Collegiate School of the Arts Charter School ("LCSA" or the "School") and its employees. This handbook is a general guide to the employment policies of LCSA. Refer to it when you have question or concerns about terms and conditions of your employment. After reading the handbook, if you have any questions, you are encouraged to discuss them with the Head of School.

The Head of School is the only representative of the School having authority to authorize promises, representations, or statements concerning employment for a specified period or differences from the policies outlined in this handbook. This handbook is applicable to all employees of the School, unless otherwise stated by the Head of School. The School remains solely responsible for the interpretation of the provisions in this handbook and its applications.

Personnel Policies and Procedures

Equal Opportunity Employment

LCSA 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. LCSA prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, 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

¹ This Employee Handbook was influenced by two recently authorized charter schools, Memphis Merit Academy and Beacon College Prep, each of which was incubated and supported through BES and its resources. We are grateful for the training and resources of BES which informed their work as well as our own, and we are grateful for Memphis Merit Academy and Beacon College Prep and each school's leadership for sharing their resources generously with us. Much of the content of this Handbook is directly informed from those resources.

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.

LCSA requires employees to abide by applicable federal and state nondiscrimination laws in their dealings with all members of the LCSA community—including visitors, vendors, and suppliers.

Anti-Harassment Policy

LCSA 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 LCSA 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.

Individuals with Disabilities

Any qualified individuals with a disability may make a request for reasonable accommodation to the Head of School. On receipt of an accommodation request, the Head of School will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the possible reasonable accommodation(s) that LCSA might make to help overcome those limitations. LCSA may request medical certification from the individual's doctor to verify the disability and the precise nature of the limitations.

Background Checks

To help ensure that all staff members at LCSA are of the highest quality, we will conduct extensive checks of employment references, educational verification and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment. Your employment with LCSA is contingent on your timely cooperation in and satisfactory results from background checks (both at the time of hire and from time to time during employment).

Employment At-Will

It is the policy of LCSA that at-will employment can be terminated at the option of the employee or at the option of the LCSA, with or without cause, at any time and for any reason. No employee or representative of LCSA 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

LCSA complies fully with the Fair Labor Standards Act (“FLSA”) and all other applicable Federal and State of Tennessee wage and hour laws. All employees of LCSA will be classified as either full-time or part-time, and either exempt or non-exempt. The School may also hire consultants and/or temporary employees.

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.

LCSA 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.

Full-Time Employment. An employee is considered to be 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 LCSA. An employee works full-time if he or she is regularly scheduled to work at least 40 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 considered to be 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 LCSA. 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 considered to be a “temporary” employee if he or she is employed to fill a position which is not regularly and consistently established within LCSA, 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.

Consultant. A consultant is an independent contractor who work under a consultancy agreement. Consultants have no employee status and are not eligible for benefits.

Public Health Concerns

Prior to employment, employees must provide certain public health records, especially documentation of a negative tuberculosis test result. Any employee/prospective employee with a medical condition

that interferes with taking a TB test or providing a negative result must discuss the matter promptly with the supervisor, who must report the issue to the Dean of Operations.

Once employed, an employee may expect to repeat a TB tests every two (2) years, but the School reserves the right to request more frequent screenings, particularly when required to do so by an authorizing agency, a grantor, or other official.

An employee must promptly notify the Dean of Operations of any serious communicable health condition (by way of example only, swine flu, chicken pox, or a positive tuberculosis test), regardless of any testing prompted by the School. The employee with a communicable condition may be asked for and must provide upon request (except where confidentiality is protected by law) documentation of the condition to the Dean of Operations.

Outside Activities

Employees are employed in a fiduciary relationship and a position of trust with LCSA and agree to exert their best efforts in the performance of, and shall devote all their working time, attention and energies solely to, the interests of LCSA.

An employee's involvement in activities listed in (a) and (b) below is subject to conditions listed below:

- I. Prior written approval of LCSA, which approval will be at LCSA's sole discretion;
- II. Involvement does not interfere in any way with employee's satisfactory completion of the employee's duties and responsibilities to LCSA; and
- III. Involvement does not have an adverse effect on the reputation or goodwill of LCSA.

Subject to the conditions described next 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 LCSA; 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 LCSA of any:

- a. Existing involvements prior to working for LCSA; 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 LCSA, either during or outside the school year.

Compensation

LCSA has no defined pay progression. No fixed annual compensation increases should be presumed. Pay, position responsibilities, and performance levels may be reviewed periodically by LCSA. Employees should discuss any questions they have regarding compensation directly with their supervisor.

Employee Evaluation

To support our collective development, all staff participate in informal and formal performance reviews and evaluations throughout the year.

Pay Procedures

Employees are paid for regular work twice per month (on the 15th day and last day of every month) twenty-four times per year, unless they are covered by an employment agreement or contract that specifies otherwise. Direct deposit of paychecks is available. If you find an error in your paycheck, please report it immediately to the Dean of Operations.

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.

Workday Schedules

LCSA 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 Training (Summer Institute) and ends on June 30 the following year. Unless otherwise agreed upon with the Head of School, all staff must arrive at School at least thirty (30) minutes prior to student arrival and remain at School until the completion of student dismissal.

School Closings

In the event of poor weather conditions such as heavy snow, ice or rain, please listen to local TV or radio stations for relevant information regarding School cancellations or delays. LCSA follows the delay and cancellation policies of Shelby County Schools. If Shelby County Schools are closed or delayed, this means LCSA will follow suit, accordingly.

Academic Year Employees (10 Month Employees)

Full-time academic year employees are not expected to work on days on which the School closes for School vacations and holidays; however, teachers will continue to receive their salary during School vacations and holidays.

Calendar Year Employees (12 Month Employees)

Full-time calendar year employees are employed year-round, including during days when the School closes for vacations. However, they are not expected to work on the following major holidays: Labor Day, Thanksgiving and the day after Thanksgiving, Christmas Day, New Year's Day, Memorial Day, 4th of July. In addition to sick and personal days, full-time administrators receive ten (10) days of paid vacation each summer.

Sick Days

Every full-time employee is entitled to five (5) paid sick days per School year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such

as a parent, spouse, partner, or child, it is expected that the employee will contact the Head of School with as much advance notice as possible, and by 5:30 am on the day of the absence, allowing enough time for Head of School to find substitute teacher or temporary help. Sick days will not roll over from year to year.

Personal Days

Every full-time employee is entitled to three (3) paid personal leave days per School year beginning September 1 to be available for use through June 30. Employees with unused personal leave days by June 30 of each year will receive compensation for these days following June 30. Personal days need to be requested at least a week in advance and will be approved by the Head of School.

Bereavement Policy

LCSA provides eligible employees with paid time away from work for the purpose of attending a funeral and making necessary household adjustments 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

Full-time employees who take leave for the birth of a child, adoption of a child, or placement of a child in his/her home for foster care may qualify for Family Medical Leave and should carefully review the section on Family Medical Leave following this section. LCSA will grant all new parents three weeks of paid leave. After three weeks, employees may choose to use available Paid Time Off leave concurrently with Family Medical Leave.

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. LCSA 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

Employee should give at least 15-calendar days advance notice if they plan to leave their position at LCSA. Hourly employees are expected to give two weeks' notice. All other employees are expected to provide advance notice of resignation as outlined in their offer letter.

Involuntary Termination

LCSA may terminate an employee for Cause based on, among other factors, an individual's inability to attain the required level of performance in the job, failure to comply with required policies or standards of professional behavior applicable to employment, or failure to perform required duties.

Employment may be terminated due to position elimination. The School can terminate any employment Agreement(s) without. At-will employees are advised that LCSA may terminate employment at any time, for any reason, with or without Cause.

Termination for Cause

Employees must abide by the rules and policies explained in this Personnel Policy Handbook; in their contracts or employment letters; or in written or verbal communications by School leaders, 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

LCSA may terminate any “at-will” employee without Cause at any time, without any notice. LCSA 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, employees will receive their final pay in accordance with applicable laws. In cases of involuntary termination, the employee will receive his or her final pay on the next business day. In cases of voluntary 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) gives employees and qualified beneficiaries the opportunity to continue existing health insurance coverage under LCSA’s health plan for a period of time after the occurrence of a "qualifying event" which otherwise 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 and his or her spouse.

When such a qualifying event occurs, LCSA (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, LCSA 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). It is important to keep LCSA advised of changes within the family unit so that appropriate, timely notices may be sent.

Exit Interviews

LCSA may schedule exit interviews at time of employment termination. The exit interview will afford opportunity to discuss such issues as benefits, conversion privileges, repayment of outstanding debts to LCSA, or return of LCSA-owned property. Suggestions, complaints, and questions can be addressed during the interview.

Policies and Standards of Conduct

Dress Code

All LCSA staff are role models for our students and as such we follow a professional dress code. Staff should wear dress pants, chinos, skirt or dress, and a collared shirt, blouse, or a sweater and appropriate footwear. The following items are considered to be inappropriate: jeans, shorts, tank tops, sweat suits, flip-flops or sandals, and leggings. In addition, ripped or soiled clothing is always inappropriate. Please note that if a staff member comes to school dressed in an unprofessional manner, s(he) may be asked

to return home to find more suitable garments. On staff-only days, such as professional development days and the Summer Institute, staff are welcome to wear work- appropriate jeans (i.e., no holes). 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 the dance and drama instructors.

Weapons

We are deeply committed to the safety of our LCSA. To that end, we prohibit all persons, including team members, who enter LCSA property from carrying 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 LCSA to carry a weapon on LCSA 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.

Tobacco-Free and Smoke-Free Workplace

For the health and comfort of our students, team members and families, smoking and tobacco are not permitted on the premises of LCSA.

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, LCSA prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. An employee taking prescription medicines as prescribed for that employee by a licensed medical doctor will not be in violation of this policy.

Confidentiality

Employees may, in the course of performing their duties for LCSA, 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

Employees who improperly use or divulge any confidential information will be subject to disciplinary action, up to and including termination. Employees who regularly have 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 employees 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

LCSA reserves the right to examine, inspect, or search at any time and without notice any and all LCSA property/workplaces and contents therein or thereon, including without limitation, LSCA vehicles (owned or rented), 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 LCSA property based on expectations of privacy or otherwise. The School 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. Any items that an employee does not want to have examined, inspected, or searched should not be brought to the workplace. This policy does not, however, require that the School police either its own or employees’ property, nor is the School responsible for either the contents or the protection of employee personal property brought to the workplace.

Open Communication Policy

Employees should discuss any interpersonal issue with a co-worker directly. If a resolution is not reached, the employees should arrange a meeting with the Dean of Operations or their supervisor to discuss any concern, problem, or issue that arises during employment. Retaliation against any employee for good-faith usage of open communication channels is unacceptable. In the event that the Dean of Operations or the employee’s supervisor is unable to resolve the employee’s questions or problems, or if an employee feels uncomfortable discussing this problem with the Head of School or the employee’s supervisor, an appointment may be made with the Head of School.

While the Open Communication Policy is intended to promote conflict resolution through respectful employee dialogue, any employee who has a question, concern or feels that he/she has been subject to any type of discrimination, harassment or other inappropriate workplace behavior should immediately inform either the Dean of Operations or the Head of School.

Complaint Resolution Policy

For matters not involving concerns about harassment, discrimination or other inappropriate workplace behavior, if an employee has a complaint about a particular situation or person, the employee, if comfortable in doing so, should talk to the person who seems to be causing the situation or with whom the employee has the complaint. If the employee is unable to resolve the employee's complaint through a conversation with that individual, the employee should notify the offending employee's supervisor in writing that the employee wishes to begin a complaint process and would like a meeting with the supervisor. If the conversation with the supervisor does not resolve the complaint, the employee may present the complaint in writing to the Dean of Operations. 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. Complaints from individuals that have not followed these previous steps will not be acknowledged. Each individual will have 48 hours from the receipt of the written information to respond to the complaint, and the employee bringing the complaint must wait until the end of that period before contacting the next person.

Receipt and Acknowledgment of Responsibility for Employee Handbook

Please read the following statements, sign below, and return to the Director of Operations:

I have received and read a copy of LCSA's Employee Handbook. I understand that this Employee Handbook supersedes all prior employee manuals, and that the policies and benefits described in the Employee Handbook are subject to change at the sole discretion of LCSA at any time.

I understand and accept that this Employee Handbook is not a contract of employment and that nothing contained in this Employee Handbook creates or may be construed as creating anything other than an employment at-will relationship.

Employee Print: _____

Employee Signature: _____

Date: _____



Scholastic First Insurance

School Insurance & Safety Program

1/14/2020

**RE: Insurance Coverage for Luceo Collegiate Charter School
Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for Luceo Collegiate Charter School. 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 Tennessee as required by law.

Our program utilizes the following carriers which are admitted in the State of Tennessee: 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 Luceo Collegiate Charter School, 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 Tennessee 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 Tennessee 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, 2.0 staff members, \$130,000 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	\$ 675
Excess \$10 million Limits (follow form over underlying)	\$ 1,900
Workers Compensation/Employers Liability	\$ 4,600
Total Annual Premium	\$ 14,475

Premiums are based upon 2nd year projections of 120 students, 12 staff members, \$775,000 payroll, \$10,000 Contents,

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,000
Directors & Officers / Employment Practices / Fiduciary	\$ 4,000
Property	\$ 1,000
Excess \$10 million Limits (follow form over underlying)	\$ 2,450
Workers Compensation/Employers Liability	\$ 6,000
Total Annual Premium	\$ 17,450

Premiums are based upon 3rd year projections of 240 students, 20 staff members, \$1,500,000 payroll, \$15,000 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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Scholastic First Insurance

School Insurance & Safety Program



**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Proposed School Information**



Proposed School Name	Luceo Collegiate School for the Arts Charter School
Lead Sponsor Name	LeBaron McClary
Lead Sponsor E-mail Address	lmcclary@bes.org
Lead Sponsor Phone Number	901.721.8721
CMO/EMO Affiliation	NA

Proposed Authorizer	Shelby County Schools
Proposed Opening Grade Level(s)	Kindergarten, First Grade
Proposed Final Grade Level(s)	Kindergarten through Eighth Grade
Proposed First Year of Operations	2021-22

Anticipated Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	120	180	240	300	360

Note: These cells auto-populate after completing Tab 2.

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2021-22	2022-23	2023-24	2024-25	2026-27

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

60	60	60	60	60
----	----	----	----	----

1st Grade

60	60	60	60	60
----	----	----	----	----

2nd Grade

0	60	60	60	60
---	----	----	----	----

3rd Grade

0	0	60	60	60
---	---	----	----	----

4th Grade

0	0	0	60	60
---	---	---	----	----

5th Grade

0	0	0	0	60
---	---	---	---	----

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

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	180	240	300	360
------------	------------	------------	------------	------------

Change in Net Enrollment

120	60	60	60	60
------------	-----------	-----------	-----------	-----------

of Classes By Grade

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

2	2	2	2	2
---	---	---	---	---

1st Grade

2	2	2	2	2
---	---	---	---	---

2nd Grade

0	2	2	2	2
---	---	---	---	---

3rd Grade

0	0	2	2	2
---	---	---	---	---

4th Grade

0	0	0	2	2
---	---	---	---	---

5th Grade

0	0	0	0	2
---	---	---	---	---

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

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
---	---	---	---	---

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Student Assumptions**

Total # of Classes	4	6	8	10	12
Change in Net # of Classes	4	2	2	2	2

**Other Key Assumptions
Enter Estimated Percentages**

SPED %	13%	13%	13%	13%	13%
SPED Count	16	23	31	39	47
ELL %	10%	10%	10%	10%	10%
ELL Count	12	18	24	30	36
Anticipated Paid %	10%	10%	10%	10%	10%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	80%	80%	80%	80%	80%
Anticipated Paid Count	12	18	24	30	36
Anticipated Reduced Count	12	18	24	30	36
Anticipated Free Count	96	144	192	240	288
Total Free and Reduced Count	108	162	216	270	324
School Days	186	186	186	186	186
Attendance Rate	96%	96%	96%	96%	96%

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

	Year 0		Assumption Notes
	Rate/Assumption	Amount	
		2020-21	
Federal Revenues			
CSP Startup Grant		-	
Fundraising & Philanthropy			Detail any private funding sources
Walton Family Foundation	\$325,000	\$325,000	Assumes receipt of WFF start-up grant upon charter authorization
Board Commitment	\$10,000	\$10,000	Assumes Board commitment to donate or raise \$10K
Other		\$0	
Other		\$0	
Other		\$0	
Total Revenues		335,000	
Additional Space to Provide Fundraising Details			

Compensation Assumptions

	Year 0		Assumption Notes
	FTE Count	Amount	
		2020-21	
Administrative Staff			
Principal/School Leader	0.83	\$78,850	Assumes no salary needed for July & August due to BES Fellowship; assumes 10-month salary based upon \$95,000 annually.
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.50	\$30,000	Assumes Dean of Operations starts January 2021 based on \$60K annual salary.
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	

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

Employer Benefits & Tax Assumptions

Year 0

2020-21

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	\$400.00	\$800	Assumes per employee per calendar year
Disability/Life Insurance	0.00%	\$0	N/A for pre-opening year
Workers Compensation Insurance	1.00%	\$1,089	Assumes rate of 1.00% of all wages during pre-opening year
Other Fringe Benefits	0.00%	\$0	N/A for pre-opening year
Medical Insurance	\$300	\$4,800	Assumes \$300 per employee; HOS @ 10 months and DOO @ 6 months
Dental Insurance	\$75	\$1,200	Assumes \$75 per employee; HOS @ 10 months and DOO @ 6 months
Vision Insurance	\$25	\$400	Assumes \$25 per employee; HOS @ 10 months and DOO @ 6 months
Other Retirement	0.00%	\$0	N/A for pre-opening year

Total Employer Benefits & Taxes

16,616

Operating Expenses

Year 0

2020-21

Contracted Services

Assumption Notes

Professional Development	\$20,000	\$20,000	Assumes BES Follow On Support @ 10K; assumes STEP-Leader Training, Orton Gillingham Training @ 10K
Financial Services	\$2,000	\$12,000	Assumes 2K per month for accounting services starting in January 2021
Audit Services	\$0	\$0	N/A for Pre-opening year
Legal Fees	\$2,500	\$2,500	Assumes legal rate; one-time retainer fee for legal review of policies
Copier Lease and Usage	\$0	\$0	N/A for Pre-opening year
Internet and Phone Service	\$0	\$0	N/A for Pre-opening year
Cell Phone Service	\$50	\$500	Assumes \$50 per month beginning September 2020
Payroll Services	\$150	\$1,500	Assumes \$150/month @ 10 months
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$4,000	\$4,000	Assumes D&O (Directors and Operations) Insurance
Postal Charges	\$20	\$240	Assumes \$20 per month for 12 months
Bank Charges	\$20	\$240	Assumes \$20 per month for 12 months

Supplies & Materials

Textbooks and Instructional Supplies	\$0	\$0	N/A
Education Software	\$0	\$0	N/A
Student Supplies	\$0	\$0	N/A
Faculty Supplies	\$0	\$0	N/A
Library Books	\$0	\$0	N/A

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

Testing & Evaluation	\$500	\$4,500	Assumes STEP kits @ \$500 per kit
Student Laptops	\$0	\$0	N/A
Faculty Laptops	\$900	\$1,800	Assumes \$900 for each of 2 staff members
Office Supplies	\$100	\$1,200	Assumes \$100 per month for 12 months
Printing Paper	\$40	\$400	Assumes \$40 per month for 10 months
Marketing Materials	\$5,000	\$5,000	Assumes online presence maintenance: website and social media
Student Uniforms	\$0	\$0	N/A
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Facility Related Expenses

Rent	\$5	\$12,500	Assumes \$5 per square foot April - June 2021
Utilities	\$2	\$5,000	Assumes \$2 per square foot April - June 2021
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$5	\$48,000	Assumes \$5 per sq ft of building improvements at 80 square feet per student @ 120 students
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Other Charges

Staff Recruitment	\$500	\$6,000	Assumes \$500 per new FTE Y1 staff
Student Recruitment & Community Engagement	\$50	\$6,000	Assumes \$50 per enrolled student in Y1; includes new student orientation, canvassing, parent meetings, home visit.
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

131,380

Total Expenses

256,846

Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Beginning Cash	-	-	-	281,003	269,807	258,610	247,414	228,454	209,494	190,534	117,741	92,948			
Revenues															
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising & Philanthropy	335,000	-	325,000	-	-	-	-	-	-	-	-	10,000	335,000	-	
Total Revenues	335,000	-	325,000	-	-	-	-	-	-	-	-	10,000	335,000	-	
Expenses															
Staffing	108,850	-	7,885	7,885	7,885	7,885	12,885	12,885	12,885	12,885	12,885	12,885	108,850	-	
Employer Benefits & Taxes	16,616	-	1,204	1,204	1,204	1,204	1,967	1,967	1,967	1,967	1,967	1,967	16,616	-	
Contracted Services	40,980	-	26,748	248	248	248	2,248	2,248	2,248	2,248	2,248	2,248	40,980	-	
Supplies & Materials	12,900	-	6,960	660	660	660	660	660	660	660	660	660	12,900	-	
Facility-Related Expenses	65,500	-	-	-	-	-	-	-	-	53,833	5,833	5,833	65,500	-	
Other Charges	12,000	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000	-	
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	256,846	-	43,997	11,197	11,197	11,197	18,960	18,960	18,960	72,793	24,793	24,793	256,846	-	
Operating Income (Loss)	78,154	-	281,003	(11,197)	(11,197)	(11,197)	(18,960)	(18,960)	(18,960)	(72,793)	(24,793)	(14,793)	78,154	-	
Changes in Accounts Receivable															
Changes in Accounts Payable															
Line of Credit Proceeds															
Line of Credit Repayments															
Other Balance Sheet Activity															
Ending Cash	-	-	281,003	269,807	258,610	247,414	228,454	209,494	190,534	117,741	92,948	78,154			

Details of Cash Flow

	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21	Year 0 2020-21
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	\$325,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	325,000	-	
Board Commitment	10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	10,000	-	
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	335,000	-	-	325,000	-	-	-	-	-	-	-	-	10,000	335,000	

Assumption Notes

Luceo Collegiate School for the Arts 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
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	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	-	Assumes HOS salary starting Sept 1, 2020
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 salary starting Jan 1, 2020
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																
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	108,850	-	-	7,885	7,885	7,885	7,885	12,885	12,885	12,885	12,885	12,885	12,885	108,850	-	

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
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	6,749	\$0	\$0	\$489	\$489	\$489	\$489	\$799	\$799	\$799	\$799	\$799	\$799	6,749	-	Assumes 6.20% of wages
Medicare	1,578	\$0	\$0	\$114	\$114	\$114	\$114	\$187	\$187	\$187	\$187	\$187	\$187	1,578	-	Assumes 1.45% of wages
State Unemployment	800	\$0	\$0	\$58	\$58	\$58	\$58	\$95	\$95	\$95	\$95	\$95	\$95	800	-	Assumes \$400 per FTE
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumes 0.25%
Workers Compensation Insurance	1,089	\$0	\$0	\$79	\$79	\$79	\$79	\$129	\$129	\$129	\$129	\$129	\$129	1,089	-	Assumes 1%
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medical Insurance	4,800	\$0	\$0	\$348	\$348	\$348	\$348	\$568	\$568	\$568	\$568	\$568	\$568	4,800	-	Assumes average \$300 contribution per FTE per month
Dental Insurance	1,200	\$0	\$0	\$87	\$87	\$87	\$87	\$142	\$142	\$142	\$142	\$142	\$142	1,200	-	Assumes average \$75 contribution per FTE per month
Vision Insurance	400	\$0	\$0	\$29	\$29	\$29	\$29	\$47	\$47	\$47	\$47	\$47	\$47	400	-	Assumes average \$25 contribution per FTE per month
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Employer Benefits & Taxes	16,616	-	-	1,204	1,204	1,204	1,204	1,967	1,967	1,967	1,967	1,967	1,967	16,616	-	

Lucre Collegiate School for the Arts 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
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

	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	Assumption Notes
	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	
Professional Development	20,000	\$0	\$0	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	20,000	- Assumes all PD costs
Financial Services	12,000	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	12,000	- Assumes Financial Services starting Jan 1, 2021
Audit Services	-	\$0	\$0	\$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	\$0	\$0	2,500	- Assumes Legal Retainer for policy review
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Cell Phone Service	500	\$0	\$0	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	500	- Assumes 10-month cell phone service for HOS
Payroll Services	1,500	\$0	\$0	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,500	- Assumes Payroll Services for 10 months
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
IT Services	-	\$0	\$0	\$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	\$0	\$0	-	-
Insurance	4,000	\$0	\$0	\$4,000											4,000	- Assumes D&O Insurance
Postal Charges	240	\$0	\$0	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	240	- Assumes monthly Postal Charges for 10 months
Bank Charges	240	\$0	\$0	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	\$24	240	- Assumes monthly Bank Charges for 10 months

Supplies & Materials

Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Testing & Evaluation	4,500	\$0	\$0	\$4,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	4,500	- Assumes Testing & Evaluation up-front costs
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Faculty Laptops	1,800	\$0	\$0	\$1,800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	1,800	- Assumes up-front costs of 2 staff laptops
Office Supplies	1,200	\$0	\$0	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	1,200	- Assumes monthly Office Supplies for 10 months
Printing Paper	400	\$0	\$0	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	400	- Assumes monthly Printing Paper costs for 10 months
Marketing Materials	5,000	\$0	\$0	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	5,000	- Assumes monthly Marketing Materials costs for 10 months
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Gifts & Awards - Students	-	\$0	\$0	\$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	\$0	\$0	-	-
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Facility Related Expenses

Rent	12,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,167	\$4,167	\$4,167	12,500	- Assumes 3 months' Rent Apr 1 - Jun 30, 2021
Utilities	5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,667	\$1,667	\$1,667	5,000	- Assumes 3 months' Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Tenant Improvements	48,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$48,000	\$0	\$0	48,000	- Assumes costs of Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Other

Other Charges

Staff Recruitment	6,000	\$0	\$0	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	6,000	- Assumes costs of Staff Recruitment
Student Recruitment & Community Engagement	6,000	\$0	\$0	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	6,000	- Assumes costs of Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Debt Service

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses

	131,380	-	-	34,908	2,108	2,108	2,108	4,108	4,108	4,108	57,941	9,941	9,941	131,380	-
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Total Expenses

	256,846	-	-	43,997	11,197	11,197	11,197	18,960	18,960	18,960	72,793	24,793	24,793	256,846	-
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**Luceo Collegiate School for the Arts 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	2021-22	2022-23	2023-24	2024-25	2026-27
Enrollment	120	180	240	300	360
# of Classes	4	6	8	10	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	0.00	0.00	0.00
Deans, Directors	1.00	2.00	3.00	3.00	3.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	2.00	3.00	4.00	4.00	4.00
Instructional Staff					
Teachers	7.00	11.00	14.00	17.00	20.00
Special Education Teachers	1.00	1.00	3.00	4.00	5.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
Elective Teachers	1.00	2.00	2.00	4.00	4.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	9.00	14.00	19.00	25.00	29.00
Non-Instructional Staff					
Clerical Staff	1.00	1.00	1.00	1.00	1.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	0.00	0.00	0.00	1.00
Social Workers/Counseling	0.00	0.00	0.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	1.00	1.00	1.00	2.00	3.00
Total FTE	12.00	18.00	24.00	31.00	36.00

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Compensation Assumptions

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2026-27
Annual Increase	0.00%	2.50%	2.50%	2.50%	2.50%
Cumulative Increase	100.00%	102.50%	105.06%	107.69%	110.38%

Administrative Staff

Base Assumption

Principal/School Leader	\$95,000	95,000	97,375	99,809	102,305	104,862
Assistant Principal	\$0	-	-	-	-	-
Special Education Coordinator	\$0	-	-	-	-	-
Deans, Directors	\$60,000	60,000	123,000	189,113	193,840	198,686
Other (Specify in Assumptions)	\$0	-	-	-	-	-
Total Administrative Compensation		155,000	220,375	288,922	296,145	303,549

Assumption Notes

Assumes HOS begins Y1 @95K w/2.5% COLA in all future years
Assumes DOO begins Y1 @60K w/2.5% COLA in all future years

Instructional Staff

Teachers	\$46,000
Special Education Teachers	\$50,000
Educational Assistants/Aides	\$0
Elective Teachers	\$35,000
Other (Specify in Assumptions)	\$0

Teachers	322,000	518,650	676,603	842,128	1,015,508
Special Education Teachers	50,000	51,250	157,594	215,378	275,953
Educational Assistants/Aides	-	-	-	-	-
Elective Teachers	35,000	71,750	73,544	150,765	154,534
Other (Specify in Assumptions)	-	-	-	-	-
Total Instructional Compensation	407,000	641,650	907,740	1,208,271	1,445,995

Assumes teachers @46K w/ 2.5% COLA in all future years; 1 dually certified teacher in SPED per grade with stipend adjustment
Assumes in addition to dually certified SPED teacher in line 59, also assumes another SPED teacher of 1 FTE in Y1; 1 FTE Y2; 3 FTEs in Y3; 4 FTEs in Y4; 5 FTEs in Y5; 2.5% COLA in all future years.
Assumes 1 FTE Arts Teacher in Y2 @35K; 2FTEs in Y2 and Y3; 4 FTEs in Y4 and 5; 2.5%COLA across all years.

Non-Instructional Staff

Clerical Staff	\$32,000
Custodial Staff	\$0
Operations	\$37,000
Social Workers/Counseling	\$50,000
Other (Specify in Assumptions)	\$0

Clerical Staff	32,000	32,800	33,620	34,461	35,322
Custodial Staff	-	-	-	-	-
Operations	-	-	-	-	40,841
Social Workers/Counseling	-	-	-	53,845	55,191
Other (Specify in Assumptions)	-	-	-	-	-
Total Non-Instructional Compensation	32,000	32,800	33,620	88,305	131,354

Assumes Office Manager @32K w/2.5% COLA in all future years
Assumes Operations Associate @\$37K in Y5
Assumes Social Worker @50K in Y4; 2.5% COLA in all future years

Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-

Total Compensation	594,000	894,825	1,230,282	1,592,721	1,880,897
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**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Employer Benefits & Tax Assumptions

		Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2026-27
Base Assumption						
Social Security	6.20%	\$36,828	\$55,479	\$76,277	\$98,749	\$116,616
Medicare	1.45%	\$8,613	\$12,975	\$17,839	\$23,094	\$27,273
State Unemployment	\$400.00	\$4,800	\$7,200	\$9,600	\$12,400	\$14,400
Disability/Life Insurance	0.25%	\$1,485	\$2,237	\$3,076	\$3,982	\$4,702
Workers Compensation Insurance	1.25%	\$7,425	\$11,185	\$15,379	\$19,909	\$23,511
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	\$43,200	\$67,392	\$93,450	\$125,535	\$151,614
Dental Insurance	\$900	\$10,800	\$16,200	\$21,600	\$27,900	\$32,400
Vision Insurance	\$300	\$3,600	\$5,400	\$7,200	\$9,300	\$10,800
TCRS Certified Legacy	10.46%	\$62,132	\$93,599	\$128,687	\$166,599	\$196,742
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

Assumption Notes

Assumes rate 6.2% of all wages each operating year
Assumes rate 1.45% of all wages each operating year
Assumes rate of \$400 per FTE each operating year
Assumes .25% of all wages
Assumes 1% of all wages
N/A

Assumes employer contribution of \$300 per month per FTE each year; 4% increase each year beginning Y2
Assumes employer contribution of \$75 per month per FTE each year; 4% increase each year beginning Y2
Assumes employer contribution of \$25 per month per FTE each year; 4% increase each year beginning Y2

Assumes max amount; some staff might qualify for hybrid

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2021-22
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 enrolled student in Y1; per DOE SCS FY19 funding rate Sheet
BEP Transportation Component	\$199	\$23,880	Assumes \$199 per 120 enrolled student in Y1; per DOE SCS FY19 funding rate Sheet
BEP Capital Outlay	\$300	\$36,000	Assumes \$300 per 120 enrolled student in Y1; per DOE SCS FY19 funding rate Sheet
Other	\$0	\$0	
Other	\$0	\$0	
Federal Revenues	\$0	\$0	
Title I	\$300	\$32,400	Assumes \$300 per FRL student (90% of 120 in Year 1)
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$150	\$18,000	Assumes \$150 per student in Y1
CSP Startup Grant	\$200,000	\$200,000	Assumes \$200K dispersed in Y1; \$100K deferred to Y2 (Max possible payment 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 Commitment	\$20,000	\$20,000	Assumes 20K donated or raised by Board
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		1,345,960	

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Year 1 Budget**

Compensation

		Year 1 2021-22		
	FTE Count			Assumption Notes
Administrative Staff				
Principal/School Leader	1.00	95,000		Assumes 1 FTE Head of School
Assistant Principal	0.00	-		
Special Education Coordinator	0.00	-		
Deans, Directors	1.00	60,000		Assumes 1 FTE Dean of Operations
Other (Specify in Assumptions)	0.00	-		
Total Administrative Compensation	2.00	155,000		
Instructional Staff				
Teachers	7.00	322,000		Assumes 7 FTE Lead Teachers; 2 SPED certified
Special Education Teachers	1.00	50,000		Assumes 1 additional FTE SPED Teacher
Educational Assistants/Aides	0.00	-		
Elective Teachers	1.00	35,000		Assumes 1 FTE Arts Teacher
Other (Specify in Assumptions)	0.00	-		
Total Instructional Compensation	9.00	407,000		
Non-Instructional Staff				
Clerical Staff	1.00	32,000		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	32,000		
Other Compensation		-		
Other Compensation		-		
Other Compensation		-		
Other Compensation		-		
Total Compensation		594,000		

Employer Benefits & Taxes

		Year 1 2021-22		
				Assumption Notes
Social Security	36,828			Assumes 6.2% of wages
Medicare	8,613			Assumes 1.45% of wages
State Unemployment	4,800			Assumes \$400 per FTE
Disability/Life Insurance	1,485			Assumes 0.25% of wages
Workers Compensation Insurance	7,425			Assumes 1% of wages
Other Fringe Benefits	-			
Medical Insurance	43,200			Assumes average \$300 contribution per FTE per month
Dental Insurance	10,800			Assumes average \$75 contribution per FTE per month
Vision Insurance	3,600			Assumes average \$25 contribution per FTE per month
TCRS Certified Legacy	62,132			Assumes max amount; some staff might qualify for hybrid
TCRS Certified Hybrid	-			
TCRS Classified Legacy	-			
TCRS Classified Hybrid	-			
Other Classified Retirement	-			
Other Retirement	-			
Total Employer Benefits & Taxes		178,883		

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Year 1 Budget**

Operating Expenses			
Year 1			
2021-22			
Contracted Services			Assumption Notes
Professional Development	\$15,000	\$45,000	Assumes \$10K BES, \$30K STEP training; \$5K for other PD expenses
Financial Services	\$4,600	\$55,200	Assumes \$4,600 per month
Audit Services	\$10,000	\$10,000	Assumes cost for initial audit and 990 filing
Legal Fees	\$2,500	\$2,500	Assumes legal fee; one-time retainer fee
Copier Lease and Usage	\$1,400	\$16,800	Assumes 2 copy machines @ \$1400 per month
Internet and Phone Service	\$200	\$2,400	Assumes \$200 per month
Cell Phone Service	\$50	\$600	Assumes \$50 per month
Payroll Services	\$300	\$3,600	Assumes \$300 per month
Health Services	\$15	\$1,800	Assumes \$15 per enrolled student
Transportation	\$45,000	\$45,000	Assumes 1 bus route
IT Services	\$9,600	\$9,600	Assumes \$500 per month and \$30 per student for SIS
Contracted SPED Services	\$1,000	\$16,000	Assumes 1K per SPED student
Insurance	\$125	\$15,000	Assumes liability and property insurance and D&O insurance \$125 per enrolled student
Postal Charges	\$2	\$240	Assumes \$8 per enrolled student
Bank Charges	\$20	\$240	Assumes \$20 per month
Supplies & Materials			
Textbooks and Instructional Supplies	\$100	\$12,000	Assumes \$100 per enrolled student; includes students supplies
Education Software	\$100	\$12,000	Assumes \$100 per enrolled student for blended learning and online curricular
Student Supplies	\$50	\$6,000	Assumes \$50 per enrolled student for extra-curricular experiences (trips and events)
Faculty Supplies	\$50	\$6,000	Assumes \$50 per month per FTE
Library Books	\$50	\$6,000	Assumes \$50 per enrolled student
Testing & Evaluation	\$40	\$4,800	Assumes \$40 per enrolled student
Student Laptops	\$250	\$10,000	Assumes 3:1 ratio
Faculty Laptops	\$900	\$9,000	Assumes \$900 per FTE minus pre-opening purchases
Office Supplies	\$350	\$4,200	Assumes \$350 per month
Printing Paper	\$40	\$4,800	Assumes \$4 per ream per enrolled student
Marketing Materials	\$1,000	\$1,000	Assumes \$200 for website maintenance and other marketing campaigns
Student Uniforms	\$30	\$3,600	Assumes 2 uniform shirts per enrolled student
Gifts & Awards - Students	\$30	\$3,600	Assumes 1 gift/award per enrolled student
Gifts & Awards - Teachers and Staff	\$75	\$825	Assumes 1gift/award per Year 1 FTE
Health Supplies	\$1,500	\$1,500	Assumes costs of health supplies
Facility Related Expenses			
Rent	\$5	\$48,000	Assumes \$5 per square ft per newly enrolled student; 80 sq ft. per student
Utilities	\$2	\$19,200	Assumes \$2 per square ft per newly enrolled student; 80 sq ft. per student
Custodial	\$2	\$19,200	Assumes \$2 per square ft per newly enrolled student; 80 sq ft. per student
Waste	\$200	\$2,400	Assumes \$200 per month
Faculty Furniture	\$2,500	\$10,000	Assumes \$2500 per classroom
Student Furniture	\$5,000	\$20,000	Assumes \$5K per classroom (desk, chairs, tables)
Internet/Network Equipment	\$8,000	\$8,000	Assumes facility wiring and installation
Other Equipment	\$5,000	\$5,000	Assumes office furniture, cafeteria furniture and performing arts room furniture
Building Decorum	\$5,000	\$5,000	Assumes cost of posters, bulletin boards, etc.
Tenant Improvements	\$2	\$19,200	Assumes \$2 basic wear and tear. Initial improvements completed in planning year
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$15,000	\$15,000	Assumes 2 from MTR @\$5K and \$5K for other expenses (advertisement and recruitment)
Student Recruitment & Community Engagement	\$50	\$9,000	Assumes \$50 per family for retention and recruitment for Year 2 - 60 additional students
Parent & Staff Meetings	\$400	\$4,000	Assumes \$400 per month for min. of 2 parents meetings, staff meetings.
Authorizer Fee	\$31,187	\$31,187	Assumes authorizer fee is %3 of BEP; not to exceed \$35K
Other	\$0	\$0	
Debt Service			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		524,492	
Total Expenses		1,297,375	

Luceo Collegiate School for the Arts 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
	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	78,154	78,154	31,860	48,441	73,122	94,703	111,284	135,965	141,046	160,127	182,308	196,389	102,914		
Revenues															
State Revenues	1,075,560	-	107,556	107,556	107,556	107,556	107,556	107,556	107,556	107,556	107,556	-	107,556	1,075,560	-
Federal Revenues	250,400	201,500	1,500	9,600	1,500	1,500	9,600	1,500	1,500	9,600	1,500	1,500	9,600	250,400	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	20,000	5,000	-	-	5,000	-	-	-	5,000	-	-	-	5,000	20,000	-
Total Revenues	1,345,960	206,500	109,056	117,156	114,056	109,056	117,156	109,056	114,056	117,156	109,056	1,500	122,156	1,345,960	-
Expenses															
Staffing	594,000	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	594,000	-
Employer Benefits & Taxes	178,883	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	178,883	-
Contracted Services	223,980	56,140	14,920	14,920	14,920	14,920	14,920	14,920	14,920	14,920	14,920	14,920	18,640	223,980	-
Supplies & Materials	85,325	66,602	1,702	1,702	1,702	1,702	1,702	1,702	1,702	1,702	1,702	1,702	1,702	85,325	-
Facility-Related Expenses	156,000	62,683	8,483	8,483	8,483	8,483	8,483	8,483	8,483	8,483	8,483	8,483	8,483	156,000	-
Other Charges	59,187	2,963	2,963	2,963	2,963	2,963	2,963	14,463	5,463	5,463	5,463	5,463	5,099	59,187	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,297,375	252,795	92,475	92,475	92,475	92,475	103,975	94,975	94,975	94,975	94,975	94,975	98,331	1,297,375	-
Operating Income (Loss)	48,585	(46,295)	16,581	24,681	21,581	16,581	24,681	5,081	19,081	22,181	14,081	(93,475)	23,825	48,585	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	31,860	48,441	73,122	94,703	111,284	135,965	141,046	160,127	182,308	196,389	102,914	126,739			

Luceo Collegiate School for the Arts Charter School
 New Charter School Application Budget Template
 Year 1 Cash Flow

Details of Cash Flow

Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22	Year 1 2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Revenues

Revenues

Assumption Notes

State Revenues

Assumption Notes

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	-	Assumes BEP Schedule
BEP Transportation Component	23,880	\$0	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$0	\$2,388	23,880	-	Assumes BEP Schedule
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	-	Assumes BEP Schedule
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	32,400	\$0	\$0	\$8,100	\$0	\$0	\$8,100	\$0	\$0	\$8,100	\$0	\$0	\$8,100	32,400	-	Assumes quarterly disbursement
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	-	Assumes monthly disbursement	
CSP Startup Grant	200,000	\$200,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	200,000	-	Assumes initial disbursement	
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 Commitment	20,000	\$5,000	\$0	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$0	\$0	20,000	-	Assumes quarterly installments
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

	1,345,960	206,500	109,056	117,156	114,056	109,056	117,156	109,056	114,056	117,156	109,056	1,500	122,156	1,345,960	-
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Luceo Collegiate School for the Arts 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
2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
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 HOS salary
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 DOO salary
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	322,000	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	\$26,833	322,000	-	Assumes salary of 8 teachers
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 salary of 1 additional SPED teacher
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Elective Teachers	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-	Assumes salary of 1 Arts teacher
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Instructional Compensation	407,000	33,917	33,917	33,917	33,917	33,917	33,917	33,917	33,917	33,917	33,917	33,917	33,917	407,000	-	
Non-Instructional Staff																
Clerical Staff	32,000	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	32,000	-	Assumes salary of Office Manager
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	32,000	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	32,000	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Compensation	594,000	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	49,500	594,000	-	

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
2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

															Assumption Notes	
Social Security	36,828	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	\$3,069	36,828	-	Assumes 6.20% of wages
Medicare	8,613	\$718	\$718	\$718	\$718	\$718	\$718	\$718	\$718	\$718	\$718	\$718	\$718	8,613	-	Assumes 1.45% of wages
State Unemployment	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	-	Assumes \$400 per FTE
Disability/Life Insurance	1,485	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	\$124	1,485	-	Assumes 0.25% of wages
Workers Compensation Insurance	7,425	\$619	\$619	\$619	\$619	\$619	\$619	\$619	\$619	\$619	\$619	\$619	\$619	7,425	-	Assumes 1% of wages
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medical Insurance	43,200	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	43,200	-	Assumes average \$300 contribution per FTE per month
Dental Insurance	10,800	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	10,800	-	Assumes verage \$75 contribution per FTE per month
Vision Insurance	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Assumes average \$25 contribution per FTE per month
TCRS Certified Legacy	62,132	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	\$5,178	62,132	-	Assumes max amount; some staff might qualify for hybrid
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	178,883	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	14,907	178,883	-	

Luco Collegiate School for the Arts 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	
	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Contracted Services																
Professional Development	45,000	\$45,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	45,000	-	Assumes monthly PD costs
Financial Services	55,200	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	55,200	-	Assumes monthly Financial Services costs
Audit Services	10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	10,000	-	Assumes annual Audit Services
Legal Fees	2,500	\$2,500												2,500	-	Assumes annual retainer for Legal Fees
Copier Lease and Usage	16,800	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	16,800	-	Assumes monthly Copier Lease and Usage
Internet and Phone Service	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	Assumes monthly Internet and Phone Service
Cell Phone Service	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	Assumes monthly Cell Phone Service
Payroll Services	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Assumes monthly Payroll Services
Health Services	1,800	\$0	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$0	1,800	-	Assumes monthly Health Services for 10 months
Transportation	45,000	\$0	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$0	45,000	-	Assumes monthly Transportation costs for 10 months
IT Services	9,600	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	9,600	-	Assumes monthly IT Services
Contracted SPED Services	16,000	\$0	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600	\$0	16,000	-	Assumes monthly Contracted SPED Services for 10 months
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 monthly Insurance costs
Postal Charges	240	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	240	-	Assumes monthly Postal Charges
Bank Charges	240	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	240	-	Assumes monthly Bank Charges
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 and Instructional Supplies
Education Software	12,000	\$12,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	12,000	-	Assumes up-front costs for Education Software
Student Supplies	6,000	\$6,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	6,000	-	Assumes up-front costs for Student Supplies
Faculty Supplies	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	Assumes monthly costs for Faculty Supplies
Library Books	6,000	\$6,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	6,000	-	Assumes up-front costs for Library Books
Testing & Evaluation	4,800	\$4,800												4,800	-	Assumes up-front cost of testing materials
Student Laptops	10,000	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	10,000	-	Assumes up-front costs of Student Laptops
Faculty Laptops	9,000	\$9,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	9,000	-	Assumes up-front costs of Faculty Laptops
Office Supplies	4,200	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	4,200	-	Assumes monthly costs of Office Supplies
Printing Paper	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	-	Assumes monthly costs of Printing Paper
Marketing Materials	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Assumes monthly costs of Marketing Materials
Student Uniforms	3,600	\$3,600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	3,600	-	Assumes up-front costs of Student Uniforms
Gifts & Awards - Students	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Assumes monthly costs of Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	825	\$69	\$69	\$69	\$69	\$69	\$69	\$69	\$69	\$69	\$69	\$69	\$69	825	-	Assumes monthly costs of Gifts & Awards - Teachers and Staff
Health Supplies	1,500	\$1,500												1,500	-	Assumes up-front costs of Health Supplies
Facility Related Expenses																
Rent	48,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	48,000	-	Assumes monthly 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 monthly Utilities costs
Custodial	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 monthly Custodial costs
Waste	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	Assumes monthly Waste costs
Faculty Furniture	10,000	\$10,000												10,000	-	Assumes up-front Faculty Furniture costs
Student Furniture	20,000	\$20,000												20,000	-	Assumes up-front 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 monthly costs
Other Equipment	5,000	\$5,000												5,000	-	Assumes up-front Other Equipment costs
Building Decorum	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Assumes up-front Building Decorum costs
Tenant Improvements	19,200	\$19,200												19,200	-	Assumes up-front Tenant Improvements costs
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other Charges																
Staff Recruitment	15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	15,000	-	Assumes cyclical Staff Recruitment costs
Student Recruitment & Community Engagement	9,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	9,000	-	Assumes cyclical Student Recruitment & Community Engagement costs
Parent & Staff Meetings	4,000	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	\$364	4,000	-	Assumes monthly 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 Monthly payment
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Other
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Other
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Other
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Other
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Other
Total Operating Expenses	524,492	188,388	28,068	28,068	28,068	28,068	28,068	39,568	30,568	30,568	30,568	30,568	33,924	524,492	-	
Total Expenses	1,297,375	252,795	92,475	92,475	92,475	92,475	92,475	103,975	94,975	94,975	94,975	94,975	98,331	1,297,375	-	

Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2026-27
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	\$1,499,982	\$2,029,975	\$2,575,531	\$3,136,997	Assumes \$8646 per enrolled student; yearly increase of 1.5%
BEP Transportation Component	\$199	23,880	\$35,267	\$47,727	\$60,554	\$73,755	Assumes \$199 per enrolled student; yearly increase of 1.5%
BEP Capital Outlay	\$300	36,000	\$53,166	\$71,951	\$91,288	\$111,188	Assumes \$300 per enrolled student; yearly increase of 1.5%
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Federal Revenues

Title I	\$300	32,400	\$48,600	\$64,800	\$81,000	\$97,200	Assumes \$300 per enrolled student categorized as FRL; yearly increase of 1.5%
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	\$27,000	\$36,000	\$45,000	\$54,000	Assumes \$150 per enrolled student
CSP Startup Grant	\$0	200,000	\$100,000	\$0	\$0	\$0	Assumes \$200K dispersed in Y1; \$100K dispersed in 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	Assumes all funds disbursed in planning year, with Net Revenue disbursed in Y1
Board Commitment	\$20,000	20,000	\$20,000	\$25,000	\$25,000	\$30,000	Assumes annual Board fundraising activity
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

1,345,960 1,784,014 2,275,453 2,878,373 3,503,140

**Luceo Collegiate School for the Arts Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2021-22	2022-23	2023-24	2024-25	2026-27

Assumption Notes

Administrative Staff						
Principal/School Leader	95,000	97,375	99,809	102,305	104,862	Assumes 1 FTE Head of School in all years
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	60,000	123,000	189,113	193,840	198,686	Assumes 1 FTE Dean of Ops Y1; 2 FTE - Deans of Op and Curric. Ins. Y2; Assumes 3 FTE - Deans of Ops, Student Supports, & Curric. Ins. Y3, Y4, and Y5
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	155,000	220,375	288,922	296,145	303,549	
Instructional Staff						
Teachers	322,000	518,650	676,603	842,128	1,015,508	Assumes 7 classroom teachers in Y1; 11 teachers in Y2; 14 teachers in Y3; 17 teachers in Y4; 20 teachers in Y5; Assumes 2 dually certified SPED teachers per grade as part of FTE count
Special Education Teachers	50,000	51,250	157,594	215,378	275,953	Assumes 1 additional SPED teacher Y1 & Y2; 3 additional SPED teachers Y3; 4 additional SPED teachers Y4; 5 additional SPED teachers Y5
Educational Assistants/Aides	-	-	-	-	-	
Elective Teachers	35,000	71,750	73,544	150,765	154,534	Assumes 1 Arts teachers in Y1 growing to 4 Arts teachers by Y4; 1 Performing Art form (dance, music, theater, and art)
Other (Specify in Assumptions)	-	-	-	-	-	
Total Instructional Compensation	407,000	641,650	907,740	1,208,271	1,445,995	
Non-Instructional Staff						
Clerical Staff	32,000	32,800	33,620	34,461	35,322	Assumes 1 Office Manager in all years
Custodial Staff	-	-	-	-	-	
Operations	-	-	-	-	40,841	Assumes 1 FTE Operations Associate will join in Y5
Social Workers/Counseling	-	-	-	53,845	55,191	Assumes 1 FTE Social Worker will join in Y4
Other (Specify in Assumptions)	-	-	-	-	-	
Total Non-Instructional Compensation	32,000	32,800	33,620	88,305	131,354	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	594,000	894,825	1,230,282	1,592,721	1,880,897	

Employer Benefits & Taxes

Year 1	Year 2	Year 3	Year 4	Year 5
2021-22	2022-23	2023-24	2024-25	2026-27

Assumption Notes

Social Security	36,828	55,479	76,277	98,749	116,616	Assumes 6.20% of wages
Medicare	8,613	12,975	17,839	23,094	27,273	Assumes 1.45% of wages
State Unemployment	4,800	7,200	9,600	12,400	14,400	Assumes \$400 per FTE
Disability/Life Insurance	1,485	2,237	3,076	3,982	4,702	Assumes 0.25% of wages
Workers Compensation Insurance	7,425	11,185	15,379	19,909	23,511	Assumes 1% of wages
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	43,200	67,392	93,450	125,535	151,614	Assumes average \$300 contribution per FTE per month
Dental Insurance	10,800	11,232	11,681	12,149	12,634	Assumes average \$75 contribution per FTE per month
Vision Insurance	3,600	3,744	3,894	4,050	4,211	Assumes average \$25 contribution per FTE per month
TCRS Certified Legacy	62,132	93,599	128,687	166,599	196,742	Assumes max amount; some staff might qualify for hybrid
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	178,883	265,043	359,884	466,465	551,704	

Luceo Collegiate School for the Arts 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
Annual Expense Increase	2021-22	2022-23	2023-24	2024-25	2026-27
	0.00%	1.50%	1.50%	1.50%	1.50%
Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%

Contracted Services

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Professional Development	\$15,000	45,000	\$45,000	\$15,000	\$15,000	Assumes phase-out of BES & STEP training after Y2; \$15K per year for PD in all remaining years	
Financial Services	\$4,600	55,200	\$56,028	\$56,868	\$57,721	\$58,587	Assumes consistent rate plus cost of inflation
Audit Services	\$10,000	10,000	\$10,000	\$10,000	\$10,000	\$10,000	Assumes flat fee of \$10K
Legal Fees	\$2,500	2,500	\$2,500	\$2,500	\$2,500	\$2,500	Assumes flat retainer fee of \$2K
Copier Lease and Usage	\$1,400	16,800	\$14,210	\$14,423	\$14,639	\$14,859	Assumes \$1400 per month plus annual 1.50% inflation adjustment
Internet and Phone Service	\$200	2,400	\$2,436	\$2,473	\$2,510	\$2,547	Assumes \$200 per month plus annual 1.50% inflation adjustment
Cell Phone Service	\$50	600	\$609	\$618	\$627	\$637	Assumes \$50 per month plus annual 1.50% inflation adjustment
Payroll Services	\$300	3,600	\$3,654	\$3,709	\$3,764	\$3,821	Assumes \$300 per month plus annual 1.50% inflation adjustment
Health Services	\$15	1,800	\$2,741	\$3,709	\$4,706	\$5,731	Assumes \$15 per enrolled student plus annual 1.50% inflation adjustment
Transportation	\$45,000	45,000	\$45,000	\$90,000	\$90,000	\$90,000	Assumes 1 bus route in Y1-Y3 and 2 bus routes in Y4 & Y5
IT Services	\$9,600	9,600	\$9,744	\$9,890	\$10,039	\$10,189	Assumes annual wiring fee plus 1.50% inflation adjustment
Contracted SPED Services	\$1,000	16,000	\$23,345	\$31,937	\$40,781	\$49,884	Assumes \$1K per student classified as SPED
Insurance	\$125	15,000	\$22,838	\$30,907	\$39,213	\$47,761	Assumes \$125 per enrolled student plus annual 1.50% inflation adjustment
Postal Charges	\$2	240	\$360	\$480	\$600	\$720	Assumes \$2 per enrolled student
Bank Charges	\$20	240	\$240	\$240	\$240	\$240	Assumes \$20 per month

Supplies & Materials

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Textbooks and Instructional Supplies	\$100	12,000	\$18,270	\$24,725	\$31,370	\$38,209	Assumes \$100 per enrolled student plus annual 1.50% inflation adjustment
Education Software	\$100	12,000	\$18,270	\$24,725	\$31,370	\$38,209	Assumes \$100 per enrolled student plus annual 1.50% inflation adjustment
Student Supplies	\$50	6,000	\$9,135	\$12,363	\$15,685	\$19,105	Assumes \$50 per enrolled student plus annual 1.50% inflation adjustment
Faculty Supplies	\$50	6,000	\$9,135	\$12,363	\$15,685	\$19,105	Assumes \$50 per FTE plus annual 1.50% inflation adjustment
Library Books	\$50	6,000	\$9,135	\$12,363	\$15,685	\$19,105	Assumes \$50 per enrolled student plus annual 1.50% inflation adjustment
Testing & Evaluation	\$40	4,800	\$9,135	\$12,363	\$15,685	\$19,105	Assumes \$40 per enrolled student plus annual 1.50% inflation adjustment
Student Laptops	\$250	10,000	\$5,075	\$5,151	\$5,228	\$5,307	Assumes \$250 per computer for newly enrolled students at a 3:1 ratio plus annual 1.50% inflation adjustment
Faculty Laptops	\$900	9,000	\$5,481	\$5,563	\$5,648	\$5,736	Assumes \$900 per computer per new FTE plus annual 1.50% inflation adjustment
Office Supplies	\$350	4,200	\$3,553	\$3,606	\$3,660	\$3,715	Assumes \$350 per in-session month plus annual 1.50% inflation adjustment
Printing Paper	\$40	4,800	\$7,308	\$9,890	\$12,548	\$15,284	Assumes \$40 per enrolled student plus annual 1.50% inflation adjustment
Marketing Materials	\$1,000	1,000	\$1,000	\$1,000	\$1,000	\$1,000	Assumes \$100 per year for general maintenance
Student Uniforms	\$30	3,600	\$5,481	\$7,418	\$9,411	\$11,463	Assumes \$30 per enrolled student plus annual 1.50% inflation adjustment
Gifts & Awards - Students	\$30	3,600	\$5,481	\$7,418	\$9,411	\$11,463	Assumes \$30 per enrolled student plus annual 1.50% inflation adjustment
Gifts & Awards - Teachers and Staff	\$75	825	\$1,370	\$1,854	\$2,431	\$2,866	Assumes \$75 per FTE
Health Supplies	\$1,500	1,500	\$0	\$0	\$0	\$0	

Facility Related Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Rent	\$5	48,000	\$72,000	\$96,000	\$120,000	\$144,000	Assumes \$5 per square ft. plus inflation; growing square footage needs in alignment with enrollment growth
Utilities	\$2	19,200	\$28,800	\$38,400	\$48,000	\$57,600	Assumes \$2 per square ft. plus inflation; growing square footage needs in alignment with enrollment growth
Custodial	\$1	19,200	\$14,400	\$19,200	\$24,000	\$28,800	Assumes \$1 per square ft. plus inflation; growing square footage needs in alignment with enrollment growth
Waste	\$200	2,400	\$2,436	\$2,473	\$2,510	\$2,547	Assumes \$200 per month plus annual 1.50% inflation adjustment
Faculty Furniture	\$2,500	10,000	\$5,075	\$5,151	\$5,228	\$5,307	Assumes \$2500 per classroom plus annual 1.50% inflation adjustment
Student Furniture	\$5,000	20,000	\$10,150	\$10,302	\$10,457	\$10,614	Assumes \$5000 per classroom plus annual 1.50% inflation adjustment
Internet/Network Equipment	\$8,000	8,000	\$8,120	\$8,242	\$8,365	\$8,491	Assumes \$8K per year plus annual 1.50% inflation adjustment
Other Equipment	\$1,000	5,000	\$1,015	\$1,030	\$1,046	\$1,061	Assumes 1K for additional arts room furniture plus annual 1.50% inflation adjustment
Building Decorum	\$1,000	5,000	\$1,015	\$1,030	\$1,046	\$1,061	Assumes 1K per year plus annual 1.50% inflation adjustment
Tenant Improvements	\$2	19,200	\$9,600	\$9,600	\$9,600	\$9,600	Assumes \$2 per sq ft. for basic wear and tear repairs
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

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Staff Recruitment	\$15,000	15,000	15,225	15,225	15,225	15,225	Assumes MTR @\$5K and \$5 for other expenses (advertisement and recruitment) plus annual 1.50% inflation adjustment
Student Recruitment & Community Engagement	\$50	9,000	9,135	9,135	9,135	9,135	Assumes \$50 per family for retention and recruitment for Year 2 -5 - 60 additional students plus annual 1.50% inflation adjustment
Parent & Staff Meetings	\$400	4,000	4,060	4,060	4,060	4,060	Assumes \$400 per month for min. of 2 parents meetings; staff meetings plus annual 1.50% inflation adjustment
Authorizer Fee	\$31,187	31,187	31,655	31,655	31,655	31,655	Assumes authorizer fee is %3 of BEP; not to exceed \$35K plus annual 1.50% inflation adjustment
Other	\$0	-	-	-	-	-	

Debt Service

Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-

Total Operating Expenses

524,492	559,219	620,058	758,949	850,342
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Total Expenses

1,297,375	1,719,087	2,210,224	2,818,136	3,282,943
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Luceo Collegiate School for the Arts Charter School
 New Charter School Application Budget Template
 Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2026-27
Starting Fund Balance	-	78,154	126,739	191,666	256,896	317,133
State Revenues	-	1,075,560	1,588,414	2,149,653	2,727,373	3,321,940
Federal Revenues	-	250,400	175,600	100,800	126,000	151,200
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	335,000	20,000	20,000	25,000	25,000	30,000
Total Revenues	335,000	1,345,960	1,784,014	2,275,453	2,878,373	3,503,140
Staffing	108,850	594,000	894,825	1,230,282	1,592,721	1,880,897
Employer Benefits & Taxes	16,616	178,883	265,043	359,884	466,465	551,704
Contracted Services	40,980	223,980	238,704	227,754	292,341	312,477
Supplies & Materials	12,900	85,325	107,829	140,802	176,282	208,709
Facility-Related Expenses	65,500	156,000	152,611	191,428	230,252	269,081
Other Charges	12,000	59,187	60,075	60,075	60,075	60,075
Debt Service	-	-	-	-	-	-
Total Expenses	256,846	1,297,375	1,719,087	2,210,224	2,818,136	3,282,943
Net Income	78,154	48,585	64,927	65,230	60,237	220,197
Ending Fund Balance	78,154	126,739	191,666	256,896	317,133	537,330

ATTACHMENT P: Budget Narrative¹

Introduction

To ensure that applicants are building a financial plan that can support the academic program and operational elements outlined in the charter application, Shelby County Schools (“SCS”) requires financial plans for Year 1 through Year 5 as well as a financial breakdown for the planning year prior to the first year of operations.

In response, this narrative supports the proposed financial activity for the planning year and Year 1 through Year 5 for the proposed charter school. The narrative includes details of enrollment and all student population assumptions. It also includes a summary of revenue and expense assumptions, a discussion of sustainability, cash flow, and finally contingency plans.

Enrollment and ADM Assumptions

We have assumed the following enrollment plan when creating a five-year outlook.

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	60	60	60	60	60
1 st Grade	60	60	60	60	60
2 nd Grade	0	60	60	60	60
3 rd Grade	0	0	60	60	60
4 th Grade	0	0	0	60	60
5 th Grade	0	0	0	0	60
Total	120	180	240	300	360

We plan to locate in the Central City East, Binghampton community within the 38112-zip code, recruiting students primarily from the surrounding neighborhoods. Despite the desired location of the Binghampton community, we understand that as a free choice SCS charter school, some students that enroll may be from outside of the 38112-zip code.

Luceo Collegiate School of the Arts Charter School (“LCSA”) will backfill based on attrition between years to ensure each grade maintains maximum student enrollment. For Basic Education Program (“BEP”) projections, we have taken a conservative approach by hedging enrollment assumptions and estimating average daily membership (“ADM”) of 96%. This provides the school with some safety regarding revenue expectations should we not meet the projected enrollment.

The effect ADM each year is summarized as the following.

	Year 1	Year 2	Year 3	Year 4	Year 5
ADM	115	173	230	288	346

¹ We have worked closely with EdTec and BES in the development of this narrative and the accompanying budget details, and as both organizations have worked with other charter operators in Memphis, the structure of the narrative will have natural similarities but represents all details of the Luceo Collegiate School of the Arts academic program and operational plan including all staffing details.

To remain conservative with projections, we have calculated based on total enrollment, not ADM, as the driver for expenses. By differentiating between these two drivers for BEP and student-driven spending, we conservatively estimate revenue while permitting more variance for expenses.

Other Demographic Factors

We anticipate demographics to be consistent with neighboring Shelby County Schools. We assume the following: 90% of students will qualify for free or reduced lunch; 10% of students will be considered Emerging Bilinguals (ELL”); 13% of the student population will have an active Individual Education Plan (“IEP”).

Revenue Assumptions

During the planning year, we anticipate our primary source of funding to come from the Walton Family Foundation startup grant for charter schools. We have received a letter of commitment from BES in partnership with the Walton Family Foundation. The Walton Family Foundation startup grant offers financial support of \$325,000 to qualified schools during their start-up year. This funding will cover the school leader and planning year staff’s salary and benefits and will be used for other start-up expenses including, general school planning, student and staff recruitment, facilities preparations, and professional development. Additionally, we plan to raise an additional \$10K through donations and fundraising activity from our Board.

During the first operational year (2021-22), we anticipate the following sources of public funding:

Revenue	Rate	Driver	Source of Rate Assumption
BEP	\$8464	ADM	TN DOE
Title 1	\$300	# FRL Students	TN DOE
BEP Transportation Supplement	\$199	ADM	TN DOE
BEP Capital	\$300	ADM	TN DOE

In Y2 through Y5, we assume a conservative 1.5% year-over-year increase of BEP, BEP Transportation Supplement, and BEP Capital Overlay, to account for growth in per pupil funding. To remain conservative, Title I is budgeted at a flat \$300 per FRL student. We will apply for the Charter School Program (“CSP”) grant, thus, have included the anticipated funding in the proposed plan. Fund from the CSP grant is awarded to authorized charters with financial support up to \$600,000. To remain conservative, we estimate the amount of the award to be \$300,000 which will be used in Y1 and Y2. There are no assumptions of any National School Lunch Program or School Breakfast Program funding as we plan to secure food services through Shelby County Schools. We anticipate a net cost of \$0 due to the Community Eligibility Provision status of Shelby County Schools. Each year, Board fundraising and giving is expected to be a meaningful part of the budget each year, with \$20,000 in private funding in Y1 and Y2, \$25,000 in Y3 and Y4, and \$30,000 in Y5. Given the dedication from our Board of Directors, we believe that the \$100,000 raised over five years is both reasonable and realistic. Overall, we anticipate total revenue for Y 1 to equal \$1.38 million. Annual revenues are anticipated to increase each subsequent year until the school is fully grown, primarily due to the additional grade adjustment. In Y5, we anticipate revenues should approach \$3.5 million.

Expenses

The start-up expenses during the planning year consist of compensation for the Head of School and Dean of Operations. Both salaries and benefits are annualized but pro-rated to reflect the actual start date of the position. The Head of School will start immediately upon authorization, however, will not receive compensation until September 2020. The Dean of Operations will begin in January of 2021. Another large expense during the start-up year is the facility. This projection assumes that LCSA will begin leasing space in April 2021 in order to properly prepare for staff and student arrival. The projections include the cost for rent, utilities, wiring, and renovations and improvements. In total, we anticipate spending \$256,846. After all expenditures in the start-up year, LCSA expects to carry into its first operating year a cash balance of \$78,154.

Staffing

The staffing plan outlined below includes administrative positions along with the teaching positions to serve the first cohort of kindergarten and 1st grade students. During Y2 through Y5, specific student-related positions scale with the size of the student body.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1	1	1	1	1
Dean of Operations	1	1	1	0	0
Director of Operations	0	0	0	1	1
Dean of Curriculum & Instruction	0	1	1	0	0
Director of Curriculum & Instruction	0	0	0	1	1
Dean of Student Supports	0	0	1	0	0
Director of Student Supports	0	0	0	1	1
Office Manager	1	1	1	1	1
Academic Instruction Teachers	7	11	14	17	20
Arts Instruction Teachers	1	2	3	4	4
Support Staff (SPED, EBL, Social Worker)	1	1	2	5	6
Operations Associates	0	0	0	0	1
Total	12	18	24	31	36

This pattern of growth will continue each year as we continue to grow beyond Y5. We expect to reach full growth in 2028-29 academic year as a fully operating K-8 grade school. We will employ at least one full-time equivalent (“FTE”) dually certified general education teacher per grade level and leverage our recruitment of dually certified teachers by offering an additional stipend to those teachers in addition to their Tier salary.

Compensation

Salaries for both certificated and support staff members were determined based on current market trends in other Memphis charter schools and to remain competitive with other Memphis schools. All leadership roles (i.e. Head of School, Deans, Directors) are aligned to market rates. All salaries are meant to represent average salary amounts and will fluctuate based on experience and organizational responsibilities. In Y1, we have budgeted a starting salary of \$46,000 for teachers with teaching experience in Title 1 school. In later years, depending on previous teaching experience, teachers may be offered a salary less than \$46,000, while others with more experience may be offered a salary above

\$46,000. Other specialty teachers (SPED and Arts) have been budgeted at a starting salary of \$50,000 and \$35,000, respectively. A 1.50% COLA increase is applied to all future year salaries. This increase is not a guaranteed compensation increase, but rather planning against rising cost and inflation in the industry. In addition to planning conservatively, we will evaluate opportunities to increase compensation in general.

Employer Benefits and Liabilities

The school has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions, respectively. State unemployment is budgeted at \$400 per full-time equivalent (FTE). Workers compensation insurance, usually purchased in conjunction with general liability and D&O insurance, is estimated at 1.25% of total compensation. Disability and life insurance premiums are estimated at 0.25% of all wages. For the purpose of estimating employer contributions to the TN Consolidated Retirement System (“TCRS”) for certificated and classified staff, we assumed rates of 10.46% employer contribution for all staff, noting the employer contribution may vary by individual depending on certified and classified status. Medical, dental, and vision employer contributions have been estimated at \$4,800 per FTE. There may be different costs associated for certificated and classified insurance programs, and there may be different costs depending on the type of plan participation (single, single+1, and family). The \$4,800 represents the proposed financial capacity to contribute towards insurance cost. As there are many factors each individual employee must weight when electing to participate, LCSA has conservatively prepared to incur cost for all FTEs as single enrollees. 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.

Contracted Services

In general, contracted services will increase as we grow as an institution. In Y1, we estimate \$223,980 and by Y5 we estimate \$312,477. The bulk of expenses in this category in Y1 assumes: \$30K towards STEP Program, \$10K towards BES coaching, \$55K towards back office provider, \$45K toward bus service, and \$10K towards audit fee. Additionally, contracted services include: \$16K for contracted services for SPED students, \$14K for copier lease and usage, and \$9,600 for IT services. Lastly, we plan on incurring additional expenses that, while minimal in materiality to the budget, remain critical to successful operations. These expenses include but are not limited to bank charges, postal charges, and payroll fees.

Supplies & Materials

In Y1, we budget approximately \$85K in supplies and materials, instructional and noninstructional and includes staff and student computers. By Y5, we estimate approximately \$209K for supplies and materials. Depending on the line item, expenses in this category are determined by the number of enrolled students, the yearly change in enrollment, number of classrooms, or staff. One-time cost and recurring expenses have been noted. Expenses in this category are aligned with other charter schools.

Other Expenses

In Y1, we budget \$15K for staff recruitment which includes two teachers from Memphis Teacher Residency. Additionally, we budget \$9K for student retention and recruitment and \$4K for parent events. We include the authorizer fee, calculated as the smaller of 3% of BEP funds or \$35K.

Facilities

We calculate about 12% of overall spending for facility-related expenses which includes equipment and furniture. This category is driven by assumptions of 80 sq. ft. per student and growth sq. ft to align with enrollment growth. in Y1. \$5 per sq. ft. plus 1.50% increase year-over-year has been calculated for Y2 through Y5. \$5 per sq. ft. is budget in the pre-opening year and subsequent years for building and maintenance. Custodial and utilities were budgeted at \$1 per sq. ft and waste budgeted at \$200 per month.

Financial Sustainability

During the first five years, our budget projects a positive operating income. Between the planning year and Y1 of operations, we project an operating income of approximately \$80K. Between Y2 and Y5, our operating income remains positive, fluctuating between \$64K and \$220K. Our ending fund balance (excluding depreciation) in Y5 is \$537,330 which represents an approximate 10% reserve.

Cash Flow

A cash flow statement has been provided for the periods of pre-opening year, September 2020 through June 2021 and Y1 of operation, July 2021 through 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 year. Cash flow assumes the major flowing assumptions: We will receive the Walton Family Foundation Grant by September 2020 and will carryover \$78,144 into Y1 of operations. The main source of revenue, BEP, will be distributed in ten payments from August 2021 through June 2022, except for no payment in May. This is the typical disbursement schedule. Other funding such as Title 1 funding have been projected conservatively at quarterly intervals to account for processing of funding request, any compliance documents, etc. All staffing and benefit expenses are projected over 12 months. Most expense categories are aligned to a 12-month schedule with some targeted spending to occur in the first few months to align with expenses incurred when the school is opening. Additional expenses related to school activities are budgeted to align with 10 months of instruction. The output of this model indicates that the school will have no cash needs in its first year of operations. Despite not have a Y2 cash flow budget calculator and following the trends of most charter schools following the BEP schedule, we anticipate we will need to aggressively monitor our cash flow in the beginning of Y2. In planning for this challenge, we will establish a line of credit in excess of \$100,000 before entering into our first year of operation, negotiate extended payment terms with vendors, 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 managed based upon the above techniques. These techniques have been utilized by other charter schools with success.

Contingency Planning

While creating a budget, there must be an evaluation of hypothetical, yet realistic situations regarding what the school would do should certain revenues not materialized, expenses run higher than the

current budget projections, or the cash flow runs into issues. From a planning perspective, wherever possible, we have tried to make the approach of underestimating revenue and overestimating expenses by using ADM count (96% of total enrollment) as our BEP revenue driver and total enrollment as a driver for our per student expenses. This hedge, built into the current budget outlook, is the first line-of-defense should there be additional resources beyond Walton Family Foundation grant in the planning year. We have only budgeted for public resources (BEP and Title I allocations) and an annual commitment from board members or school fundraising. Post authorization, we plan on establishing partnerships with local non-profit organization and applying for local and national arts funding to supplement our funding. We were intentional with excluding any arts-related funding to demonstrate that the educational model can operate sustainably without additional funding. The budget developed is a feasibility analysis based on the program and school design being proposed, but not necessarily the final operating budget; the budget will continue to undergo many revisions on the revenue or expense side, and would have to be reevaluated, redeveloped, and reapproved by the Board of Directors. The start-up budget might have to be tailored to align with the available startup resources or be reduced so as to generate a larger startup year carryover into Y1. Given its percentage of the budget, the staffing model would likely need to be reevaluated. Positions might have to be reduced to part-time or delayed to a later start date, or even delayed to the following school year. Certain equipment and furniture purchases might have to be delayed. Service contracts might have to be renegotiated for a reduced scope. Looking at the five-year outlook, LCSA will face the largest financial challenge at the end of the first year of operation transitioning into the second year of operations. However, we are committed to having a positive fund balance in all five years and that commitment is what will drive a lot of the budget decisions and budget revisions in order to address any potential shortfalls. Similarly, with the ending cash balance in year 1, we will evaluate all financing options available. In addition to pursuing a line of credit, we will also pursue other sources such as vendor credit, credit cards, and any options available that will not create a cash deficit.