

Hamilton County Department of Education
Hamilton County Board of Education Board Meeting - Regular Session
April 23, 2020 5:30 PM
3074 Hickory Valley Road
Chattanooga, TN 37421

I. Roll Call

II. **Approval of the Agenda

III. Executive Session - No

IV. Pledge to the Flag and Meditation

V. Presentations

A. Chief Operations Officer - Dr. Justin Robertson

1. Facilities Update



**HAMILTON
COUNTY
SCHOOLS**

Hamilton County Department of Education
Operations Office
3074 Hickory Valley Rd
Chattanooga, TN 37421
(423) 498-7023

Memorandum

To: Hamilton County Board of Education

Bryan Johnson, Ed.D.
Superintendent

From: Dr. Justin Robertson, Ed.D.
Chief Operations Officer

Date: April 16, 2020

Re: Facilities Update

The Operations office respectfully requests the opportunity to present our facilities update on the April agenda. This report will address items listed as Phase 0 in the final MGT Report with recommendations to move forward regarding these projects. Updates on other facilities projects will also be provided.

B. Chief of Staff - Dr. Nakia Towns Edwards

1. Partnership Network Recommendations

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, TN 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Dr. Nakia Towns Edwards

DATE: April 23, 2020

RE: **PARTNERSHIP NETWORK RECOMMENDATIONS**

The Partnership Advisory Board meets quarterly to review the progress of the schools in the Partnership Network. In the last two months, the advisory board has been working to develop a set of recommendations for consideration by schools in the network. Three of the board members will be presenting the recommendations shared at the last network meeting.

Hamilton County Partnership Network

Advisory Board Recommendations

February 1, 2020

1. **Salary Scale-** Implement a salary scale for teachers and principals to provide increased base pay and step increases over and above the Hamilton County School salary scale for all Partnership Network school personnel (certified and classified). Expectations of additional work days for planning and professional learning would accompany the increased pay.
2. **Staffing-** All Partnership Network Schools should be staffed to include:
 - Additional staff position in all kindergarten and first grade classes.
 - Behavior Specialists
 - Interventionists
3. **Funding-** All TDOE grants should be awarded no later than July 1 in order to optimize planning and spending of grant funds.
4. **Strategic Plan Alignment Supports-** Implement the following supports for all Partnership Network schools:
 - Academics- TDOE must review and approve purchase of materials to ensure they meet high-quality standards.
 - Whole child- All staff must be trained in mental health first aid and trauma informed practices.
 - Educators- TDOE and HCS must mutually agree on principal hires.
 - Implement a compensation structure which includes additional pay as well as recruitment and retention bonuses for all Partnership Network school staff.
 - Other support- The Partnership Network leadership must participate in capacity building.
5. **Purposeful Professional Learning-** All professional learning opportunities must align to the goals of Partnership Network schools and facilitators/vendors must be carefully chosen and experienced in the specific area of learning. Professional learning should be job embedded and followed by continuous coaching.
 - Consider piloting a virtual coaching model to provide teachers with one on one coaching.
 - Provide opportunities for teachers and leaders to visit successful turnaround schools in other states and districts.
 - Create a process for participants in off-site professional learning to share their learning with staff in their school and if appropriate with staff in other Partnership Network schools.
6. **Partnership Network Plan Review-** The Partnership Network Advisory Board should review the district priority plan no later than June 1.

VI. **Approval of the Consent Agenda

A. Approval of the Minutes of the March 19, 2020 Quarterly Session

Hamilton County Board of Education – Draft Minutes – Not Yet Approved by the Board
Board Meeting - Quarterly Session
March 19, 2020 5:30 PM
3074 Hickory Valley Road
Chattanooga, TN 37421

I. Roll Call

II. **Approval of the Agenda

III. Executive Session - No

IV. Pledge to the Flag and Meditation

V. **Approval of the Consent Agenda

A. Approval of the Minutes of the February 20, 2020 Regular Session

B. Executive Committee Report

C. Chief Schools Officer - Dr. Neelie Parker

1. Field Trips

a. Dr. Larrie Reynolds and Dr. Robert Sharpe - Executive Directors (5)

b. Elaine Harper and Dr. John Tharp - Executive Directors (3)

c. Zac Brown, Secondary Schools Director - Opportunity Zone (2)

D. Chief Business Officer - Brent Goldberg

1. Bids/Contracts

2. Financial Reports

3. Budget Amendments

a. Federal Grants, State Grants, and Self-Funded Programs

4. Marketing Agreement - Wireless Infrastructure Opportunities

E. Chief of Staff - Dr. Nakia Towns Edwards

1. Board Policy Second and Final Reading

a. Board Policy 6.415 - Student Suicide Prevention

2. Board Policy First and Final Reading

a. Board Policy 5.300 Short-Term Leaves of Absence - Rescind

VI. Administrative Business Matters

A. Chief Operations Officer - Dr. Justin Robertson

1. **Tuition Rates for 2020-2021

2. **East Hamilton - Ooltewah Rezoning

3. **Harrison - Hillcrest Rezoning

4. **Open Enrollment Approval Request

B. Chief Schools Officer, Dr. Neelie Parker

1. **Graduation Requirements

VII. Board Matters

A. Chief Business Officer - Brent Goldberg

1. **Emergency Operations Expenditures

B. ** East Ridge Athletic Facilities - Justin Witt

C. Facilities Report - Next Steps - Discussion - Tucker McClendon, District 8

VIII. Information Only

A. Legal Services Report

IX. Events/Announcements

A. March 26, 2020 - Board Work Session
Budget

B. March 30, 2020 - Board Work Session
Budget 5:30 - 6:30 p.m.

C. April 3-9, 2020 - Spring Break

D. April 10, 2020 - Spring Holiday

E. April 13, 2020 - Board Work Session
Budget and Agenda Discussion 5:00
p.m.

F. April 13, 2020 - Board Work Session
Budget and Agenda Discussion 5:00 p.m.

April 16, 2020 Board Meeting 5:30
G. p.m.

WTCI Presentations - Mondays @ 8:00 p.m.

X. Adjourn

Hamilton County Board of Education

Board Meeting - Quarterly Session

March 19, 2020 5:30 PM

Board Room

3074 Hickory Valley Road

Chattanooga, TN 37421

I. Roll Call

Attendance Taken at 5:30 PM.

Dr. Steve Highlander: Present

Mrs. Jenny Hill: Present

Mrs. Karitsa Jones: Present

Mrs. Kathy Lennon: Present

Mr. Tucker McClendon: Present

Mrs. Tiffanie Robinson: Present

Mr. Joe Smith: Present

Mrs. Rhonda Thurman: Present

Mr. Joe Wingate: Present

Also in attendance: Dr. Bryan Johnson Superintendent, and Jeremiah Taylor, Student Representative

II. **Approval of the Agenda

passed: Approval of the agenda with the following amendments: Please remove the following items: V. Delegations, Jeanetta Omarkhail, HCEA; and VI. Presentation - A. Future Ready 2023 Monthly Report, 1. Accelerating Student Achievement. Under Item VII. Approval of the Consent Agenda, C.1. Field Trips; please remove items 1, 2, and 3 from Dr. Larrie Reynolds and Dr. Robert Sharpe; please remove items 1, 2, 3, 4, 5 and 9 from Mrs. Elaine Harper and Dr. John Tharpe. All other field trips submitted were for ratification and have already taken place. Also, please note there is an update to the attachment for E.1. Board Policy Second and Final Reading, A. Board Policy 6415 - Student Suicide Prevention. This replaces the copy attached to the Board packet. Under Item VIII. Administrative Business Matters A. 4. Open Enrollment Approval Request, the memo in the Board packet will be replaced to reflect the school as Lookout Mountain Elementary instead of Lookout Valley Elementary. Please change Item IX. to Board Matters and renumber remaining items. Under Board Matters, please add A. 1. **Emergency Operations Expenditures; B. East Ridge Athletic Facilities - Tucker McClendon; and C. Facilities Report - Next Steps - Discussion - Tucker McClendon. passed with a motion by Dr. Steve Highlander and a second by Mr. Tucker McClendon.

Dr. Steve Highlander: Yes

Mrs. Jenny Hill: Yes

Mrs. Karitsa Jones: Yes

Mrs. Kathy Lennon: Yes
Mr. Tucker McClendon: Yes
Mrs. Tiffanie Robinson: Yes
Mr. Joe Smith: Yes
Mrs. Rhonda Thurman: Yes
Mr. Joe Wingate: Yes
Yes: 9, No: 0

III. Executive Session - No

IV. Pledge to the Flag and Meditation

V. **Approval of the Consent Agenda

passed: Approval of the Consent Agenda with the following items being pulled: Dr. Highlander and Mrs. Thurman pulled Item VII D. 1D. - Project Lead the Way Request for Funding (This became Item V.D. 1D. after the agenda was amended) Mrs. Hill pulled items **VI.** Consent Agenda, E. 1. a. Board Policy 64.15 - Student Suicide Prevention and D. 4. Marketing Agreement - Wireless Infrastructure Opportunities passed with a motion by Dr. Steve Highlander and a second by Mr. Tucker McClendon.

Dr. Steve Highlander: Yes
Mrs. Jenny Hill: Yes
Mrs. Karitsa Jones: Yes
Mrs. Kathy Lennon: Yes
Mr. Tucker McClendon: Yes
Mrs. Tiffanie Robinson: Yes
Mr. Joe Smith: Yes
Mrs. Rhonda Thurman: Yes
Mr. Joe Wingate: Yes
Yes: 9, No: 0

passed: Approval to add Item E. 1. A. - Board Policy 6.416 - Student Suicide Prevention back to the agenda and approve passed with a motion by Mrs. Jenny Hill and a second by Dr. Steve Highlander.

Dr. Steve Highlander: Yes
Mrs. Jenny Hill: Yes
Mrs. Karitsa Jones: Yes
Mrs. Kathy Lennon: Yes
Mr. Tucker McClendon: Yes
Mrs. Tiffanie Robinson: Yes
Mr. Joe Smith: Yes
Mrs. Rhonda Thurman: Yes
Mr. Joe Wingate: Yes

Yes: 9, No: 0

passed: Approval to add back to the agenda and approve Item D.4. Marketing Agreement - Wireless Infrastructure Opportunities passed with a motion by Dr. Steve Highlander and a second by Mr. Joe Smith.

Dr. Steve Highlander: Yes
Mrs. Jenny Hill: Yes
Mrs. Karitsa Jones: Yes
Mrs. Kathy Lennon: Yes
Mr. Tucker McClendon: Yes
Mrs. Tiffanie Robinson: Yes
Mr. Joe Smith: Yes
Mrs. Rhonda Thurman: Yes
Mr. Joe Wingate: Yes
Yes: 9, No: 0

After discussion by Dr. Highlander and Mrs. Thurman, Project Lead the Way Request for Funding was pulled from the agenda and was not approved.

A. Approval of the Minutes of the February 20, 2020 Regular Session

B. Executive Committee Report

C. Chief Schools Officer - Dr. Neelie Parker

1. Field Trips

a. Dr. Larrie Reynolds and Dr. Robert Sharpe - Executive Directors (5)

The following field trips were pulled from the agenda and not approved:

- # 1. East Hamilton School - Ninety students enrolled in Band, Choir, and Theatre will travel to Lake Buena Vista, Florida April 2-6, 2020 to attend the Walt Disney World Performance Workshop.
- # 2. East Hamilton School - Twelve members of the middle school cheer team will travel to Jacksonville, Alabama June 4-7, 2020 to attend camp at Jacksonville State University.
- # 3. Signal Mountain Middle High School - Seventeen members of the high school cheer team will travel to Gulf Shores, Alabama May 30-June 6, 2020 to attend UCA Cheer Camp.

b. Elaine Harper and Dr. John Tharp - Executive Directors (3)

The following field trips were pulled from the agenda and not approved:

- # 1. Central High School - One Band member will travel to Nashville, TN April 15-18, 2020 to participate in the All State Band Clinic.
- #2. Hixson High School - Eight members of the Key Club will travel to Lexington, KY March 20-22, 2020 to participate in the Key Club District Convention.
- #3. Loftis Middle School - Seventy students enrolled in 8th grade will travel to Washington, D.C. May 7-12, 2020 and tour the Nation's Capital.

- #4. Soddy Daisy High School - Twelve members of the Boys and Girls Tennis Team will travel to Murfreesboro, TN March 26-28, 2020 to compete in the Oakland Invitational Tennis Tournament.
- #5. Soddy Daisy High School - Twenty members of Student Council will travel to Germantown, TN March 26-29, 2020 to participate in the Tennessee Association of Student Councils Convention.
- #9.* Soddy Daisy High School - Twelve members of the Winter Guard traveled to Orlando, FL March 19-22, 2020 and competed in the Winter Guard International Super Regional Championships.

c. Zac Brown, Secondary Schools Director - Opportunity Zone (2)

D. Chief Business Officer - Brent Goldberg

1. Bids/Contracts

- A. Request Approval of Security Upgrades Phase I (Bid File 20-29).
- B. Request Approval of Ooltewah High School Reroofing Project (Bid File 20-35)
- C. Request Approval of Commodity Processing Products/Services for School Nutrition Program for SY 2020-2021 (Bid File 20-33 and 20-34)
- D. Request Approval to Purchase Project Lead the Way Launch Materials
- E. Recommended Approval of School Annual Publishers for 2020-21SY
- F. Recommended Approval of Giant Steps for 2020-21SY
- G. Request Approval of Contract to Build a Reinforced Insulated Floor for Drive-in Freezer in the School Nutrition Warehouse (Re-Bid RFP File 20-38)

2. Bids procured by the Purchasing Department, in all cases, low bids meeting specifications are recommended.

Project Lead the Way Request for Funding was pulled from the agenda and was not approved.

2. Financial Reports

3. Budget Amendments

a. Federal Grants, State Grants, and Self-Funded Programs

4. Marketing Agreement - Wireless Infrastructure Opportunities

E. Chief of Staff - Dr. Nakia Towns Edwards

1. Board Policy Second and Final Reading

a. Board Policy 6.415 - Student Suicide Prevention

2. Board Policy First and Final Reading

a. Board Policy 5.300 Short-Term Leaves of Absence – Rescind

VI. Administrative Business Matters

A. Chief Operations Officer - Dr. Justin Robertson

1. **Tuition Rates for 2020-2021

passed: Approval of Tuition Rates for 2020-2021 passed with a motion by Mr. Tucker McClendon and a second by Dr. Steve Highlander.

Dr. Steve Highlander:	Yes
Mrs. Jenny Hill:	Yes
Mrs. Karitsa Jones:	Yes
Mrs. Kathy Lennon:	Yes
Mr. Tucker McClendon:	Yes
Mrs. Tiffanie Robinson:	Yes
Mr. Joe Smith:	Yes
Mrs. Rhonda Thurman:	Yes
Mr. Joe Wingate:	Yes

Yes: 9, No: 0

2. **East Hamilton - Ooltewah Rezoning

passed: Approval for the East Hamilton - Ooltewah Rezoning passed with a motion by Mr. Tucker McClendon and a second by Mr. Joe Smith.

Dr. Steve Highlander:	Yes
Mrs. Jenny Hill:	Yes
Mrs. Karitsa Jones:	Yes
Mrs. Kathy Lennon:	Yes
Mr. Tucker McClendon:	Yes
Mrs. Tiffanie Robinson:	Yes
Mr. Joe Smith:	Yes
Mrs. Rhonda Thurman:	Yes
Mr. Joe Wingate:	Yes

Yes: 9, No: 0

3. **Harrison - Hillcrest Rezoning

passed: Approval of the Harrison - Hillcrest Rezoning passed with a motion by Mrs. Karitsa Jones and a second by Mr. Tucker McClendon.

Dr. Steve Highlander:	Yes
Mrs. Jenny Hill:	Yes
Mrs. Karitsa Jones:	Yes
Mrs. Kathy Lennon:	Yes
Mr. Tucker McClendon:	Yes
Mrs. Tiffanie Robinson:	Yes
Mr. Joe Smith:	Yes
Mrs. Rhonda Thurman:	Yes
Mr. Joe Wingate:	Yes

Yes: 9, No: 0

4. ****Open Enrollment Approval Request**

passed: Approval for Open Enrollment at Lookout Mountain Elementary passed with a motion by Dr. Steve Highlander and a second by Mrs. Tiffanie Robinson.

Dr. Steve Highlander:	Yes
Mrs. Jenny Hill:	Yes
Mrs. Karitsa Jones:	Yes
Mrs. Kathy Lennon:	Yes
Mr. Tucker McClendon:	Yes
Mrs. Tiffanie Robinson:	Yes
Mr. Joe Smith:	Yes
Mrs. Rhonda Thurman:	Yes
Mr. Joe Wingate:	Yes

Yes: 9, No: 0

B. Chief Schools Officer, Dr. Neelie Parker

1. ****Graduation Requirements**

passed: Approval of Graduation Requirements for 2020-2021 passed with a motion by Mr. Tucker McClendon and a second by Dr. Steve Highlander.

Dr. Steve Highlander:	Yes
Mrs. Jenny Hill:	Yes
Mrs. Karitsa Jones:	Yes
Mrs. Kathy Lennon:	Yes
Mr. Tucker McClendon:	Yes
Mrs. Tiffanie Robinson:	Yes
Mr. Joe Smith:	Yes
Mrs. Rhonda Thurman:	Yes
Mr. Joe Wingate:	Yes

Yes: 9, No: 0

VII. Board Matters

A. Chief Business Officer - Brent Goldberg

1. ****Emergency Operations Expenditures**

passed: Approval of Emergency Operations Expenditures to cover salaries as outlined in the attached document due to the closure of school in relation to COVID-19 passed with a motion by Mr. Tucker McClendon and a second by Mrs. Jenny Hill.

Dr. Steve Highlander:	Yes
Mrs. Jenny Hill:	Yes
Mrs. Karitsa Jones:	Yes
Mrs. Kathy Lennon:	Yes
Mr. Tucker McClendon:	Yes
Mrs. Tiffanie Robinson:	Yes

Mr. Joe Smith: Yes
Mrs. Rhonda Thurman: Yes
Mr. Joe Wingate: Yes
Yes: 9, No: 0

B. ** East Ridge Athletic Facilities - Justin Witt

passed: Approval to transfer ownership of the East Ridge High School Athletic Facilities back to the Hamilton County Board of Education from the City of East Ridge passed with a motion by Mr. Tucker McClendon and a second by Dr. Steve Highlander.

Dr. Steve Highlander: Yes
Mrs. Jenny Hill: Yes
Mrs. Karitsa Jones: Yes
Mrs. Kathy Lennon: Yes
Mr. Tucker McClendon: Yes
Mrs. Tiffanie Robinson: Yes
Mr. Joe Smith: Yes
Mrs. Rhonda Thurman: Yes
Mr. Joe Wingate: Yes
Yes: 9, No: 0

C. Facilities Report - Next Steps - Discussion - Tucker McClendon, District 8

VIII. Information Only

A. Legal Services Report

IX. Events/Announcements

X. Adjourn - The meeting was adjourned at 7:49 p.m.

Chairperson

Date

Superintendent

Date

B. Executive Committee Report

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

TO: Hamilton County Board of Education

FROM: Sherrie Ford

DATE: April 16, 2020

RE: Executive Committee Report

The Executive Committee of the Board may act on behalf of the full Board during the time between Board meetings. The Executive Committee items submitted to me for the agenda packet for the period of March 19, 2020 through April 16, 2020 are included. These items include previously approved field trips indicated by an asterisk and various early/emergency approvals presented for ratification.

C. Chief Business Officer - Brent Goldberg

1. Bids/Contracts

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 HICKORY VALLEY ROAD
CHATTANOOGA, TN 37421**

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Brent Goldberg, Chief Business Officer
Kevin Bartenfield, Director of Purchasing

DATE: April 16, 2020

RE: Bids/Contracts

1. Attached for your approval are bids/contracts for the following:
 - A. Request Approval of Contract Extension for Laminating Film (Bid File 20-04)
 - B. Request Approval of CCA HVAC Replacement Phase 1 (Bid File 20-39)
 - C. Request Approval of Contract for Lead Testing in Drinking Water (Bid File 20-40)
 - D. Request Approval of Contracts for Electrical Supplies (Bid File 20-41) and Plumbing Supplies (Bid File 20-47)
 - E. Request Approval to Furnish/Install Window and Door Graphics/Film at Various Hamilton County Schools (Bid File 20-54)
 - F. Request Approval of School Nutrition Bid for Processing Commodity Chicken (Bid File 20-42)
 - G. Request Approval of Contract Extension for Various Maintenance Projects.
2. Bids procured by the Purchasing Department, in all cases, low bids meeting specifications are recommended.
3. Recommend approval as presented.

BG:de

**Hamilton County Department of Education
Purchasing Department
3074 Hickory Valley Road
Chattanooga TN 37421**

Memorandum

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Kevin Bartenfield, Director of Purchasing

Date: April 16, 2020

Re: Recommended Contract Extension for Laminating Film

Contract for Laminating Film (Bid File 20-04)

The Board of Education has previously awarded contract to Beeler Impressions for laminating film and maintenance on machines, Bid File 20-04. Right was reserved to extend the contract for an additional twelve-month period.

The contract has served the System well and contract extension is recommended. Contract period shall be July 1, 2020 through June 30, 2021. Tabulation sheet attached.

Funding Source: Operating and School Budgets

Hamilton County Department of Education
 Bid Opening –April 24, 2019 – 3:00 pm.
 Contract for Laminating Film (Bid File 20-04)
 Tabulation Sheet

	1-6 ROLLS				7-12 ROLLS			
Bidders	9"	12"	18"	25"	9"	12"	18"	25"
Beeler Impression Products	11.26	14.06	21.11	24.09	10.76	13.44	20.18	22.84

	13+ ROLLS			
Bidders	9"	12"	18"	25"
Beeler Impression Products	10.17	12.69	19.06	22.08

Recommend Award of Bid To: Beeler Impression Products

Bid Sent To 11 Vendors 1 Vendor Responded

Funds To Be Provided By: Operating And Schools Budgets

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

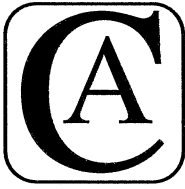
DATE: April 16, 2020

RE: RFP 20-39-CCA HVAC Replacement Phase I

Bids were received by the HCDE purchasing department at 2:00 P.M. on March 18, 2020 for the CCA HVAC Replacement Phase I. The apparent low bidder was W.J. O'Neil Co. in the amount of \$648,813.00.

I recommend approval.

Attachments: Bid Tabulation
Campbell & Assoc. Recommendation



**CAMPBELL &
ASSOCIATES, INC.**

CONSULTING ENGINEERS

March 20, 2020

Mr. Greg Higgins
Hamilton County Department of Education
2801 Dodds Avenue
Chattanooga, TN 37401

Subject: **Bid Recommendation Letter**
Center for Creative Arts HVAC Replacement – Phase 1
HC Bid File# 20-39
C&A Project # 19-011

Dear Greg:

Pursuant to the invitation to bid for the above subject project, bids were received at 2:00 pm EST Wednesday, March 18, 2020 from contractors. Having evaluated the bids and having contacted the apparent low bidder, W.J. O'Neil Co. of Chattanooga, TN, we are hereby making the following recommendation: We recommend the award of the base bid in the amount of \$648,813.00 to W.J. O'Neil Co. of Chattanooga, TN. There were no alternates included in the bids. They are appropriately licensed to perform this project.

A copy of the Bid Tab and the original bid envelopes are at the HCDE purchasing department following the bid opening.

Should you have any questions or comments, please do not hesitate to contact me.

Very truly yours,

Matthew J. Williams, P.E., LEED AP
President
CAMPBELL & ASSOCIATES, INC.

Hamilton County Department of Education
 Bid Opening – February 27, 2020 – 2:00 PM.
 Bid File 20-39 Tab Sheet Center for Creative Arts – HVAC Replacement

Bidder	Receipt of Addendum	Sign/ Dated Cert of Compl	Non-Collusion Affidavit	Drug Free Workplace	Iran Divestment	Addendum to Agreement	Bid Bond
T.S. Raulston	✓	✓	✓	✓	✓	✓	✓
WJ O'Neil Co	✓	✓	✓	✓	✓	✓	✓
Industrial Air and Mechanical	✓	✓	✓	✓	✓	✓	✓
Lee Co	✓	✓	✓	✓	✓	✓	✓

Bidder	Base Bid	General Allowance	Total Bid
T.S. Raulston	735,000.00	\$15,000.00	750,000.00
WJ O'Neil Co	633,813.00	\$15,000.00	648,813.00
Industrial Air and Mechanical	840,500.00	\$15,000.00	855,500.00
Lee Co	905,974.00	\$15,000.00	920,974.00
		\$15,000.00	
		\$15,000.00	
		\$15,000.00	
		\$15,000.00	

Recommend Award of Bid To: W.J. O'Neil Co.

Funds To Be Provided By: Maintenance/Capital Budget

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

DATE: April 16, 2020

RE: RFP 20-40-Lead Testing in Drinking Water

The HCDE purchasing department received proposals from GLE Associates, Inc. and True Pani, Inc. for Lead Testing in Drinking Water (RFP 20-40) on March 3, 2020 at 2:00 P.M. The proposals were reviewed for recommendation by the following:

Dr. Justin Robertson, Chief Operations Officer
Justin Witt, Director of Maintenance and Facilities
Tim Harper, Manager of Safety and Compliance

The panel recommends True Pani, Inc. to conduct Lead Testing in Drinking Water for HCDE.

Attachments: Bid Tabulation
Evaluation forms
Evaluation Summary

Hamilton County Department of Education

Bid Opening – March 3, 2020 – 2:00 PM.

RFP File 20-40 Tab Sheet Test Drinking Water for Lead

[illegible]

*Not to exceed \$39,360.00

**** No Schools constructed after 1998 will be sampled or assessed.**

Recommend Award of Bid To: True Pani, Inc.

Funds To Be Provided By: Maintenance/Capital Budget

DE.jg

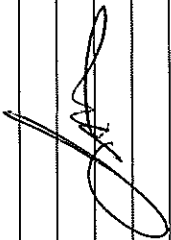
Drinking Water Testing for Lead - RFP Evaluation Form RFP #20-40

Based on the RFP, please rate the following: (rating is from 0-10 points with 10 being the best)

	GLE	TruePanel
Evaluation of RFP Submitted	8	10
Experience of firm on similar projects	9	10
Experience of project team on similar projects	9	10
Technical approach to the project	7	9
Location for personnel performing the work	9	9
Based on response of RFP does the firm have a clear understanding of the project	8	10
Price estimates provided	9	8
Total	59	66
Evaluator's Name / Signature:	Justin Robertson	
Notes:		
Evaluator's Recommendation:	TruePanel	

Drinking Water Testing for Lead - RFP Evaluation Form

Based on the RFP, please rate the following: (rating is from 0-10 points with 10 being the best)

GLE		TruePani	
		5	10
Evaluation of RFP Submitted			
Experience of firm on similar projects	10		10
Experience of project team on similar projects	10		10
Technical approach to the project	8		10
Location for personnel performing the work	8		9
Based on response of RFP does the firm have a clear understanding of the project	8		10
Price estimates provided	10		9
Total	59		68
Evaluator's Name / Signature: Justin Witt			
Notes:	TruePani had very good references and repeat business. Their technical approach and organizational skills are very impressive. GLE did not offer pricing for the remaining schools built after 1998 and some of their information provided was inconsistent.		
Evaluator's Recommendation: TruePani			

Based on the RFP, please rate the following: (rating is from 0-10 points with 10 being the best)

		GLE		TruePani	
		7	8		
Evaluation of RFP Submitted					
Experience of firm on similar projects		8	9		
Experience of project team on similar projects		7	9		
Technical approach to the project		7	9		
Location for personnel performing the work		6	8		
Based on response of RFP does the firm have a clear understanding of the project		7	9		
Price estimates provided		8	8		
Total		50	60		
Evaluator's Name / Signature: Tim Harper					
Notes: After speaking with representatives of both companies, it was clear Ms. Evanchec with TruePani has a better understanding of the complexities of lead in drinking water and offered HCDE the better approach for the overall safety of the students and staff of HCDE. GLE also did not offer price for testing all schools.					
Evaluator's Recommendation: TruePani					



Hamilton County Department of Education
3074 Hickory Valley Rd
Chattanooga, TN 37421
(423) 498-6577

Memorandum

To: Hamilton County Board of Education

Bryan Johnson, Ed.D.
Superintendent

From: Kevin Bartenfield, Director of Purchasing
Brent Goldberg, Chief Business Officer

Date: April 16, 2020

Re: Bid File 20-41 Contract for Electrical Supplies
Bid File 20-47 Contract for Plumbing Supplies

Bids were received for contracts to provide electrical and plumbing supplies for the maintenance departments ongoing and daily maintenance activities.

The Purchasing Department is recommending the approval of Inline Electric and Wholesale Supply Group to provide electrical supplies and Best Plumbing, Kenny Pipe and Supply, and Wholesale Supply for plumbing supplies for the district.

These contracts will be valid until June 30, 2022 and may be extended for (1) one additional year.

Tabulation sheets are attached.

Hamilton County Department of Education
 Bid Opening – March 3, 2020 – 2:30 PM.
 Bid File 20-41 Tab Sheet Contract for Electrical Supplies

	Raco 232 Electrical Box, square, 4 x 4 x 2 or equal	Raco 189 Electrical Box, square, 4 x 4 x 1 1/2 or equal	20 Amp Commercial Grade Duplex Outlet	20 Amp 3- way Commercial Grade Toggle Switch	2 Tube T8 - 1500 W Hi D Ballast	½" x 10' EMT Conduit
Bidder						
Wholesale Supply Group	.92 ea	.66 ea	1.14 ea	2.54 ea	16.04 ea	40.00/c
Inline Electric	.96 ea	.60 ea	1.90 ea	2.80 ea	26.72 ea	3.77 ea
			Square D Brand Parts, Please List A Discount Percentage Off Of List Price	Siemens Parts, Please List A Discount Percentage Off Of List Price		
Bidder	½" Seal Tight Flex Conduit	50 Amp 3 Pole Breaker				
Wholesale Supply Group	97.13/c	60.28 ea	n/a	n/a		
Inline Electric	.97 ft	35.83 ea	n/a	60-80		
	General Electric Parts, Please List A Discount Percentage Off Of List Price	Cuttler Hammer, Please List A Discount Percentage Off Of List Price	Eaton Products, Please List A Discount Percentage Off Of List Price	Please List A Percentage Off All Other Electrical Products Not Listed		
Bidder						
Wholesale Supply Group	n/a	n/a	n/a	n/a		
Inline Electric	n/a	n/a	n/a	n/a	Min 20+ (typically)	

Recommend Award of Bid To: All Vendors

Funds To Be Provided By: Maintenance/Capital Budget

Hamilton County Department of Education
 Bid Opening – March 23, 2020 – 11:00 am.
 Bid File 20-47 Tab Sheet Contract for Plumbing Supplies

Bidder	Sloan Flush Valve Regal XL 1.6 GPF or equal	Zurn Sink Faucet #Z81000 or equal	Bradley Express Deck Lavatory #EXD-2N or equal	Shark Bite Ball Valve 3/4 inch or equal	Elkay Floor Drinking Fountain #EFA8L1Z or equal	Discount Percentage Off of Plumbing Supplies List Price
Best Plumbing Specialties	124.19	102.98	-----	18.75	1146.20	20
Kenny Pipe & Supply	69.77	63.95	1395.35	17.41	686.05	-----
Wholesale Supply Group	65.22	59.78	1555.00	15.95	621.05	0

Recommend Award of Bid To: All Vendors

Funds To Be Provided By: Maintenance/Capital Budget

DE.jg

Hamilton County Department of Education
Bid Opening – March 26, 2020 – 11:00 am.

Bid File 20-54 Tab Sheet Furnish and Install Window and Door Graphics/Film at Hamilton County Schools

Bidder	Cost Per Hour for Illustration and Design, Layout, Proofing	Cost Per Hour for Film Installation	Percent of Discount for Film
Inview Graphics	75.00	95.00	20%
Printree	80.00	100.00	0
*Epic Solar Control, LLC			10%
Southern Window Films	65.00	45.00	25%

*Discount based off the BuyBoard Contract

Recommend Award of Bid To: All Vendors

Funds To Be Provided By: Safe Schools Grant

DE.jg



MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, HCDE Superintendent

FROM: Dr. Justin Robertson, Chief Operations Officer
Kristen Nauss, School Nutrition Director

DATE: April 16, 2020

RE: Recommendation for Approval for the School Nutrition Program

It is recommended that the following vendors be approved to provide the following products/service listed below for the School Nutrition Program for SY 2020-2021:

<u>Company/Vendor/Non-Food</u>	<u>Product/Service</u>	<u>Bid File Number</u>
Tyson	Processing Commodity Chicken	Bid File #20-42

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Hamilton County Department of Education
 Bid Opening – March 18, 2020 – 2:45 PM.
 Bid File 20-42 Tabsheet Commodity Processing for Chicken

Bidder	Chicken - Corn Dog With WG Breeding	Chicken - Drumstick, WG Breaded	Chicken – Popcorn Spicy	CHICKEN - POPCORN, , MAPLE FLAVOR
Tyson	45.60	55.13	77.81	76.56

Bidder	CHICKEN - TACO MEAT	CHICKEN - WINGS, BONE-IN, OVEN ROASTED
Tyson	20.14	75.00

Recommend Award of Bid To: Tyson

Funds To Be Provided By: School Nutrition

**.Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga TN 37421**

Memorandum

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Kevin Bartenfield, Director of Purchasing

Date: April 16, 2020

Re: Recommended Contract Extension for Various Maintenance Projects

Contract to Service Fire Extinguishers and Kitchen Hood Suppression Systems (Bid File 18-32)

Contract for Asbestos Abatement (Bid File 18-33)

Contract for Air Monitoring Services for Asbestos Projects (Bid File 18-34)

Contract to Furnish Labor/Material for Electrical Projects (Bid File 18-35)

Contract for Annual Elevator Inspection, Repair and Preventative Maintenance Program (Bid File 18-36)

Contract to Furnish Woodcarpet for System (Bid File 18-37)

Contract to Furnish/Install Vinyl Composition Tile and Rubber Base (Bid File 18-38)

The Board of Education previously awarded contracts for above described goods and services. Right was reserved to extend contracts for an additional twelve-month period beyond the initial contract length. The contracts have served the System well and contract extension is recommended. Contract period shall be July 1, 2020 through June 30, 2021.

Tabulation sheets attached.

Funding Source: Operating and Capital Projects Budgets

HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING – March 26, 2018 – 2:00 P.M.
 CONTRACT TO SERVICE FIRE EXTINGUISHERS AND KITCHEN HOOD SUPPRESSION SYSTEMS
 (BID FILE 18-32)
TABULATION SHEET

Page 1 of 3

BIDDERS		Phillips Contractors	Chattanooga Fire Protection
<i>(Unit prices only) Fire Extinguisher</i>			
1	New 2.5# ABC Dry Chem. Extinguisher w/bracket	30.00	32.00
2	New 5# ABC Dry Chem. Extinguisher w/bracket	45.00	42.50
3	New 10# ABC Dry Chem. Extinguisher w/bracket	65.00	69.50
4	New 20# ABC Dry Chem. Extinguisher w/bracket	125.00	125.00
5	New 5# CO₂ Chemical Extinguisher w/bracket	155.00	165.00
6	New 10# CO₂ Chem. Extinguisher w/bracket	210.00	220.00
7	New 15# CO₂ Chem. Extinguisher w/bracket	260.00	245.00
8	New six (6) liter K Class Extinguisher w/bracket	175.00	170.00
9	New 5# clean agent Extinguisher w/bracket (Amerex Halotron)	185.00	210.00
10	Cost to hang new fire Extinguisher	5.00	4.00
11	Cost to re-hang existing Extinguisher	5.00	4.00
12	Yearly Inspection Cost per Extinguisher	2.00	3.00
13	Six Year Maintenance Cost per Extinguisher :		
A	2 ½ lbs. dry chemical Extinguisher	23.00	23.00
B	5 lbs. Dry chemical Extinguisher	28.00	28.00
C	10 lbs. dry chemical Extinguisher	35.00	38.00
D	20 lbs. dry chemical Extinguisher	40.00	48.00
14	Hydrostatic Test		
A	2 ½ lbs. dry chemical Extinguisher	30.00	29.00
B	5 lbs. Dry chemical Extinguisher	35.00	35.00
C	10 lbs. dry chemical Extinguisher	45.00	44.00
D	20 lbs. dry chemical Extinguisher	50.00	55.00
E	5 lbs. CO ₂ Extinguisher	45.00	35.00
F	10 lbs. CO ₂ Extinguisher	50.00	40.00
G	15 lbs. CO ₂ Extinguisher	55.00	45.00
H	20 lbs. CO ₂ Extinguisher	55.00	50.00
I	6 liter class K Extinguisher	100.00	90.00
			45 if full & 38/ lb. if chemicals needed
J	Hydrostatic Test-per Extinguisher – 5 lbs clean agent	75.00	
15	Re-charge Extinguisher -total cost per Extinguisher :		
A	2 ½ lbs dry chemical Extinguisher	25.00	20.00
B	5 lbs. Dry chemical Extinguisher	35.00	25.00
C	10 lbs. Dry chemical Extinguisher	55.00	35.00
D	20 lbs Dry chemical Extinguisher	100.00	45.00
E	5 lbs CO ₂ Extinguisher	25.00	14.00
F	10 lbs CO ₂ Extinguisher	30.00	20.00
G	15 lbs CO ₂ Extinguisher	35.00	25.00
H	20 lbs CO ₂ Extinguisher	40.00	30.00

HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING – March 26, 2018 – 2:00 P.M.
 CONTRACT TO SERVICE FIRE EXTINGUISHERS AND KITCHEN HOOD SUPPRESSION SYSTEMS
 (BID FILE 18-32)
TABULATION SHEET

Page 1 of 3

	BIDDERS	Phillips Contractors	Chattanooga Fire Protection
I	6 liter class K Extinguisher	100.00	80.00
J	5 lbs clean agent Extinguisher	185.00	12.00 + 38/lb if needed
	Will you recharge on site? Yes or No	No	Yes
	Is there an additional fee for onsite recharging? Yes or No	No	No
	Will you be able to recharge Extinguisher within 36 hours of notification? Yes or No	Yes	Yes
	If Extinguisher are removed from bldg for service, will equal replacements or loaners be provided until Extinguisher are returned? Yes or No	Yes	Yes
	Will internal parts always be replaced during recharge? Yes or No	No (as needed)	No (as needed)
16	When a service call is made other than during the annual or semiannual inspections, will a trip charge be incurred? Yes or No	Yes	Yes
	If yes, amount charged per trip:	25.00	28.00
17	Valves (each)	Varies w/model	Varies
		Included if Needed	Included on Drychem/ 8.50 on CO2
18	Valve stem	12.00	7.00
19	Valve Body Repair (each)	11.00	8.00
20	Gauges (each)	1.00	1.00
21	Gauge O-Rings (each)	Included	Included
22	Safety Seals (each)	Included	Included
23	Pull Pins (each)	1.00	2.00
24	Haz-Mat Labels (each)	Included	Included
25	Inspection Tags (each)	5.00	3.50
26	Hose strap and band		
	Will your company, on an ongoing basis and at no additional cost, update & maintain a provided inventory of existing Extinguisher listed by location & serial no. and provide a status report of Extinguisher condition and hydrostatic test date & 6 yr. inspection dates? Yes or No	Yes	Yes
27	KITCHEN HOOD SUPPRESSION SYSTEMS UNIT PRICING:		
1	Fee for conducting 6 month inspections of kitchen hood Extinguisher systems	75.00 per system	80.00
2	Fee for conducting inspections of residential type kitchen hood Extinguisher systems	50.00	75.00 includes battery
3	Unit cost for the following replaceable items:		
	Fusible Links – (each)	11.00	12.00
	Nozzles – (each)	45.00	35.00
	Nozzle Caps:		
	Metal	11.00	10.00
	Rubber	5.00	4.50

HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING – March 26, 2018 – 2:00 P.M.
 CONTRACT TO SERVICE FIRE EXTINGUISHERS AND KITCHEN HOOD SUPPRESSION SYSTEMS
 (BID FILE 18-32)
TABULATION SHEET

Page 3 of 3

		Phillips Contractors	Chattanooga Fire Protection
<u>4</u>	BIDDERS		
	Unit Cost for hydrotest of kitchen hood suppression system tanks:		
	Ansul (per tank)	75.00 + 65.00 Per Gallon	95.00
	Pyrochem (per tank)	125.00 + 65.00 Per Gallon	130.00
	Range Guard (per tank)	125.00 + 65.00 Per Gallon	130.00
<u>5</u>	Unit cost of recharge agent (per gallon)	65.00	56.00
<u>6</u>	Unit cost of cartridges:		
	CO ₂ Cartridges (Pyrochem & Range Guard)	15.00	14.50
	Ansul LT30R Cartridge	170.00	85.00
	Ansul 101-30 Cartridge	215.00	99.00
	Ansul Double Tank Cartridge	535.00	250.00
	LABOR RATES:		
	Foreman Rate – (per hour)	70.00	80.00
	Journeyman Rate – (per hour)	70.00	80.00
	Helper Rate – (per hour)	35.00	65.00
	Overhead Percentage – (%)	10	10
	Profit Percentage – (%)	10	10

RECOMMEND AWARD OF BID TO: Phillips Contractors (primary) Chattanooga Fire Protection (alternate)

BID SENT TO 12 VENDORS 2 VENDORS RESPONDED

FUNDS TO BE PROVIDED BY: Maintenance/Operating Budget

**Hamilton County Department of Education
 Bid Opening –March 26, 2018 – 2:30 P.M.
 Contract for Asbestos Abatement for School System (Bid File 18-33)
Tabulation Sheet**

<u>VENDOR NAME</u>	<u>First Response</u>	<u>Helton & Associates Inc</u>	<u>Patriot Global Consulting Group</u>
SPECIFIC WORK UNIT COST:			
Sheet floor covering & associated mastics/SF	1.95	2.50	8.70
2 nd layer including 1 st layer/SF	2.55	2.75	9.90
3 rd layer including 1 st and 2 nd layers/SF	3.45	3.00	11.10
Floor tile and associated mastics/SF	1.95	2.00	8.70
2 nd layer including 1 st layer/SF	2.55	2.25	9.90
3 rd layer including 1 st and 2 nd layers/SF	3.45	2.50	11.10
Carpet over Floor Tile and Associated Mastics/SF	2.60	2.25	1.80
Ceiling tile/grid/SF	1.25	2.00	6.60
Pipe insulation 1" – 8"/LF	23.00	12.00	9.90
Pipe insulation 9" – 14"/LF	28.00	18.00	12.24
Pipe insulation 15" – 24"/LF	32.00	30.00	13.38
Pipe joint insulation 1" – 8"/LF	23.00	12.00	10.80
Pipe joint insulation 9" – 14"/LF	28.00	18.00	11.40
Pipe joint insulation 15" – 24"/LF	32.00	30.00	12.00
Sheet rock ceiling and wall system/SF	.90	2.00	7.50
Troweled plaster ceiling material including suspension system, plaster and lath/SF	5.50	6.00	13.20
Spray applied ceiling material-finish coat only/SF	2.25	4.00	13.20
Brown coat and suspension system/SF	5.50	6.00	13.20
Mobilization for abatement Projects/Each	1,000.00	400.00	600.00
Mobilization for Operations & Maintenance Projects/Each	1,000.00	500.00	510.00
Boiler/Tank Insulation/SF	12.00	12.00	13.20
NON-SPECIFIC WORK UNIT RATES:			
Labor: Supervisor/per hr.	60.00	40.00	63.60
Labor: Foreman/per hr.	52.00	38.00	58.80
Labor: Worker/per hr.	45.00	30.00	52.80
Equipment: Respirator/per day	15.00	No Charge	60.00
Equipment: Neg. air unit/filter/per day	30.00	No Charge	120.00
Equipment: Shower/filter/per day	30.00	No Charge	78.00
Equipment: HEPA Vacuum/per day	25.00	No Charge	54.00
Consumable material (requires actual invoice) Cost plus %	20	20	20
Mobilization/Demobilization/Each	1,000.00	500.00	600.00
Rental equipment (requires actual invoice) Cost plus %	20	20	20
Landfill (transport/disposal)/cyd.	45.00	60.00	78.00

Recommend Award of Bid To: Helton & Associates (Primary) First Response (Alternate)

Bid Sent To 14 **Vendors** 3 **Vendors Responded**

Funds to be Provided By: Maintenance/Operating Budget and Capital Funds

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING –March 26, 2018 – 3:00 P.M.
 CONTRACT FOR AIR MONITORING SERVICES FOR ASBESTOS PROJECTS (BID FILE 18-34)
TABULATION SHEET**

	<u>BIDDER NAME:</u>	<u>Resolution Inc</u>	<u>Professional Environmental Consulting Inc</u>	<u>Patriot Global Consulting Group</u>
<u>TEM CLEARANCE:</u>				
4 hour turn around		1380.00	950.00	410.00
24 hour turn around		780.00	850.00	125.00
2-3 day turn around		700.00	800.00	100.00
Cost of additional TEM clearance (same address)		375.00	380.00	80.00
Cost of additional TEM clearance (different address)		390.00	480.00	100.00
<u>PCM CLEARANCE:</u>				
Total cost for PCM clearance		525.00	580.00	660.00
Cost of additional PCM clearance (same address)		150.00	150.00	360.00
Cost of additional PCM clearance (different address)		150.00	200.00	660.00
Cost of additional PCM clearance (same address day as TEM)		150.00	200.00	360.00
<u>COST FOR AIR MONITORING PER DAY:</u>				
Includes all charges/does not involve an asbestos clearance		550.00	1000.00	450.00

RECOMMEND AWARD OF BID TO: Resolution Inc. (primary vendor)
Professional Environmental Consulting Inc.
(alternate vendor)

BID SENT TO 11 **VENDORS** 3 **VENDORS RESPONDED**

FUNDS TO BE PROVIDED BY: Capital Projects Fund

DE.jg

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING – May 8, 2018 – 10:00AM
 CONTRACT TO FURNISH LABOR & MATERIALS FOR ELECTRICAL PROJECTS
 (Bid File 18-35)
TABULATION SHEET**

<u>BIDDERS</u>	<u>NABCO Electric</u>	<u>Adman Electric</u>
Foreman Rate/per hr.	51.75	62.00
Journeyman Rate/per hr.	49.70	61.00
4 th yr. Apprentice Rate/per.hr.	34.70	37.50
3 rd yr. Apprentice Rate/per hr.	31.30	36.50
2 nd yr. Apprentice Rate/per hr.	29.30	34.00
1 st yr. Apprentice Rate/per hr.	26.70	28.00
Helper Rate/per hr.	23.95	12.00
Laborer Rate/per hr.	23.95	12.00
Overhead Percentage %	10	10
Profit Percentage %	8	8

NABCO's rates are w/o mark-up
 Adman Electric's rates include mark-ups

RECOMMEND AWARD OF BID TO: All Vendors

BID SENT TO 26 **VENDORS** 2 **VENDORS RESPONDED**

FUNDS TO BE PROVIDED BY: Capital and Maintenance Budgets

DE.jg

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING – May 8, 2018 @ 10:30 A.M.
 CONTRACT FOR ANNUAL ELEVATOR INSPECTION, REPAIR AND
 PREVENTATIVE MAINTENANCE PROGRAM
 (Bid File 18-36)
TABULATION SHEET**

<u>BIDDERS</u>	<u>Kone Elevators</u>	<u>Thyssen Krupp Elevator</u>	<u>Oracle Elevator</u>	<u>United Elevators</u>
<u>Annual Cost for Quarterly Inspections</u>	<u>Non-Responsive</u>	<u>55,500.00</u>	<u>11,725.08</u>	<u>30,636.00</u>
<u>Quarterly Inspection Cost</u>		<u>13,875.00</u>	<u>2,931.27</u>	<u>207.00</u>
<u>Labor Rates During Regular Hours</u>		<u>370.00</u>	<u>95.00</u>	<u>199.00</u>
<u>Labor Rates After Regular Hours and on Weekends</u>		<u>629.00</u>	<u>115.00</u>	<u>318.00</u>
<u>Team Mechanic per Hour</u>		<u>667.00</u>	<u>140.00</u>	<u>338.00</u>
<u>Mileage Rate</u>		<u>N/A</u>	<u>.55</u>	<u>N/A</u>

Recommend Award of Bid To: Oracle Elevator

Bid Sent To 10 **Vendors** 3 **Vendors Responded** 1 **Non-Responsive**

Funds To Be Provided By: Capital and Maintenance Budgets

HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING – May 8, 2018 – 11:00 am.
 CONTRACT TO FURNISH WOODCARPET FOR SYSTEM
 (BID FILE 18-37)
TABULATION SHEET

BIDDERS	UNIT PRICE/CY	100 cubic yards TOTAL BID
* Benchmark Companies LLC	17.00 CY	1,700.00
Zeager Brothers Inc	17.65 CY	1,765.00

* Cannot guarantee early AM delivery to school sites. The large trucks must get in and out before cars and buses arrive.

RECOMMEND AWARD OF BID TO: Zeager Brothers Inc

BID SENT TO 13 VENDORS 2 VENDORS RESPONDED

FUNDS TO BE PROVIDED BY: Operating and Capital Projects Budgets

DE.jg

HAMILTON COUNTY DEPARTMENT OF EDUCATION
 BID OPENING – May 8, 2018 – 2:00 P.M.
 CONTRACTS TO FURNISH AND INSTALL VINYL COMPOSITION TILE AND RUBBER BASE
 (BID FILE 18-38)
TABULATION SHEET

<u>BIDDERS:</u>	<u>Walker Interiors</u>
Removal of Existing Vinyl Composition Tile & Base/Install New Tile – Per Sq. Ft.	3.26
Install Vinyl Composition Tile after Asbestos Tile Removal /Patching/Preparation – Per Sq. Ft.	2.25
Remove Existing Vinyl Composition Tile & Base/Install New Sheet Vinyl – Per Sq. Ft.	8.39
Install Sheet Vinyl Flooring after Asbestos Tile Removal /Patching/Preparation –Per Sq. Ft.	7.56
Installation of 18"x18" Carpet Tile manufactured by Collins & Aikman – Per Sq. Yard	5.90
Installation of 6' Wide Carpet manufactured by Collins & Aikman – Per Sq. Yard	6.50
Removal & Disposal of Existing Carpet over Concrete Floor – Per Square Yard	5.00
Installation of 4" Rubber Cove Base with Pre-Molded External Corners – Per Lineal Foot	2.34
Installation of 6" Rubber Cove Base with Pre-Molded External Corners – Per Lineal Foot	3.06
Removal of Existing VCT and Base / Install LVT – per sq ft	6.06

RECOMMEND AWARD OF BID TO: Walker Interiors

BID SENT TO 19 VENDORS 1 VENDOR RESPONDED

FUNDS TO BE PROVIDED BY: Maintenance Budget & Capital Projects Fund

DE.jg

2. Financial Reports

HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Brent Goldberg, Chief Business Officer

DATE: April 16, 2020

SUBJECT: Monthly Financial Report

Attached is the monthly financial report comparing budget to actual through February, 2020. The presentation of the monthly financial statement compares actual year-to-date expenditures to the original adopted budget and the year-to-date amended budget.

HAMILTON COUNTY SCHOOLS
REVENUE/OBLIGATIONS VS BUDGET
PERIOD ENDED
FEBRUARY, 2020

REVENUES		Adopted Budget	General Purpose Revised Budget	YTD Actual	Budget	Federal Programs Revised Budget	YTD Actual	Budget	Self-Funded Programs Revised Budget	YTD Actual	Budget	Child Nutrition Revised Budget	YTD Actual	Budget	Grand Totals Revised Budget	YTD Actual
LOCAL TAXES		230,600,000	233,600,000	174,719,779										230,600,000	233,600,000	174,719,779
LICENSES AND PERMITS		12,000	12,000	6,987										12,000	12,000	6,987
CHARGES FOR CURRENT SERVICES		543,000	543,000	207,878				3,814,990	4,851,360	4,074,873	3,699,602	3,699,602	2,649,946	8,057,592	9,093,962	6,932,697
OTHER LOCAL REVENUES		3,000,000	3,000,000	3,484,881				2,835,424	3,675,586	1,356,324	163,409	163,409	87,643	5,998,833	6,838,995	4,928,848
STATE OF TENNESSEE		173,110,000	173,242,502	120,512,772			-			-				173,110,000	173,242,502	120,512,772
OTHER STATE REVENUES		600,000	3,318,125	520,388							190,000	190,000	195,901	790,000	3,508,125	716,289
FEDERAL GOVERNMENT		850,000	850,000	670,966	30,939,539	37,881,971	13,946,446				17,051,674	17,051,674	12,530,020	48,841,213	55,783,645	27,147,432
OTHER SOURCES		1,285,000	1,285,000	595,770										1,285,000	1,285,000	595,770
RESERVES/FUND BALANCE		8,000,000	20,800,200						927,847					8,000,000	21,728,047	-
TOTAL REVENUES		418,000,000	436,650,827	300,719,421	30,939,539	37,881,971	13,946,446	6,650,414	9,454,793	5,431,197	21,104,685	21,104,685	15,463,510	476,694,638	505,092,276	335,560,574
EXPENDITURES																
REGULAR INSTRUCTION PROGRAM	71100	207,590,129	215,800,079	124,026,015	8,746,312	10,097,322	4,734,662	2,434,817	3,882,807	1,819,178				218,771,258	229,780,208	130,579,855
SPECIAL EDUCATION INSTR PROG	71200	42,092,235	39,867,193	23,724,235	4,748,150	5,490,513	3,226,759	300,000	347,084	748,651				47,140,385	45,704,790	27,699,645
VOCATIONAL ED INSTR PROG	71300	8,941,335	9,094,814	5,255,573	475,526	623,074	390,932		157,697	27,694				9,416,861	9,875,585	5,674,199
ATTENDANCE	72110	2,738,609	2,709,550	1,437,346										2,738,609	2,709,550	1,437,346
HEALTH SERVICES	72120	4,848,133	5,015,045	2,900,857		150		42,500	64,500	46,861				4,890,633	5,079,695	2,947,718
OTHER STUDENT SUPPORT	72130	13,847,708	13,432,081	7,141,154	3,414,555	4,376,224	1,527,557	75,655	416,655	43,569				17,337,918	18,224,960	8,712,280
REG INST SUPPORT	72210	12,524,627	14,740,506	7,545,503	7,477,787	9,936,715	4,519,488	277,938	659,052	239,908				20,280,352	25,336,273	12,304,899
SPECIAL ED INST SUPPORT	72220	3,387,635	3,583,985	2,104,565	3,281,875	3,305,971	2,050,167							6,669,510	6,889,956	4,154,732
VOCATIONAL ED INST SUPPORT	72230	246,915	297,086	187,239	12,500	65,500	10,121		-					259,415	362,586	197,360
EDUCATION TECHNOLOGY	72250	4,634,807	7,875,490	5,285,772	164,324	261,260	121,390							4,799,131	8,136,750	5,407,162
BOARD OF EDUCATION	72310	6,199,378	6,188,626	4,747,173				-	315,160	181,450				6,199,378	6,503,786	4,928,623
OFFICE OF SUPERINTENDENT	72320	2,285,392	2,535,600	1,184,561				91,230	93,630	46,405				2,376,622	2,629,230	1,230,966
OFFICE OF PRINCIPAL	72410	28,496,993	29,277,782	17,469,293					4,417	4,417				28,496,993	29,282,199	17,473,710
FISCAL SERVICES	72510	3,369,030	3,581,850	2,079,002				10,000	10,000	2,096				3,379,030	3,591,850	2,081,098
HUMAN RESOURCES	72520	1,858,157	1,901,237	1,147,529					2,294	1,477				1,858,157	1,903,531	1,149,006
OPERATION OF PLANT	72610	25,624,131	25,604,619	20,408,170										25,624,131	25,604,619	20,408,170
MAINTENANCE OF PLANT	72620	9,493,178	10,191,233	6,512,937				-	54,240	16,632				9,493,178	10,245,473	6,529,569
TRANSPORTATION	72710	18,940,008	19,217,921	19,650,976	266,340	292,540	131,317		20,000	1,750				19,206,348	19,530,461	19,784,043
CENTRAL AND OTHER	72810	388,597	743,297	553,140					8,983	96				388,597	752,280	553,236
FOOD SERVICE	73100	-	169,265	170,045							21,104,685	21,104,685	16,120,519	21,104,685	21,273,950	16,290,564
COMMUNITY SERVICES	73300	470,311	556,067	312,915	491,184	1,127,134	400,175	3,222,512	3,222,512	1,777,387				4,184,007	4,905,713	2,490,477
EARLY CHILDHOOD EDUCATION	73400	2,997,170	3,060,793	1,657,328				195,762	195,762	109,039				3,192,932	3,256,555	1,766,367
REGULAR CAPITAL OUTLAY	76100	197,000	347,000	142,249										197,000	347,000	142,249
EDUCATION DEBT SERVICE		975,000	975,000	-										975,000	975,000	-
EDUCATION CAPITAL PROJECTS		3,000,000	7,000,000	5,500,000										3,000,000	7,000,000	5,500,000
CHARTER SCHOOLS (TRANSFERS)		12,853,522	12,853,522	9,224,831	1,860,986	2,305,568	22,436							14,714,508	15,159,090	9,247,267
TRANSFERS-STATE GRANTS			31,186											-	31,186	-
TOTAL EXPENDITURES		418,000,000	436,650,827	270,368,408	30,939,539	37,881,971	17,135,004	6,650,414	9,454,793	5,066,610	21,104,685	21,104,685	16,120,519	476,694,638	505,092,276	308,690,541

3. Budget Amendments

HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Brent Goldberg, Chief Business Officer

DATE: April 16, 2020

SUBJECT: Budget Amendments – Federal Grants, State Grants and Self-Funded Programs

The following budget amendments for Federal Grants, State Grants and Self-Funded Programs for FY2020 are recommended for your approval.

The Federal Programs budget is amended by items #1 - 7. Items #1, 3 - 6 consist of carryover and current year awards. Items # 2 and 7 consist of current year awards.

The State Programs budget is amended by items #8 and 9. Items #8 and 9 consist of current year awards.

The Self-Funded Programs budget is amended by items #10 - 13 and consists of grants awarded by non-federal agencies and designed for a specific purpose. Items #10 and 11 consist of current year contributions. Item #12 consists of carryover and a current year contribution. Item #13 consists of carryover from the prior year.

1. Title I Improving Basic Programs, with transfers between line items
2. ESSA Consolidated Administration, with transfers between line items
3. Title II Part A Teacher and Principal Training and Recruiting Grant, with transfers between line items
4. Title I, Part A: Local Neglected, with transfers between line items
5. Title I D, Delinquent, with transfers between line items
6. Title IV Part A, Student Support and Academic Enrichments Grant, with transfers between line items
7. 21st Century Community Learning Centers Cohort 2019 (Year 1), with transfers between line items
8. High Opportunity Literacy Grant, totaling \$874,562
9. Coordinated School Health, with transfers between line items
10. Bible History Teachers, with transfer between line items and a net increase of \$10,920

11. Developmental Learning Program, with transfers between line items
12. Benwood Foundation, with transfers between line items
13. Ochs-Oakes Award Program, totaling \$2,250

FEDERAL PROGRAMS
SOURCE OF FUNDS

April 16, 2020

	OTHER FEDERAL THROUGH STATE 47100	TOTAL REVENUE	AMENDMENT ITEM #
BUDGET AMENDMENTS			
Title I Improving Basic Programs	-	-	1
ESSA Consolidated Administration	-	-	2
Title II Part A Teacher and Principal Training and Recruiting Grant	-	-	3
Title I, Part A: Local Neglected	-	-	4
Title I D, Delinquent	-	-	5
Title IV Part A, Student Support and Academic Enrichments Grant	-	-	6
21st Century Community Learning Centers Cohort 2019 (Year 1)	-	-	7
	-	-	

FEDERAL PROGRAMS
USE OF FUNDS

April 16, 2020

	REGULAR EDUCATION 71100	OTHER STUDENT SUPPORT 72130	INSTRUCTIONAL SUPPORT 72210	EDUCATIONAL TECHNOLOGY 72250	TRANSPORTATION 72710	COMMUNITY SERVICES 73300	INDIRECT COST 99100	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
BUDGET AMENDMENTS									
Title I Improving Basic Programs	(3,344)	(59,440)	22,989	(3,208)	43,205		(202)	-	1
ESSA Consolidated Administration			-					-	2
Title II Part A Teacher and Principal Training and Recruiting Grant	(2,153)		-				2,153	-	3
Title I, Part A: Local Neglected	4,000	(1,000)	(3,000)					-	4
Title I D, Delinquent	1,912		(1,912)					-	5
Title IV Part A, Student Support and Academic Enrichments Grant	5,487	20,000	(37,237)		11,750			-	6
21st Century Community Learning Centers Cohort 2019 (Year 1)						133	(133)	-	7
	5,902	(40,440)	(19,160)	(3,208)	54,955	133	1,818	-	

SELF FUNDED PROGRAMS
SOURCE OF FUNDS

April 16, 2020

	INVESTMENTS 11807	RESTRICTED FOR EDUCATION FUND BALANCE 34555	OTHER CHARGES FOR SERVICES 43990	OTHER LOCAL REVENUES 44000	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
BUDGET AMENDMENTS						
Bible History Teachers				10,920	10,920	10
Developmental Learning Program			-		-	11
Benwood Foundation		-		-	-	12
Ochs-Oakes Award Program	2,250				2,250	13
	2,250	-	-	10,920	13,170	

SELF FUNDED PROGRAMS
USE OF FUNDS

April 16, 2020

	REGULAR INSTRUCTION 71100	SPECIAL EDUCATION INSTRUCTION 71200	HEALTH SERVICES 72120	OTHER STUDENT SUPPORT 72130	REGULAR INSTRUCTION SUPPORT 72210	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
BUDGET AMENDMENTS							
Bible History Teachers	10,420				500	10,920	10
Developmental Learning Program		-				-	11
Benwood Foundation	3,500			-	(3,500)	-	12
Ochs-Oakes Award	2,250		-			2,250	13
	16,170	-	-	-	(3,000)	13,170	

STATE PROGRAMS
SOURCE OF FUNDS

April 16, 2020

BUDGET AMENDMENTS	STATE REVENUE 46000	TOTAL REVENUE	AMENDMENT ITEM #
High Opportunity Literacy Grant	874,562	874,562	8
Coordinated School Health	-	-	9
	874,562	874,562	

STATE PROGRAMS
USE OF FUNDS

April 16, 2020

BUDGET AMENDMENTS	REGULAR EDUCATION 71100	HEALTH SERVICES 72120	INSTRUCTIONAL SUPPORT 72210	INDIRECT COST 99000	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
High Opportunity Literacy Grant	317,799		533,855	22,908	874,562	8
Coordinated School Health		-			-	9
	317,799	-	533,855	22,908	874,562	

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE I IMPROVING BASIC PROGRAMS
BUDGET FISCAL YEAR 2019-2020
FUND 050
AGENCY 142
ORGANIZATION 101
BUDGET BOOK SUMMARY

			AMENDED	INCREASE	DECREASE	AMENDED
TITLE I 2020 AWARD			12,841,421			12,841,421
STATE REALLOCATION			-			-
CARRYOVER FROM FY2019			2,238,009			2,238,009
TRANSFER TO CONSOLIDATED ADMIN			(948,913)			(948,913)
TOTAL TITLE I BUDGET			14,130,517	-	-	14,130,517
REVENUE 21010000 41427141			14,130,517	-		14,130,517
FUNCTION OBJECT	EXPENDITURE DESCRIPTION		AMENDED BUDGET 2/20/2020	INCREASES	DECREASES	AMENDED BUDGET 4/16/2020
EXPENDITURES						
71100	116 Teachers		2,725,709		(47,880)	2,677,829
71100	134 Instructional Personnel--Tutors		158,518		(37,726)	120,792
71100	163 Educational Assistants		990,964		(47,227)	943,737
71100	188 Teacher Bonuses		65,000			65,000
71100	189 Other Salaries and Wages		14,116	8,416		22,532
71100	198 Substitutes		44,257		(34,806)	9,451
71100	201 Social Security		247,906		(9,879)	238,027
71100	204 State Retirement		328,399		(717)	327,682
71100	206 Life Insurance		4,160		(48)	4,112
71100	207 Health Insurance		608,000		(7,125)	600,875
71100	208 Dental Insurance		22,080		(258)	21,822
71100	210 Unemployment Compensation		11,520		(135)	11,385
71100	212 Medicare		57,941		(2,213)	55,728
71100	299 Other Fringe Benefits		4,270		(68)	4,202
71100	336 Maintenance & Repair - Equipment		26,426		(6,958)	19,468
71100	399 Contracted Services		179,208	9,345		188,553
71100	429 Instructional Supplies & Materials		789,957	193,156		983,113
71100	599 Other Charges: field trips/charter reimburse		249,715		(30,587)	219,128
71100	722 Instructional Equipment		559,738	11,366		571,104
Total 71100			7,087,884	222,283	(225,627)	7,084,540
72130	123 Guidance Personnel		71,862	390		72,252
72130	130 Social Worker		68,762		(3,000)	65,762
72130	189 Other Salaries & Wages		1,085,211		(60,168)	1,025,043
72130	201 Social Security		76,098		(3,893)	72,205
72130	204 State Retirement		144,108		(8,876)	135,232
72130	206 Life Insurance		1,723	32		1,755
72130	207 Health Insurance		251,750	4,750		256,500
72130	208 Dental Insurance		9,143	172		9,315
72130	210 Unemployment Compensation		4,770	90		4,860
72130	212 Medicare		17,799		(911)	16,888
72130	299 Other Fringe Benefits		2,039		(116)	1,923
72130	355 Travel		5,600			5,600
72130	399 Contracted Services		20,689		(5,555)	15,134
72130	499 Other Supplies & Materials		62,797	3,878		66,675
72130	599 Other Charges		463,922	13,667		477,589
72130	790 Parent Resource Equipment		1,238	100		1,338
Total 72130			2,287,511	23,079	(82,519)	2,228,071

72210	105	Supervisor/Director, Coordinators	169,248	449		169,697
72210	138	Technician	-			-
72210	162	Classified Extended Contracts	25,096	1,929		27,025
72210	189	Other Salaries	2,071,139		(57,997)	2,013,142
72210	196	Stipends	215,959	71,038		286,997
72210	201	Social Security	150,676	776		151,452
72210	204	State Retirement	249,580	1,655		251,235
72210	206	Life Insurance	2,074		(16)	2,058
72210	207	Health Insurance	293,360		(2,375)	290,985
72210	208	Dental Insurance	10,655		(86)	10,569
72210	210	Unemployment Compensation	5,558		(45)	5,513
72210	212	Medicare	35,989	184		36,173
72210	299	Other Fringe Benefits	4,308		(119)	4,189
72210	308	Consultants	125,501		(47,371)	78,130
72210	355	Travel	4,100			4,100
72210	499	Supplies & Materials (Staff Dev)	53,487		(271)	53,216
72210	524	Staff Development	283,707	74,443		358,150
72210	599	Other Charges	308,493		(19,205)	289,288
72210	790	Other Equipment	2,274			2,274
Total 72210			4,011,204	150,474	(127,485)	4,034,193
72250	189	Other Salaries	116,460		(2,239)	114,221
72250	201	Social Security	7,220		(139)	7,081
72250	204	State Retirement	17,354		(336)	17,018
72250	206	Life Insurance	260			260
72250	207	Health Insurance	38,000			38,000
72250	208	Dental Insurance	1,380			1,380
72250	210	Unemployment Compensation	720			720
72250	212	Medicare	1,688		(32)	1,656
72250	299	Other Fringe Benefits	233		(4)	229
72250	599	Other Charges	77,945		(458)	77,487
Total 72250			261,260	-	(3,208)	258,052
72710	314	Choice Transportation	127,363	43,205		170,568
Total 72710			127,363	43,205	-	170,568
99000	590	Indirect Costs	355,295		(202)	355,093
Total 99000			355,295	-	(202)	355,093
GRAND TOTAL			14,130,517	439,041	(439,041)	14,130,517

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE I IMPROVING BASIC PROGRAMS
BUDGET FISCAL YEAR 2019-2020
FUND 050
AGENCY 142
ORGANIZATION 101
GRANT SUMMARY--BUDGET

		21011000	21013*	Public &	21011036	2101104*
		Indirect costs	Eight	Charter	Pre-K	System-wide
		& Transfers	Private	School	Summary	School Support
	Total	100	Schools	Summary	103	104
EXPENDITURES						
51101161	Teachers	1,257,044		674,423	521,037	61,584
51101166	Teachers Part-time/Interventionists	882,599	28,762	853,837		
51101345	Instructional Personnel--Tutors	120,792	20,658	100,134		
51101409	Teachers Supplements	538,186	4,348	444,738		89,100
51101631	Educational Assistants	943,737		457,500	486,237	
51101881	Teacher Bonuses	65,000				65,000
51101899	Other Salaries and Wages	22,532		22,532		
51101981	Substitutes	9,451		9,451		
51102011	Social Security	238,027	3,334	158,870	62,451	13,372
51102041	State Retirement	327,682	461	176,071	128,223	22,927
51102061	Life Insurance	4,112		1,902	2,145	65
51102071	Health Insurance	600,875		277,875	313,500	9,500
51102081	Dental Insurance	21,822		10,092	11,385	345
51102101	Unemployment Compensation	11,385		5,265	5,940	180
51102121	Medicare	55,728	739	37,256	14,605	3,128
51102991	Fringe Benefits	4,202		2,064	2,015	123
51103361	Maintenance & Repair - Equipment	19,468		19,468		
51103999	Contracted Services	188,553	145,687	42,866		
51104291	Instructional Supplies & Materials	983,113	23,841	928,759	5,000	25,513
51105999	Charges-field trips, etc	219,128	4,000	208,352		6,776
51107221	Instructional Equipment	571,104	3,768	567,336		
	Total 71100	7,084,540	- 235,598	4,998,791	1,552,538	297,613
52131231	Guidance Personnel	72,252		72,252		
52131301	Social Worker	65,762			65,762	-
52131894	Parent Coordinator Part-time/College	160,947		160,947		
52131899	Other Salaries & Wages	864,096		668,753	39,555	155,788
52132011	Social Security	72,205		56,018	6,529	9,658
52132041	State Retirement	135,232		102,728	12,915	19,589
52132061	Life Insurance	1,755		1,300	130	325
52132071	Health Insurance	256,500		190,000	19,000	47,500
52132081	Dental Insurance	9,315		6,900	690	1,725
52132101	Unemployment Compensation	4,860		3,600	360	900
52132121	Medicare	16,888		13,101	1,528	2,259
52132991	Fringe Benefits	1,923		1,403	210	310
52133551	Travel	5,600			5,500	100
52133995	Contracted Services - Software Licen	11,500		11,500		
52133999	Contracted Services	3,634	500	3,134		
52134999	Materials & Supplies	66,675	483	55,284		10,908
52135999	Charges-Parent Mtg expenses	224,455	2,283	221,922	250	-
52135999	Other Charges: set aside reserve of	253,134				253,134
52137901	Parent Resource Equipment	1,338		1,338		
	Total 72130	2,228,071	- 3,266	1,570,180	152,429	502,196

52211051	Supervisor/Director	91,236				91,236
52211053	Coordinators	78,461				78,461
52211381	Technician	-		-		
52211621	Classified Extended Contracts	27,025		27,025		
52211894	Contracted Personnel--Part-time	99,541		99,541		
52211899	Salaries--Curriculum Coaches	1,913,601		1,322,215		591,386
52211961	Stipends	286,997		286,997		
52212011	Social Security	151,452		104,117		47,335
52212041	State Retirement	251,235		169,101		82,134
52212061	Life Insurance	2,058		1,448		610
52212071	Health Insurance	290,985		201,875		89,110
52212081	Dental Insurance	10,569		7,333		3,236
52212101	Unemployment Compensation	5,513		3,825		1,688
52212121	Medicare	36,173		25,138		11,035
52212991	Other Fringe Benefits	4,189		2,721		1,468
52213081	Consultants	78,130	19,294	58,736		100
52213551	Travel: food, lodging, transportation	4,100				4,100
52214999	Supplies & Materials (Staff Dev)	53,216	11,769	41,347		100
52215241	Staff Development	358,150	65,264	292,786		100
52215999	Staff Training Materials, Mtg expens	289,288		289,288		
52217901	Other Equipment	2,274	1,000	1,274		
	Total 72210	4,034,193	-	97,327	2,934,767	-
						1,002,099
52251899	Computer Technician	114,221		114,221		
52252011	Social Security	7,081		7,081		
52252041	State Retirement	17,018		17,018		
52252061	Life Insurance	260		260		
52252071	Health Insurance	38,000		38,000		
52252081	Dental Insurance	1,380		1,380		
52252101	Unemployment Compensation	720		720		
52252121	Medicare	1,656		1,656		
52252991	Other Fringe Benefits	229		229		
52255999	Charges: Charter Tech Reimburse	77,487		77,487		
	Total 72250	258,052	-	-	258,052	-
						-
52713141	Choice Transportation	170,568	3,231	131,337		36,000
	Total 72710	170,568	-	3,231	131,337	-
						36,000
59005901	Indirect Costs	355,093	355,093			
	Total 99000	355,093	355,093	-	-	-
	GRAND TOTAL	14,130,517	355,093	339,422	9,893,127	1,704,967
						1,837,908

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE I IMPROVING BASIC PROGRAMS
BUDGET FISCAL YEAR 2019-2020
FUND 050
AGENCY 142
ORGANIZATION 101
PUBLIC & CHARTER SCHOOL SUMMARY--
BUDGET

	Total	Central High 501	East Ridge High 502	Red Bank High 505	Sequoyah High 507	Brainerd 510	HSAT 514	Lookout Val High 515	Tyner High 516
EXPENDITURES									
<u>71100--Regular Instruction</u>									
51101161 Teachers	674,423								
51101166 Interventionists (part-time)	853,837						17,840		
51101345 Instructional Personnel--Tutors	100,134		-			7,500			
51101409 Teachers Supplements	444,738	11,000	25,000	22,400	7,500	20,000	23,500	15,269	14,810
51101631 Educational Assistants	457,500		10,089	11,802		3,552			1,287
51101899 Other Salaries and Wages	22,532		5,000			6,116			
51101981 Substitutes Non Degreed	9,451		1,966			170		70	
51102011 Social Security	158,870	682	2,608	2,121	465	2,314	2,563	951	998
51102041 State Retirement	176,071	1,169	3,407	4,148	797	3,574	2,499	1,623	1,765
51102061 Life Insurance	1,902			65					-
51102071 Health Insurance	277,875			9,500					-
51102081 Dental Insurance	10,092			345					-
51102101 Unemployment Compensation	5,265			180					-
51102121 Medicare	37,256	160	611	496	109	543	599	222	232
51102991 Other Fringe Benefits	2,064			23		7			3
51103361 Maintenance & Repair - Equipment	19,468					-			
51103999 Contracted Services--SES, Storytellers	42,866			-					
51104291 Instructional Supplies & Materials	928,759	7,748	57,811	15,568	2,285	21,348		13,065	50,530
51105999 Charges: field trips, etc	208,352		6,471		2,450	14,015	4,491		
51107221 Instructional Equipment	567,336	-	28,986	9,718	4,000	4,131		24,500	43,581
Total 71100	4,998,791	20,759	141,949	76,366	17,606	83,270	51,492	55,700	113,206
<u>72130--Other Student Support--Parental Involvement</u>									
52131231 Guidance Personnel	72,252								
52131894 Parent Coordinator Part-time/ College	160,947		35,000						
52131899 Parent Coordinator/Family Ptnr Sp/ Cc	668,753					36,719	105,500		68,257
52132011 Social Security	56,018		2,170			2,276	6,542		4,231
52132041 State Retirement	102,728					5,502	15,803		10,225
52132061 Life Insurance	1,300					98	195		130
52132071 Health Insurance	190,000					14,250	28,500		19,000
52132081 Dental Insurance	6,900					518	1,035		690
52132101 Unemployment Compensation	3,600					270	540		360
52132121 Medicare	13,101		508			531	1,530		990
52132991 Other Fringe Benefits	1,403					74	212		137
52133995 Contracted Services - Software Licenc	11,500		5,500						
52133999 Contracted Services	3,134								-
52134999 Parent Involvemt Supplies & Materials	55,284	2,808		3,600	150	1,400	1,100		2,000
52135999 Charges-Parent Mtg expenses	221,922		3,828	1,000	850	2,002	2,500	1,158	2,000
52137901 Parent Resource Equipment	1,338								
Total 72130	1,570,180	2,808	47,006	4,600	1,000	63,640	163,457	1,158	108,020

72210--Support Instruction

52211381	Instructional Technology	-								
52211621	Classified Extended Contract	27,025	3,500	1,500				5,947	1,200	
52211894	Part-time Curriculum Coach	99,541	11,216	22,500	25,916	16,640				
52211899	Coach/other salaries	1,322,215	58,895	62,915	54,084		111,655	211,388		
52211961	Stipends	286,997		7,500	4,500	1,350	4,815	2,260	5,200	
52212011	Social Security	104,117	4,564	5,854	5,239	1,116	7,221	13,435	396	
52212041	State Retirement	169,101	6,784	7,709	6,227	133	12,381	23,227	733	
52212061	Life Insurance	1,448	65	65	65		130	228		
52212071	Health Insurance	201,875	9,500	9,500	9,500		19,000	33,250		
52212081	Dental Insurance	7,333	345	345	345		690	1,208		
52212101	Unemployment Compensation	3,825	180	180	180		360	630		
52212121	Medicare	25,138	1,068	1,370	1,225	261	1,688	3,142	92	
52212991	Other Fringe Benefits	2,721	124	129	108		222	432	2	
52213081	Consultants	58,736		-			2,000			-
52214999	Other Supplies (Staff Development)	41,347		-	-		4,000		218	
52215241	Staff Development	292,786		650	5,000		26,821	5,000	1,000	6,577
52215999	Staff Training Materials, Mtg expenses	289,288								
52217901	Other Equipment	1,274							500	
Total 72210		2,934,767	96,241	120,217	112,389	19,500	190,983	300,147	9,341	6,577
52251899	Computer Technician	114,221						25,128		
52252011	Social Security	7,081						1,558		
52252041	State Retirement	17,018						3,764		
52252061	Life Insurance	260						65		
52252071	Health Insurance	38,000						9,500		
52252081	Dental Insurance	1,380						345		
52252101	Unemployment Compensation	720						180		
52252121	Medicare	1,656						364		
52252991	Other Fringe Benefits	229						50		
52255999	Charges: Charter Tech Reimburseme	77,487								
Total 72250		258,052	-	-	-	-	-	40,954	-	-
52713141	Contracts w Public Carriers	131,337		6,000	800	550	35,902	4,000		3,000
Total 72710		131,337	-	6,000	800	550	35,902	4,000	-	3,000
GRAND TOTAL		9,893,127	119,808	315,172	194,155	38,656	373,795	560,050	66,199	230,803

Charter Chattanooga Girls Leadership 530	Charter Chattanooga Sch of Excellenc 532	Charter Chattanooga Sch Middle 632	Charter Chattanooga Preparatory School 393	Brown Middle 602	East Ridge Mid 603	Ooltewah Middle 604	Red Bank Middle 605	Howard Connect Academy 610	Dalewood Middle 613	East Lake Academy 614	Hixson Middle 615	Orchard Knob Middle 616	Tyner Middle Academy 618
							60,698		28,070	54,999			
				21,390	57,120		31,680		25,250	25,646	47,840		
				20,000	59,000	20,000	15,000	10,005		315		-	30,000
								8,640	10,000	-	5,825	20,000	13,905
									18,387			50,378	7,642
									600			3,174	
				-	-			-		-	-	-	
				2,566	7,199	1,240	6,657	1,156	5,103	5,020	3,327	4,562	3,196
				2,126	6,272	2,126	8,047		6,891	5,846	619	10,148	6,416
							65		82	65		179	16
							9,500		11,875	9,500		26,125	2,375
							345		432	345		949	86
							180		225	180		495	45
				601	1,684	290	1,557	270	1,194	1,173	880	1,067	748
							121		93	110		95	28
					-				2,000			-	-
									500	15,345	-		
24,896			12,333	26,011	45,946	16,808	5,929	9,625	16,029	42,869	10,107	52,498	47,167
20,400	52,369	51,449	13,453		2,000			2,780	1,500	11,344	2,000	4,010	2,439
				871	24,800	16,047	1,396	2,000	4,763	12,939	1,663	38,844	11,965
45,296	52,369	51,449	25,786	73,565	204,021	56,511	141,175	34,476	132,994	185,696	72,261	212,524	126,028
					49,334		22,918						
								2,888					
							13,908		37,417	54,174		24,170	82,511
							2,283	179	2,320	3,358		1,499	5,116
							5,245		5,605	5,418		3,621	12,360
							65		65	65		65	146
							9,500		9,500	9,500		9,500	21,375
							345		345	345		345	776
							180		180	180		180	405
							716	42	543	785		351	1,196
							99		75	73		49	165
							495						
			6,345	1,161	500	1,422	1,500	1,113	1,000	300	2,208	3,844	1,500
34,364	68,466	49,358	156	1,161	2,992	1,422	1,500	-	1,000	9,130	-	5,844	1,890
34,364	68,466	49,358	6,501	2,322	72,036	2,844	49,285	4,222	58,050	83,328	2,208	49,468	127,440

				4,000					600		1,500		
				11,266						12,003			
				60,655		53,587							
				2,000	6,619			20,178	1,500	15,000	8,852	2,500	1,360
				4,831	410			1,251	130	1,674	549	248	84
				7,260	703			2,146	249	1,686	942	491	145
				65		65							
				9,500									
				345									
				180									
				1,130	96	777		293	31	394	128	58	20
				129		107				4			
									76	6,000		7,860	
				1,461	2,000		-	1,000	2,000	-		4,039	-
				5,147	10,159	6,453		6,094	77	28,000	7,913	12,085	3,110
86,120	145,389		57,779										
86,120	145,389	-	57,779	107,969	19,987	60,989	-	30,962	4,663	64,761	18,384	28,781	4,719
										32,711			25,180
										2,028			1,561
										4,808			3,772
										65			65
										9,500			9,500
										345			345
										180			180
										474			365
										66			50
31,274		46,213											
31,274	-	46,213	-	-	-	-	-	-	-	50,177	-	-	41,018
				5,000	5,432	1,000		3,187	2,437	10,739	1,355	5,019	4,050
-	-	-	-	5,000	5,432	1,000	-	3,187	2,437	10,739	1,355	5,019	4,050
197,054	266,224	147,020	90,066	188,856	301,476	121,344	190,460	72,847	198,144	394,701	94,208	295,792	303,255

Alpine Crest 702	East Ridge Elem 707	Harrison Elem 710	N Hamilton Elem 715	Wolftever Creek Elem 717	Red Bank Elem 718	Soddy Elem 722	Spring Creek Elem 723	Barger Acad 729	Clifton Hills Elem 731	Donaldson Elem 732	Dupont Elem 736	East Brainerd Elem 737
31,760	168,372 44,823	12,000	13,638	33,600	37,200	22,192	62,157 44,686	36,460	24,646 18,756	86,684 23,430	58,960	
8,691	19,482	10,000 -	21,768	17,888	42,848	8,252 8,860	7,380 65,668		600	4,000 21,586	4,950	18,062
2,508	14,425 20,816 260 38,000 1,380 720	1,364 1,063	3,099 2,387	3,192 2,680 65 9,500 345 180	5,582 6,531 130 19,000 690 360	1,722 2,543 877	11,154 17,228 260 38,000 1,380 720	- 2,260	686 2,770 64	8,413 12,873 130 19,000 690 360	1,437 4,051 526	126 1,128 2,470 65 9,500 345 180
587	3,374 377	320	551	746 36	1,305 73 10,000	594	2,609 257 153	529	647	1,968 218	948	263 33 -
500 18,238 400		1,500 500 26,303 400	357		15,750	3,751 422	25,553	7,371 -	37,197 -	30,388	22,569	6,065
	15,002	35,629			4,748		3,485	8,851	35,368	35,000		21,366
62,684	327,031	89,079	41,800	68,232	154,217	49,213	280,690	55,471	120,734	244,740	93,441	59,603
	17,437			25,012	21,066			36,041	25,781			39,556
	1,081			1,551 3,747 65 9,500 345 180	1,307 3,156 39 5,700 207 108			2,235	1,598			2,452 5,925 65 9,500 345 180
	253			363 50	305 41			522	374			574 79
100 1,134		100 1,928 1,902	1,000 188		1,300 1,328		445 874 2,005	1,000 1,268	1,130 2,500	1,000 1,500	1,500 96	3,390
1,234	20,977	3,930	1,188	40,813	34,557	1,488	3,324	41,066	31,383	2,500	1,596	62,066

											278	
	58,000						59,077	134,207				
		28,940	6,527		20,000	1,000	7,640	13,000	15,000	5,000	13,270	10,000
	3,596	1,795	405		1,240	62	474	4,469	9,250	310	823	637
	6,165	3,076	673		2,126	106	811	7,663	15,861	532	1,411	1,105
	65							65	130			
	9,500							9,500	19,000			
	345							345	690			
	180							180	360			
	841	421	95		290	15	112	1,046	2,164	73	193	150
	116							118	268			1
				3,000			-	-		10,000	20,000	4,800
		1,425		3,161			1,950	1,500		1,500	2,000	1,000
4,500		5,000		4,850		9,904	280	16,290	40,518	10,009	-	5,000
		425					249					
4,500	78,808	41,082	7,700	11,011	23,656	11,087	11,516	113,253	237,448	27,424	37,697	22,971

-	-	-	-	-	-	-	-	-	-	-	-	-
						1,700	6,400	-	11,096			
-	-	-	-	-	-	1,700	6,400	-	11,096	-	-	-
68,418	426,816	134,091	50,688	120,056	212,430	63,488	301,930	209,790	400,661	274,664	132,734	144,640

East Lake Elem 738	Eastside Elem 739	Hardy Elem 741	Hillcrest Elem 742	Hixson Elem 743	Lakeside Elem 745	Lookout Valley Elem 746	Orchard Knob Elem 747	Rivermont Elem 748	Shepherd Elem 749	Woodmore Elem 750	Brown Acad 752	Battle Acad 753
62,400	36,000	33,680 41,760	40,600	36,280	20,000		34,652	51,607	65,756 38,400	25,181 5,100	12,811	16,450
12,000	29,075 68,320	8,742		2,677 20,858		9,000 11,726	10,000		5,000		12,500	4,961
-		-	-	175			-	-		-		
4,613	8,271	5,218	2,517	3,710	1,240	1,285	2,768	3,200	6,768	1,877	1,570	1,328
7,909	13,326	2,471		3,408		957	1,064	5,486	7,521		1,328	
65	195	65		65				65	65			
9,500	28,500	9,500		9,500				9,500	9,500			
345	1,035	345		345				345	345			
180	540	180		180				180	180			
1,079	1,935	1,221	589	868	289	301	647	749	1,584	438	368	311
125	137	52		41				103	132			
1,500		1,000		-	-	3,315	-					
	5,100		7,670				11,001			1,250	1,000	
51,716	83,090	15,398	7,035	9,535	13,080	15,224	23,313	4,085	8,595	8,318	17,255	
1,000			2,601		-		11,000			-	1,358	
20,000	28,062	18,846	5,603	21,522	11,228	12,500	16,615	11,091	8,871	-	23,345	
172,432	303,586	138,478	66,615	109,164	45,837	54,308	111,060	86,411	152,717	42,164	71,535	23,050
14,464			16,182	13,154								
36,545					32,912		91,006					
3,258			1,003	817	2,040		5,642					
5,475					4,930		13,633					
65					65		146					
9,500					9,500		21,375					
345					345		776					
180					180		405					
762		-	235	191	476		1,320					
73					65		183					
							6,000					
		800					494				700	
1,000	1,000	600	894	142	1,624	534	1,000	663	2,248	500	1,000	1,262
2,426	2,468	500	1,123	942	500	534	1,000	663	500	1,168	1,506	100
200		638					500					
74,293	3,468	2,538	19,437	15,246	52,637	1,068	143,480	1,326	2,748	1,668	3,206	1,362

1,500										7,000		
67,600	24,411	56,515	62,005		61,662			61,264	56,525	33,885	33,885	
2,220	20,000	7,000		3,358	8,947	4,500	7,750	4,139	10,271	11,028	3,773	
4,422	2,754	3,938	3,844	208	4,378	279	481	4,056	4,140	3,219	2,335	
7,647	4,722	6,752	6,591	356	7,506	478	824	6,952	7,100	5,824	4,004	
65	49	65	65		65			65	65	33	33	
9,500	7,125	9,500	9,500		9,500			9,500	9,500	4,750	4,750	
345	259	345	345		345			345	345	173	173	
180	135	180	180		180			180	180	90	90	
1,035	644	921	899	48	1,025	65	112	948	969	753	546	
138	49	113	124		140		11	123	113	82	68	
		-								2,500	2,500	
500	5,000	3,720	927	200			2,000				1,746	
15,500	10,000	9,597		3,300			5,329	1,535	27,088			
100												
110,752	75,148	98,646	84,480	7,470	93,748	5,322	16,507	-	89,107	116,296	69,337	53,903
							31,202					
							1,934					
							4,674					
							65					
							9,500					
							345					
							180					
							453					
							63					
-	-	-	-	-	-	-	48,416	-	-	-	-	-
800		7,370	3,500				11,000			-	1,000	
800	-	7,370	3,500	-	-	-	11,000	-	-	-	1,000	-
358,277	382,202	247,032	174,032	131,880	192,222	60,698	330,463	87,737	244,572	160,128	145,078	78,315

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE I IMPROVING BASIC PROGRAMS
BUDGET FISCAL YEAR 2019-2020

		FY20 Allocation	12,841,421			12,841,421
		FY19 Carryover	2,238,009			2,238,009
		Transfer to Consolidated Admin	(948,913)			(948,913)
		Total Allocation	14,130,517	-	-	14,130,517
21010000	41427141	REVENUE	14,130,517	-	-	14,130,517
ORGANIZATION KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	AMENDED BUDGET 2/20/2020	INCREASES	DECREASES	AMENDED BUDGET 4/16/2020
21011000	59005901	Indirect Costs (2.69 %)	355,295		(202)	355,093
		Total 99000	355,295	-	(202)	355,093
		TOTAL	355,295	-	(202)	355,093
Pre Kindergarten						
21011036	51101161	Teachers (10)	512,037	9,000		521,037
21011036	51101631	Educational Assistant (23)	494,919		(8,682)	486,237
21011036	51102011	Social Security	62,431	20		62,451
21011036	51102041	State Retirement	128,567		(344)	128,223
21011036	51102061	Life Insurance	2,145			2,145
21011036	51102071	Health Insurance	313,500			313,500
21011036	51102081	Dental Insurance	11,385			11,385
21011036	51102101	Unemployment Compensation	5,940			5,940
21011036	51102121	Medicare	14,600	5		14,605
21011036	51102991	Other Fringe Benefits	2,014	1		2,015
21011036	51104291	Instructional Supplies	5,000			5,000
		Total 71100	1,552,538	9,026	(9,026)	1,552,538
21011036	52131301	Social Worker	65,762			65,762
21011036	52131899	Behavior Specialist	39,555			39,555
21011036	52132011	Social Security	6,529			6,529
21011036	52132041	State Retirement	12,915			12,915
21011036	52132061	Life Insurance	130			130
21011036	52132071	Health Insurance	19,000			19,000
21011036	52132081	Dental Insurance	690			690
21011036	52132101	Unemployment Compensation	360			360
21011036	52132121	Medicare	1,528			1,528
21011036	52132991	Other Fringe Benefits	210			210
21011036	52133551	Travel	5,500			5,500
21011036	52135999	Other Charges	250			250
		Total 72130	152,429	-	-	152,429
		TOTAL	1,704,967	9,026	(9,026)	1,704,967

**School Support
Opportunity Zone**

21011040	51101409	Teacher extended contracts - Model Classroom	22,500			22,500
21011040	51101881	Teacher Bonuses	65,000			65,000
21011040	51102011	Social Security	5,425			5,425
21011040	51102041	State Retirement	9,301			9,301
21011040	51102121	Medicare	1,269			1,269
21011040	51104291	Instructional Supplies	19,256			19,256
Total 71100			122,751	-	-	122,751
21011040	52131899	Community Schools Coaches (1 FTE)	75,764			75,764
21011040	52131899	Behavior Management Specialist (8)	144,000		(63,976)	80,024
21011040	52132011	Social Security	13,625		(3,967)	9,658
21011040	52132041	Retirement	29,171		(9,582)	19,589
21011040	52132061	Life Insurance	325			325
21011040	52132071	Medical Insurance	47,500			47,500
21011040	52132081	Dental Insurance	1,725			1,725
21011040	52132101	Unemployment Comp.	900			900
21011040	52132121	Medicare	3,186		(927)	2,259
21011040	52132991	Other Fringes	439		(129)	310
21011040	52133551	Travel: mileage	100			100
Total 72130			316,735	-	(78,581)	238,154
21011040	52211053	Human Resources Coordinator (1) .5 fte	34,902			34,902
21011040	52211053	Data Coordinator (1) .5 fte	42,759	800		43,559
21011040	52211899	Salaries--Curriculum Coaches Priority (11) (7.38 FTE)	566,273		(800)	565,473
21011040	52212011	Social Security	40,072			40,072
21011040	52212041	Retirement	69,556			69,556
21011040	52212061	Life Insurance	545			545
21011040	52212071	Health Insurance	79,610			79,610
21011040	52212081	Dental Insurance	2,891			2,891
21011040	52212101	Unemployment Compensation	1,508			1,508
21011040	52212121	Medicare	9,337			9,337
21011040	52212991	Other Fringe Benefits	1,287			1,287
21011040	52213081	Consultants	100			100
21011040	52213551	Travel	4,100			4,100
21011040	52214999	Supplies & Materials (Staff Dev)	100			100
21011040	52215241	Staff Development	100			100
Total 72210			853,140	800	(800)	853,140
Total Opportunity Zone Set Aside			1,292,626	800	(79,381)	1,214,045

Homeless Set Aside

21011041	51101409	Teacher Supplements Homeless	30,600			30,600
21011041	51102011	Social Security	1,897			1,897
21011041	51102041	State Retirement	3,253			3,253
21011041	51102121	Medicare	444			444
21011041	51104291	Instructional Supplies (Homeless)	6,230	27		6,257
21011041	51105999	Charges: field trips, clothing (Homeless)	6,776			6,776
Total 71100			49,200	27	-	49,227
21011041	52131301	Social Worker Contracts (Homeless)	3,000		(3,000)	-
21011041	52132011	Social Security	186		(186)	-
21011041	52132041	Retirement	319		(319)	-
21011041	52132121	Medicare	44		(44)	-
Total 72130			3,549	-	(3,549)	-
21011041	52211899	Site Coordinator Part time (4)	23,040			23,040
21011041	52211899	Other Salaries	-	2,873		2,873
21011041	52212011	Social Security	1,428	178		1,606
21011041	52212041	Retirement	2,449	430		2,879
21011041	52212121	Medicare	334	41		375
Total 72210			27,251	3,522	-	30,773
Total Homeless Set Aside			80,000	3,549	(3,549)	80,000

Diploma Completion (Graduation Success Program) - Set Aside

21011042	51101161	Teacher - Diploma Completion (1)	61,233	351		61,584
21011042	51102011	Social Security	3,796	22		3,818
21011042	51102041	State Retirement	6,509	37		6,546
21011042	51102061	Life Insurance	65			65
21011042	51102071	Health Insurance	9,500			9,500
21011042	51102081	Dental Insurance	345			345
21011042	51102101	Unemployment Compensation	180			180
21011042	51102121	Medicare	888	5		893
21011042	51102991	Other Fringe Benefits	122	1		123
Total 71100			82,638	416	-	83,054
21011042	52211051	Director (1) Diploma Completion	91,587		(351)	91,236
21011042	52212011	Social Security	5,679		(22)	5,657
21011042	52212041	Retirement	9,736		(37)	9,699
21011042	52212061	Life Insurance	65			65
21011042	52212071	Health Insurance	9,500			9,500
21011042	52212081	Dental Insurance	345			345
21011042	52212101	Unemployment Compensation	180			180
21011042	52212121	Medicare	1,328		(5)	1,323
21011042	52212991	Other Fringe Benefits	182		(1)	181
Total 72210			118,602	-	(416)	118,186
Total Diploma Completion Set Aside			201,240	416	(416)	201,240
<u>Expectation Graduation Program</u>						
21011043	51101409	Extended Contracts	-	36,000		36,000
21011043	51102011	Social Security		2,232		2,232
21011043	51102041	State Retirement		3,827		3,827
21011043	51102121	Medicare		522		522
Total 71100			-	42,581	-	42,581
21011043	52713141	Contracts w Public Carriers	-	36,000		36,000
Total 72710			-	36,000	-	36,000
Total Expectation Graduation Program			-	78,581	-	78,581
<u>Family Engagement</u>						
21011044	52134999	Supplies: Channing Betes Books	10,908			10,908
Total 72130			10,908	-	-	10,908
Total Family Engagement			10,908	-	-	10,908
<u>Reserve of Funds</u>						
21011045	52135999	Other Charges: set aside	252,932	202		253,134
Total 72130			252,932	202	-	253,134
TOTAL			3,542,673	92,574	(92,372)	3,542,875

Avondale SDA (Private School)

21013505	51101345	Part-time Tutor (1)	16,443		16,443
21013505	51101409	Teacher Extended Contracts	4,348		4,348
21013505	51102011	Social Security	1,289		1,289
21013505	51102041	Retirement	461		461
21013505	51102121	Medicare	301		301
21013505	51104291	Instructional Supplies	400		400
Total 71100			23,242	-	23,242
21013505	52135999	Charges: Parental Involvement	241		241
Total 72130			241	-	241
21013505	52215241	Staff Development	649		649
Total 72210			649	-	649
TOTAL			24,132	-	24,132

Brainerd Baptist (Private School)

21013515	51101166	Part-time Interventionists (1)	2,000	1,200	3,200
21013515	51101345	Other instructional personnel (1)	4,615	(400)	4,215
21013515	51102011	Social Security	410	50	460
21013515	51102121	Medicare	54	12	66
21013515	51104291	Instructional Supplies	8,822	(862)	7,960
Total 71100			15,901	1,262	15,901
21013515	52135999	Charges: Parental Involvement	365		365
Total 72130			365	-	365
21013515	52214999	Other Materials and Supplies	500		500
21013515	52215241	Staff Development	29,380		29,380
Total 72210			29,880	-	29,880
TOTAL			46,146	1,262	46,146

Notre Dame High (Private School)

21013565	51101166	Part-time Interventionist (1)	3,780		3,780
21013565	51102011	Social Security	234		234
21013565	51102121	Medicare	55		55
21013565	51103999	Other Contracted Services	88,075		88,075
Total 71100			92,144	-	92,144
21013565	52135999	Charges: Parental Involvement	500		500
Total 72130			500	-	500
TOTAL			92,644	-	92,644

Our Lady of Perpetual Help (Private School)

21013575	51101166	Part-time Interventionist (1)	15,000		15,000
21013575	51102011	Social Security	930		930
21013575	51102121	Medicare	218		218
21013575	51103999	Contracted Services	21,495		21,495
21013575	51104291	Instructional Supplies	4,113		4,113
21013575	51105999	Charges: field trips, etc	4,000		4,000
21013575	51107221	Instructional Equipment	2,000		2,000
Total 71100			47,756	-	47,756
21013575	52135999	Charges: Parental Involvement	358		358
Total 72130			358	-	358
21013575	52213081	Consultants	3,000		3,000
21013575	52214999	Staff Development Materials	1,000		1,000
21013575	52215241	Staff Development	1,780		1,780
21013575	52217901	Other Equipment - Admin	1,000		1,000
Total 72210			6,780	-	6,780
21013575	52713141	Contracts w Public Carriers	3,231		3,231
Total 72710			3,231	-	3,231
TOTAL			58,125	-	58,125

Saint Jude (Private School)

21013585	51101166	Part-time Interventionist (1)	6,782		6,782
21013585	51102011	Social Security	421		421
21013585	51102121	Medicare	99		99
21013585	51103999	Contracted Services	20,000		20,000
21013585	51104291	Instructional Supplies and Materials	1,729		1,729
21013585	51107221	Instructional Equipment	1,768		1,768
Total 71100			30,799	-	30,799
21013585	52133999	Other Contracted Services	500		500
21013585	52134999	Parent supplies: materials, postage	320		320
21013585	52135999	Charges: Parental Involvement	320		320
Total 72130			1,140	-	1,140
21013585	52213081	Consultants	8,269		8,269
21013585	52214999	Staff Development Materials	8,269		8,269
21013585	52215241	Staff Development	8,269		8,269
Total 72210			24,807	-	24,807
TOTAL			56,746	-	56,746

Belvoir Christian Academy

21013805	51103999	Other Contracted Services	16,117		16,117
21013805	51104291	Instructional Supplies	9,639		9,639
Total 71100			25,756	-	25,756
21013805	52135999	Charges: Parental Involvement	316		316
Total 72130			316	-	316
TOTAL			26,072	-	26,072

Annoor Academy (Private School)

21013835	51107221	Instruction Equipment	992	(992)	-
Total 71100			992	-	(992)
21013835	52134999	Supplies, awards, postage	163		163
Total 72130			163	-	163
21013835	52213081	Consultants	12,000	(7,000)	5,000
21013835	52214999	Other Supplies and Materials	1,500		1,500
21013835	52215241	Staff Development	2,651	7,992	10,643
Total 72210			16,151	7,992	(7,000)
TOTAL			17,306	7,992	(7,992)

Skyuka Hall

21013945	52135999	Charges: Parental Involvement	183		183
Total 72130			183	-	183
21013945	52213081	Consultants	3,025		3,025
21013945	52214999	Staff Development Materials	500		500
21013945	52215241	Staff Development	14,543		14,543
Total 72210			18,068	-	18,068
TOTAL			18,251	-	18,251

Central High

21015013	51101409	Teachers Supplements	11,000			11,000
21015013	51102011	Social Security	682			682
21015013	51102041	Retirement	1,169			1,169
21015013	51102121	Medicare	160			160
21015013	51104291	Instructional Supplies	7,964		(216)	7,748
		Total 71100	20,975	-	(216)	20,759
21015013	52134999	Supplies, awards, postage	2,808			2,808
		Total 72130	2,808	-	-	2,808
21015013	52211621	Classified overtime	3,500			3,500
21015013	52211894	Salaries-- Part time Curriculum Coach (1)	11,216			11,216
21015013	52211899	Salaries--Curriculum Coach (1)	58,712	183		58,895
21015013	52212011	Social Security	4,553	11		4,564
21015013	52212041	Retirement	6,765	19		6,784
21015013	52212061	Life Insurance	65			65
21015013	52212071	Health Insurance	9,500			9,500
21015013	52212081	Dental Insurance	345			345
21015013	52212101	Unemployment Compensation	180			180
21015013	52212121	Medicare	1,065	3		1,068
21015013	52212991	Other Fringe Benefits	124			124
		Total 72210	96,025	216	-	96,241
		TOTAL	119,808	216	(216)	119,808

East Ridge High

21015023	51101345	Instructional Personnel--Tutor PT	5,000		(5,000)	-
21015023	51101409	Teachers Supplements	25,000			25,000
21015023	51101631	Educational Assistant Part time (1)	10,089			10,089
21015023	51101899	Other Salaries and Wages	-	5,000		5,000
21015023	51101981	Substitute Non Degreed	2,550		(584)	1,966
21015023	51102011	Social Security	2,644		(36)	2,608
21015023	51102041	Retirement	3,407			3,407
21015023	51102121	Medicare	619		(8)	611
21015023	51104291	Instructional Supplies	50,359	7,452		57,811
21015023	51105999	Charges: field trips, etc	6,471			6,471
21015023	51107221	Instructional Equipment	35,438		(6,452)	28,986
		Total 71100	141,577	12,452	(12,080)	141,949
21015023	52131894	College and Career Access Advisor PT (1)	35,000			35,000
21015023	52132011	Social Security	2,170			2,170
21015023	52132121	Medicare	508			508
21015023	52133995	Other Student Support -software license	5,500			5,500
21015023	52135999	Parent Meeting Expense	3,828			3,828
		Total 72130	47,006	-	-	47,006
21015023	52211621	Classified overtime	1,500			1,500
21015023	52211894	Curriculum Coaches--Part-time (1)	22,500			22,500
21015023	52211899	Dean of Academic Success (1)	62,385	530		62,915
21015023	52211961	In-service Stipends	7,500			7,500
21015023	52212011	Social Security	5,821	33		5,854
21015023	52212041	Retirement	7,653	56		7,709
21015023	52212061	Life Insurance	65			65
21015023	52212071	Health Insurance	9,500			9,500
21015023	52212081	Dental Insurance	345			345
21015023	52212101	Unemployment Compensation	180			180
21015023	52212121	Medicare	1,362	8		1,370
21015023	52212991	Other Fringe Benefits	128	1		129
21015023	52214999	Other Supplies (staff development)	1,000		(1,000)	-
21015023	52215241	Staff Development	650			650
		Total 72210	120,589	628	(1,000)	120,217
21015023	52713141	Contracts w Public Carriers	6,000			6,000
		Total 72710	6,000	-	-	6,000
		TOTAL	315,172	13,080	(13,080)	315,172

Red Bank High

21015053	51101409	Teachers Supplements	20,000	2,400		22,400
21015053	51101631	Educational Assistant (1)	12,220		(418)	11,802
21015053	51102011	Social Security	1,998	123		2,121
21015053	51102041	Retirement	3,956	192		4,148
21015053	51102061	Life Insurance	65			65
21015053	51102071	Medical Insurance	9,500			9,500
21015053	51102081	Dental Insurance	345			345
21015053	51102101	Unemployment Comp.	180			180
21015053	51102121	Medicare	467	29		496
21015053	51102991	Other Fringes	24		(1)	23
21015053	51103999	Contracted Services	2,500		(2,500)	-
21015053	51104291	Instructional Supplies	2,567	13,001		15,568
21015053	51107221	Instructional Equipment	14,158		(4,440)	9,718
Total 71100			67,980	15,745	(7,359)	76,366
21015053	52134999	Supplies, awards, postage	3,600			3,600
21015053	52135999	Charges: Parental Involvement	1,000			1,000
Total 72130			4,600	-	-	4,600
21015053	52211894	Curriculum Coaches--Part-time (1)	25,916			25,916
21015053	52211899	Grad/Core Academic Coach (1)	53,650	434		54,084
21015053	52211961	In-service Stipends	4,500			4,500
21015053	52212011	Social Security	5,212	27		5,239
21015053	52212041	Retirement	6,181	46		6,227
21015053	52212061	Life Insurance	65			65
21015053	52212071	Health Insurance	9,500			9,500
21015053	52212081	Dental Insurance	345			345
21015053	52212101	Unemployment Compensation	180			180
21015053	52212121	Medicare	1,219	6		1,225
21015053	52212991	Other Fringe Benefits	107	1		108
21015053	52214999	Supplies & Materials (Staff Dev)	2,500		(2,500)	-
21015053	52215241	Staff Development	10,000		(5,000)	5,000
Total 72210			119,375	514	(7,500)	112,389
21015053	52713141	Contracts w Public Carriers	2,200	(1,400)		800
Total 72710			2,200	(1,400)	-	800
TOTAL			194,155	14,859	(14,859)	194,155

Sequoayah High

21015073	51101409	Teachers Supplements	8,750		(1,250)	7,500
21015073	51102011	Social Security	543		(78)	465
21015073	51102041	Retirement	930		(133)	797
21015073	51102121	Medicare	127		(18)	109
21015073	51104291	Instructional Supplies	2,285			2,285
21015073	51105999	Charges: field trips, etc	3,000		(550)	2,450
21015073	51107221	Instructional Equipment	4,000			4,000
Total 71100			19,635	-	(2,029)	17,606
21015073	52134999	Supplies, awards, postage	150			150
21015073	52135999	Charges: Parental Involvement	850			850
Total 72130			1,000	-	-	1,000
21015073	52211894	Curriculum Coaches--PT (2)	16,740		(100)	16,640
21015073	52211961	In-service Stipends	-	1,350		1,350
21015073	52212011	Social Security	1,038	78		1,116
21015073	52212041	Retirement	-	133		133
21015073	52212121	Medicare	243	18		261
Total 72210			18,021	1,579	(100)	19,500
52713141	Contracts w Public Carriers		-	550		550
Total 72710			-	550	-	550
TOTAL			38,656	2,129	(2,129)	38,656

Brainerd High

21015103	51101345	Instructional Personnel--Tutor PT (5)	7,500			7,500
21015103	51101409	Teachers Supplements	20,000			20,000
21015103	51101631	Educational Assistants (1)	3,552			3,552
21015103	51101899	Other Salaries and Wages	6,116			6,116
21015103	51101981	Substitutes	170			170
21015103	51102011	Social Security	2,314			2,314
21015103	51102041	Retirement	3,574			3,574
21015103	51102121	Medicare	543			543
21015103	51102991	Other Fringes	7			7
21015103	51103361	Equipment Repair	362		(362)	-
21015103	51104291	Instructional Supplies	8,497	12,851		21,348
21015103	51105999	Charges: field trips, etc	18,500		(4,485)	14,015
21015103	51107221	Instructional Equipment	5,000		(869)	4,131
		Total 71100	76,135	12,851	(5,716)	83,270
21015103	52131899	Behavior Management Specialist (2)	46,762		(10,043)	36,719
21015103	52132011	Social Security	2,899		(623)	2,276
21015103	52132041	Retirement	7,006		(1,504)	5,502
21015103	52132061	Life Insurance	98			98
21015103	52132071	Health Insurance	14,250			14,250
21015103	52132081	Dental Insurance	518			518
21015103	52132101	Unemployment Compensation	270			270
21015103	52132121	Medicare	677		(146)	531
21015103	52132991	Other Fringe Benefits	94		(20)	74
21015103	52134999	Supplies, awards, postage	1,400			1,400
21015103	52135999	Charges: Parental Involvement	2,002			2,002
		Total 72130	75,976	-	(12,336)	63,640
21015103	52211899	Salaries--Graduation Coach (1)	68,897		(10,300)	58,597
21015103	52211899	Salaries--Dean of Students (1)	59,488		(6,430)	53,058
21015103	52211899	Extended Contract	2,700		(2,700)	-
21015103	52211961	Stipends	4,815			4,815
21015103	52212011	Social Security	8,426		(1,205)	7,221
21015103	52212041	Retirement	14,447		(2,066)	12,381
21015103	52212061	Life Insurance	130			130
21015103	52212071	Health Insurance	19,000			19,000
21015103	52212081	Dental Insurance	690			690
21015103	52212101	Unemployment Compensation	360			360
21015103	52212121	Medicare	1,970		(282)	1,688
21015103	52212991	Other Fringe Benefits	261		(39)	222
21015103	52213081	Consultants	8,000		(6,000)	2,000
21015103	52214999	Staff Development Materials	2,000	2,000		4,000
21015103	52215241	Staff Development	10,000	16,821		26,821
		Total 72210	201,184	18,821	(29,022)	190,983
21015103	52713141	Contracts w Public Carriers	20,500	15,402		35,902
		Total 72710	20,500	15,402	-	35,902
		TOTAL	373,795	47,074	(47,074)	373,795

Howard School of Academics/Technology

21015143	51101166	Interventionists Part-time (2)	30,500		(12,660)	17,840
21015143	51101409	Teachers Supplements	20,000	3,500		23,500
21015143	51102011	Social Security	3,131		(568)	2,563
21015143	51102041	Retirement	2,126	373		2,499
21015143	51102121	Medicare	732		(133)	599
21015143	51105999	Charges: field trips, etc	3,036	1,455		4,491
Total 71100			59,525	5,328	(13,361)	51,492
21015143	52131899	Behavior Management Specialist (2)	34,280	500		34,780
21015143	52131899	Family Partnership Specialist (1)	34,320			34,320
21015143	52131899	Community Support Specialist (1)	36,400			36,400
21015143	52132011	Social Security	6,511	31		6,542
21015143	52132041	Retirement	15,728	75		15,803
21015143	52132061	Life Insurance	195			195
21015143	52132071	Medical Insurance	28,500			28,500
21015143	52132081	Dental Insurance	1,035			1,035
21015143	52132101	Unemployment Comp.	540			540
21015143	52132121	Medicare	1,523	7		1,530
21015143	52132991	Other Fringes	211	1		212
21015143	52134999	Supplies, awards, postage	-	1,100		1,100
21015143	52135999	Charges: Parental Involvement	2,500			2,500
Total 72130			161,743	1,714	-	163,457
21015143	52211621	Classified Extended Contract	4,396	1,551		5,947
21015143	52211899	Curriculum Coaches (2)	122,836	2,752		125,588
21015143	52211899	Dean of Students (1.5)	85,800			85,800
21015143	52211961	In-service Stipends	911	1,349		2,260
21015143	52212011	Social Security	13,264	171		13,435
21015143	52212041	Retirement	22,934	293		23,227
21015143	52212061	Life Insurance	228			228
21015143	52212071	Health Insurance	33,250			33,250
21015143	52212081	Dental Insurance	1,208			1,208
21015143	52212101	Unemployment Compensation	630			630
21015143	52212121	Medicare	3,102	40		3,142
21015143	52212991	Other Fringe Benefits	426	6		432
21015143	52215241	Staff Development	5,000			5,000
Total 72210			293,985	6,162	-	300,147
21015143	52251899	Computer Technician (1)	25,000	128		25,128
21015143	52252011	Social Security	1,550	8		1,558
21015143	52252041	Retirement	3,745	19		3,764
21015143	52252061	Life Insurance	65			65
21015143	52252071	Medical Insurance	9,500			9,500
21015143	52252081	Dental Insurance	345			345
21015143	52252101	Unemployment Comp.	180			180
21015143	52252121	Medicare	362	2		364
21015143	52252991	Other Fringe Benefits	50			50
Total 72250			40,797	157	-	40,954
21015143	52713141	Contracts w Public Carriers	4,000			4,000
Total 72710			4,000	-	-	4,000
TOTAL			560,050	13,361	(13,361)	560,050
Lookout Valley Middle/High						
21015153	51101409	Teachers Supplements	15,269			15,269
21015153	51101981	Substitute Non Degreed	1,020		(950)	70
21015153	51102011	Social Security	1,010		(59)	951
21015153	51102041	Retirement	1,623			1,623
21015153	51102121	Medicare	236		(14)	222
21015153	51104291	Instructional Supplies	12,042	1,023		13,065
21015153	51107221	Instructional Equipment	24,500			24,500
Total 71100			55,700	1,023	(1,023)	55,700
21015153	52135999	Charges: Parental Involvement	1,158			1,158
Total 72130			1,158	-	-	1,158
21015153	52211621	Classified Extended Contract	1,200			1,200
21015153	52211961	In-service Stipends	5,200			5,200
21015153	52212011	Social Security	396			396
21015153	52212041	Retirement	733			733
21015153	52212121	Medicare	92			92
21015153	52212991	Other Fringe Benefits	2			2
21015153	52214999	Supplies & Materials (Staff Dev)	218			218
21015153	52215241	Staff Development	1,000			1,000
21015153	52217901	Other Equipment	500			500
Total 72210			9,341	-	-	9,341
TOTAL			66,199	1,023	(1,023)	66,199

Tyner High

21015163	51101409	Teachers Supplements	7,200	7,610		14,810
21015163	51101631	Educational Assistant--ISS (1)	22,714		(21,427)	1,287
21015163	51102011	Social Security	1,854		(856)	998
21015163	51102041	Retirement	4,167		(2,402)	1,765
21015163	51102061	Life Insurance	65		(65)	-
21015163	51102071	Medical Insurance	9,500		(9,500)	-
21015163	51102081	Dental Insurance	345		(345)	-
21015163	51102101	Unemployment Comp.	180		(180)	-
21015163	51102121	Medicare	433		(201)	232
21015163	51102991	Other Fringes	45		(42)	3
21015163	51104291	Instructional Supplies	13,016	37,514		50,530
21015163	51107221	Instructional Equipment	10,000	33,581		43,581
		Total 71100	69,519	78,705	(35,018)	113,206
21015163	52131899	Family Partnership Specialist (1)	43,264		(5,350)	37,914
21015163	52131899	Behavior Management Specialist (1)	35,693		(5,350)	30,343
21015163	52132011	Social Security	4,895		(664)	4,231
21015163	52132041	Retirement	11,828		(1,603)	10,225
21015163	52132061	Life Insurance	130			130
21015163	52132071	Medical Insurance	19,000			19,000
21015163	52132081	Dental Insurance	690			690
21015163	52132101	Unemployment Comp.	360			360
21015163	52132121	Medicare	1,145		(155)	990
21015163	52132991	Other Fringes	158		(21)	137
21015163	52133999	Contracted Services - Parent	5,000		(5,000)	-
21015163	52134999	Supplies, awards, postage	2,000			2,000
21015163	52135999	Charges: Parental Involvement	2,000			2,000
		Total 72130	126,163	-	(18,143)	108,020
21015163	52213081	Consultants	10,121		(10,121)	-
21015163	52215241	Staff Development	10,000		(3,423)	6,577
		Total 72210	20,121	-	(13,544)	6,577
21015163	52713141	Contracts w Public Carriers	15,000		(12,000)	3,000
		Total 72710	15,000	-	(12,000)	3,000
		TOTAL	230,803	78,705	(78,705)	230,803

Chattanooga Girls Leadership Academy--Charter School

21015303	51104291	Instructional Supplies	15,785	9,111		24,896
21015303	51105999	Charges: Extended Contracts	1,777			1,777
21015303	51105999	Charges: P-time Interventionists (4)	31,004		(12,381)	18,623
		Total 71100	48,566	9,111	(12,381)	45,296
21015303	52135999	Charges: Behavior SpecialistsPT (2)	29,066	3,270		32,336
21015303	52135999	Charges: Parental Involvement	2,028			2,028
		Total 72130	31,094	3,270	-	34,364
21015303	52215999	Charges: Literacy & Math Coach (2)	87,035		(915)	86,120
		Total 72210	87,035	-	(915)	86,120
21015303	52255999	Charges: Part-time Computer Tech (1)	30,359	915		31,274
		Total 72250	30,359	915	-	31,274
		TOTAL	197,054	13,296	(13,296)	197,054

Chattanooga Charter School of Excellence

21015323	51105999	Extended Contracts	25,008			25,008
21015323	51105999	Charges: Educational Assistant	19,136	8,225		27,361
		Total 71100	44,144	8,225	-	52,369
21015323	52135999	Charges: Family Partnership Specialist (1)	60,645	7,821		68,466
		Total 72130	60,645	7,821	-	68,466
21015323	52215999	Charges: Curriculum Coaches (2)	161,435		(16,046)	145,389
		Total 72210	161,435	-	(16,046)	145,389
		TOTAL	266,224	16,046	(16,046)	266,224

Chattanooga Charter School of Excellence Middle School

21016322	51105999	Charges: Interventionist (1)	33,814	1,373		35,187
21016322	51105999	Extended Contracts	16,262			16,262
		Total 71100	50,076	1,373	-	51,449
21016322	52135999	Charges: Family Partnership Sp (1)	49,358			49,358
		Total 72130	49,358	-	-	49,358
21016322	52255999	Charges: Computer Technician	47,586		(1,373)	46,213
		Total 72250	47,586	-	(1,373)	46,213
		TOTAL	147,020	1,373	(1,373)	147,020

Chattanooga Preparatory School

21013935	51104291	Instructional Supplies	5,000	7,333		12,333
21013935	51105999	Charges: Teachers FT (3)	18,542		(5,089)	13,453
		Total 71100	23,542	7,333	(5,089)	25,786
21013935	52134999	Charges: Parental Involvement	6,501		(156)	6,345
21013935	52135999	Parent Meeting Expense	-	156		156
		Total 72130	6,501	156	(156)	6,501
21013935	52215999	Charges: Dean of Students (.5 FTE)	60,023		(7,244)	52,779
21013935	52215999	Stipends	-	5,000		5,000
		Total 72210	60,023	5,000	(7,244)	57,779
		TOTAL	90,066	12,489	(12,489)	90,066

Brown Middle

21016022	51101345	Instructional Personnel--Tutor PT (2)	21,390			21,390
21016022	51101409	Teachers Supplements	14,000	6,000		20,000
21016022	51101981	Substitute Non Degreed	510		(510)	-
21016022	51102011	Social Security	2,225	341		2,566
21016022	51102041	Retirement	1,488	638		2,126
21016022	51102121	Medicare	521	80		601
21016022	51104291	Instructional Supplies	22,573	3,438		26,011
21016022	51107221	Instructional Equipment	6,136		(5,265)	871
Total 71100			68,843	10,497	(5,775)	73,565
21016022	52134999	Supplies, awards, postage	1,161			1,161
21016022	52135999	Charges: Parental Involvement	1,161			1,161
Total 72130			2,322	-	-	2,322
21016022	52211621	Clerical Extended Contract	4,000			4,000
21016022	52211894	Literacy Coach -Part-time (1)	6,000	5,266		11,266
21016022	52211899	Dean of Students (1)	72,800		(12,145)	60,655
21016022	52211961	In-service Stipends	2,000			2,000
21016022	52212011	Social Security	5,258		(427)	4,831
21016022	52212041	Retirement	8,551		(1,291)	7,260
21016022	52212061	Life Insurance	65			65
21016022	52212071	Medical Insurance	9,500			9,500
21016022	52212081	Dental Insurance	345			345
21016022	52212101	Unemployment Comp.	180			180
21016022	52212121	Medicare	1,230		(100)	1,130
21016022	52212991	Other Fringe Benefits	154		(25)	129
21016022	52214999	Supplies & Materials (Staff Dev)	1,461			1,461
21016022	52215241	Staff Development	3,147	2,000		5,147
Total 72210			114,691	7,266	(13,988)	107,969
21016022	52713141	Contracts w Public Carriers	3,000	2,000		5,000
Total 72710			3,000	2,000	-	5,000
TOTAL			188,856	19,763	(19,763)	188,856

East Ridge Middle

21016032	51101166	Part-time Interventionist (3)	57,120			57,120
21016032	51101409	Teachers Supplements	52,000	7,000		59,000
21016032	51101981	Substitute Non Degreed	3,525		(3,525)	-
21016032	51102011	Social Security	6,984	215		7,199
21016032	51102041	Retirement	5,528	744		6,272
21016032	51102121	Medicare	1,633	51		1,684
21016032	51103361	Equipment Repair/Maint.	750		(750)	-
21016032	51104291	Instructional Supplies	38,096	7,850		45,946
21016032	51105999	Charges: field trips, etc	2,000			2,000
21016032	51107221	Instructional Equipment	25,800		(1,000)	24,800
Total 71100			193,436	15,860	(5,275)	204,021
21016032	52131231	Guidance Counselor (1)	48,944	390		49,334
21016032	52132011	Social Security	3,035	25		3,060
21016032	52132041	Retirement	5,203	42		5,245
21016032	52132061	Life Insurance	65			65
21016032	52132071	Medical Insurance	9,500			9,500
21016032	52132081	Dental Insurance	345			345
21016032	52132101	Unemployment Comp.	180			180
21016032	52132121	Medicare	710	6		716
21016032	52132991	Other Fringes	98	1		99
21016032	52134999	Supplies, awards, postage	500			500
21016032	52135999	Charges: Parental Involvement	4,700		(1,708)	2,992
Total 72130			73,280	464	(1,708)	72,036
21016032	52211961	In-service Stipends	10,000		(3,381)	6,619
21016032	52212011	Social Security	620		(210)	410
21016032	52212041	Retirement	1,063		(360)	703
21016032	52212121	Medicare	145		(49)	96
21016032	52214999	Supplies & Materials (Staff Dev)	2,000			2,000
21016032	52215241	Staff Development	18,000		(7,841)	10,159
Total 72210			31,828	-	(11,841)	19,987
21016032	52713141	Contracts w Public Carriers	2,932	2,500		5,432
Total 72710			2,932	2,500	-	5,432
TOTAL			301,476	18,824	(18,824)	301,476

Ooltewah Middle

21016042	51101409	Teachers Supplements	20,000		20,000
21016042	51102011	Social Security	1,240		1,240
21016042	51102041	Retirement	2,126		2,126
21016042	51102121	Medicare	290		290
21016042	51104291	Instructional Supplies	16,808		16,808
21016042	51107221	Instruction Equipment	16,047		16,047
		Total 71100	56,511	-	56,511
21016042	52134999	Supplies, awards, postage	1,422		1,422
21016042	52135999	Charges: Parental Involvement	1,422		1,422
		Total 72130	2,844	-	2,844
21016042	52211899	Academic Coach	53,587		53,587
21016042	52212061	Life Insurance	65		65
21016042	52212121	Medicare	777		777
21016042	52212991	Other Fringe Benefits	107		107
21016042	52215241	Staff Development	6,453		6,453
		Total 72210	60,989	-	60,989
21016042	52713141	Contracts w Public Carriers	1,000		1,000
		Total 72710	1,000	-	1,000
		TOTAL	121,344	-	121,344

Red Bank Middle

21016052	51101161	Remediation Teacher (1)	60,698		60,698
21016052	51101166	Interventionists Part-time (2)	31,680		31,680
21016052	51101409	Teachers Supplements	15,000		15,000
21016052	51102011	Social Security	6,657		6,657
21016052	51102041	Retirement	8,047		8,047
21016052	51102061	Life Insurance	65		65
21016052	51102071	Medical Insurance	9,500		9,500
21016052	51102081	Dental Insurance	345		345
21016052	51102101	Unemployment Comp.	180		180
21016052	51102121	Medicare	1,557		1,557
21016052	51102991	Other Fringes	121		121
21016052	51104291	Instructional Supplies	5,929		5,929
21016052	51107221	Instructional Equipment	1,396		1,396
		Total 71100	141,175	-	141,175
21016052	52131231	Guidance Counselor Part-time (1)	22,918		22,918
21016052	52131899	Family Partnership Specialist (.5)	13,908		13,908
21016052	52132011	Social Security	2,283		2,283
21016052	52132041	Retirement	2,083		2,083
21016052	52132061	Life Insurance	26		26
21016052	52132071	Medical Insurance	3,800		3,800
21016052	52132081	Dental Insurance	138		138
21016052	52132101	Unemployment Comp.	72		72
21016052	52132121	Medicare	534		534
21016052	52132991	Other Fringe Benefits	28		28
21016052	52133999	Other Contracted Services	495		495
21016052	52134999	Supplies, awards, postage	1,500		1,500
21016052	52135999	Charges: Parental Involvement	1,500		1,500
		Total 72130	49,285	-	49,285
		TOTAL	190,460	-	190,460

Howard Connect Academy

21016102	51101345	Other Instructional Personnel - Tutor PT (1)	8,325	1,680		10,005
21016102	51101631	Educational Assistant PT (1)	7,308	1,332		8,640
21016102	51101981	Substitute Non Degreed	100		(100)	-
21016102	51102011	Social Security	975	181		1,156
21016102	51102121	Medicare	228	42		270
21016102	51104291	Instructional Supplies	19,625		(10,000)	9,625
21016102	51105999	Charges: field trips, etc	5,000		(2,220)	2,780
21016102	51107221	Instructional Equipment	12,000		(10,000)	2,000
Total 71100			53,561	3,235	(22,320)	34,476
21016102	52131894	Family Partnership Specialist PT (1)	8,325		(5,437)	2,888
21016102	52132011	Social Security	516		(337)	179
21016102	52132121	Medicare	121		(79)	42
21016102	52134999	Supplies, awards, postage	1,637		(524)	1,113
21016102	52135999	Charges: Parental Involvement	1,500		(1,500)	-
Total 72130			12,099	-	(7,877)	4,222
21016102	52211961	In-service Stipends	-	20,178		20,178
21016102	52212011	Social Security	-	1,251		1,251
21016102	52212041	Retirement	-	2,146		2,146
21016102	52212121	Medicare	-	293		293
21016102	52214999	Other Supplies (staff development)	1,000			1,000
21016102	52215241	Staff Development	3,000	3,094		6,094
Total 72210			4,000	26,962	-	30,962
21016102	52713141	Contracts w Public Carriers	3,187			3,187
Total 72710			3,187	-	-	3,187
TOTAL			72,847	30,197	(30,197)	72,847

Dalewood Middle

21016132	51101161	Teacher 1 (.5 FTE)	30,000		(1,930)	28,070
21016132	51101166	Interventionists Part-time (1)	25,250			25,250
21016132	51101409	Teachers Supplements	10,000			10,000
21016132	51101631	Educational Assistant (1)	18,387			18,387
21016132	51101899	Classified Extended Hours	-	600		600
21016132	51102011	Social Security	5,186		(83)	5,103
21016132	51102041	Retirement	7,006		(115)	6,891
21016132	51102061	Life Insurance	65	17		82
21016132	51102071	Medical Insurance	9,500	2,375		11,875
21016132	51102081	Dental Insurance	345	87		432
21016132	51102101	Unemployment Comp.	180	45		225
21016132	51102121	Medicare	1,213		(19)	1,194
21016132	51102991	Other Fringes	97		(4)	93
21016132	51103361	Equipment Repair/Maint.	2,000			2,000
21016132	51103999	Contracted Services	1,500		(1,000)	500
21016132	51104291	Instructional Supplies	14,029	2,000		16,029
21016132	51105999	Charges: field trips, etc	1,500			1,500
21016132	51107221	Instructional Equipment	8,000		(3,237)	4,763
Total 71100			134,258	5,124	(6,388)	132,994
21016132	52131899	Family Partnership Specialist (1)	37,417			37,417
21016132	52132011	Social Security	2,320			2,320
21016132	52132041	Retirement	5,605			5,605
21016132	52132061	Life Insurance	65			65
21016132	52132071	Medical Insurance	9,500			9,500
21016132	52132081	Dental Insurance	345			345
21016132	52132101	Unemployment Comp.	180			180
21016132	52132121	Medicare	543			543
21016132	52132991	Other Fringes	75			75
21016132	52134999	Supplies, awards, postage	1,000			1,000
21016132	52135999	Charges: Parental Involvement	1,000			1,000
Total 72130			58,050	-	-	58,050
21016132	52211621	Classified overtime	-	600		600
21016132	52211961	In-service Stipends	1,000	500		1,500
21016132	52212011	Social Security	62	68		130
21016132	52212041	Retirement	106	143		249
21016132	52212121	Medicare	15	16		31
21016132	52213081	Consultants	76			76
21016132	52214999	Other Supplies (staff development)	2,000			2,000
21016132	52215241	Staff Development	77			77
Total 72210			3,336	1,327	-	4,663
21016132	52713141	Contracts w Public Carriers	2,500		(63)	2,437
Total 72710			2,500	-	(63)	2,437
TOTAL			198,144	6,451	(6,451)	198,144

East Lake Academy

21016142	51101161	Remediation Teacher (1)	54,539	460		54,999
21016142	51101166	Interventionists (1)	31,898		(6,252)	25,646
21016142	51101345	Instructional Personnel--Tutors (1)	15,660		(15,345)	315
21016142	51101409	Teachers Supplements	4,000		(4,000)	-
21016142	51101981	Substitute Non Degreed	850		(850)	-
21016142	51102011	Social Security	6,631		(1,611)	5,020
21016142	51102041	Retirement	6,222		(376)	5,846
21016142	51102061	Life Insurance	65			65
21016142	51102071	Medical Insurance	9,500			9,500
21016142	51102081	Dental Insurance	345			345
21016142	51102101	Unemployment Comp.	180			180
21016142	51102121	Medicare	1,550		(377)	1,173
21016142	51102991	Other Fringes	109	1		110
21016142	51103999	Contracted Services	-	15,345		15,345
21016142	51104291	Instructional Supplies	31,651	11,218		42,869
21016142	51105999	Charges: field trips, etc	18,844		(7,500)	11,344
21016142	51107221	Instructional Equipment	12,000	939		12,939
Total 71100			194,044	27,963	(36,311)	185,696
21016142	52131899	Family Partnership Specialist Part-time	18,000			18,000
21016142	52131899	Behavior Management Specialist (1)	36,104	70		36,174
21016142	52132011	Social Security	3,354	4		3,358
21016142	52132041	Retirement	5,408	10		5,418
21016142	52132061	Life Insurance	65			65
21016142	52132071	Medical Insurance	9,500			9,500
21016142	52132081	Dental Insurance	345			345
21016142	52132101	Unemployment Comp.	180			180
21016142	52132121	Medicare	784	1		785
21016142	52132991	Other Fringes	73			73
21016142	52134999	Supplies, awards, postage	300			300
21016142	52135999	Charges: Parental Involvement	5,630	3,500		9,130
Total 72130			79,743	3,585	-	83,328
21016142	52211894	Grad/Core Academic Coach	19,003		(7,000)	12,003
21016142	52211961	In-service Stipends	7,000	8,000		15,000
21016142	52212011	Social Security	1,612	62		1,674
21016142	52212041	Retirement	836	850		1,686
21016142	52212121	Medicare	378	16		394
21016142	52212991	Other Fringe Benefits	4			4
21016142	52213081	Consultants	9,000		(3,000)	6,000
21016142	52214999	Other Supplies (staff development)	500		(500)	-
21016142	52215241	Staff Development	17,000	11,000		28,000
Total 72210			55,333	19,928	(10,500)	64,761
21016142	52251899	Computer Technician (1)	32,438	273		32,711
21016142	52252011	Social Security	2,011	17		2,028
21016142	52252041	Retirement	4,768	40		4,808
21016142	52252061	Life Insurance	65			65
21016142	52252071	Medical Insurance	9,500			9,500
21016142	52252081	Dental Insurance	345			345
21016142	52252101	Unemployment Comp.	180			180
21016142	52252121	Medicare	470	4		474
21016142	52252991	Other Fringe Benefits	65	1		66
Total 72250			49,842	335	-	50,177
21016142	52713141	Contracts w Public Carriers	15,739		(5,000)	10,739
Total 72710			15,739	-	(5,000)	10,739
TOTAL			394,701	51,811	(51,811)	394,701

Hixson Middle

21016152	51101166	Teachers Part-time (3)	51,340		(3,500)	47,840
21016152	51101409	Teachers Supplements	4,000	1,825		5,825
21016152	51101981	Substitute Non Degreed	1,825		(1,825)	-
21016152	51102011	Social Security	3,544		(217)	3,327
21016152	51102041	Retirement	425	194		619
21016152	51102121	Medicare	829	51		880
21016152	51103999	Contracted Services	2,500		(2,500)	-
21016152	51104291	Instructional Supplies	10,301		(194)	10,107
21016152	51105999	Charges: field trips, etc	-	2,000		2,000
21016152	51107221	Instructional Equipment	7,000		(5,337)	1,663
Total 71100			81,764	4,070	(13,573)	72,261
21016152	52134999	Supplies, awards, postage	500	1,708		2,208
21016152	52135999	Charges: Parental Involvement	1,708		(1,708)	-
Total 72130			2,208	1,708	(1,708)	2,208
21016152	52211961	In-service Stipends	4,200	4,652		8,852
21016152	52212011	Social Security	260	289		549
21016152	52212041	Retirement	447	495		942
21016152	52212121	Medicare	61	67		128
21016152	52215241	Staff Development	4,413	3,500		7,913
Total 72210			9,381	9,003	-	18,384
21016152	52713141	Contracts w Public Carriers	855	500		1,355
Total 72710			855	500	-	1,355
TOTAL			94,208	15,281	(15,281)	94,208

Orchard Knob Middle

21016162	51101345	Tutor - PT (2)	8,280		(8,280)	-
21016162	51101409	Teachers Supplements	20,000			20,000
21016162	51101631	Educational Assistants (3)	55,032		(4,654)	50,378
21016162	51101899	Other Salaries	8,000		(4,826)	3,174
21016162	51101981	Substitute Non Degreed	200		(200)	-
21016162	51102011	Social Security	5,674		(1,112)	4,562
21016162	51102041	Retirement	11,567		(1,419)	10,148
21016162	51102061	Life Insurance	195		(16)	179
21016162	51102071	Medical Insurance	28,500		(2,375)	26,125
21016162	51102081	Dental Insurance	1,035		(86)	949
21016162	51102101	Unemployment Comp.	540		(45)	495
21016162	51102121	Medicare	1,327		(260)	1,067
21016162	51102991	Other Fringes	110		(15)	95
21016162	51103361	Equipment Repair	500		(500)	-
21016162	51104291	Instructional Supplies	25,025	27,473		52,498
21016162	51105999	Charges: field trips, etc	5,344		(1,334)	4,010
21016162	51107221	Instructional Equipment	48,500		(9,656)	38,844
Total 71100			219,829	27,473	(34,778)	212,524
21016162	52131899	Parent Coordinator (1)	24,170			24,170
21016162	52132011	Social Security	1,499			1,499
21016162	52132041	Retirement	3,621			3,621
21016162	52132061	Life Insurance	65			65
21016162	52132071	Medical Insurance	9,500			9,500
21016162	52132081	Dental Insurance	345			345
21016162	52132101	Unemployment Comp.	180			180
21016162	52132121	Medicare	351			351
21016162	52132991	Other Fringes	49			49
21016162	52134999	Supplies, awards, postage	1,344	2,500		3,844
21016162	52135999	Charges: Parental Involvement	2,844	3,000		5,844
Total 72130			43,968	5,500	-	49,468
21016162	52211621	Classified Overtime/Stipends	-	1,500		1,500
21016162	52211961	In-service Stipends	4,000		(1,500)	2,500
21016162	52212011	Social Security	248			248
21016162	52212041	Retirement	425	66		491
21016162	52212121	Medicare	58			58
21016162	52213081	Consultants	7,860			7,860
21016162	52214999	Other Supplies (staff development)	2,300	1,739		4,039
21016162	52215241	Staff Development	12,085			12,085
Total 72210			26,976	3,305	(1,500)	28,781
21016162	52713141	Contracts w Public Carriers	5,019			5,019
Total 72710			5,019	-	-	5,019
TOTAL			295,792	36,278	(36,278)	295,792

Tyner Middle Academy

21016182	51101409	Teachers Supplements	30,000			30,000
21016182	51101631	Educational Assistant (3)	-	13,905		13,905
21016182	51101899	Classified Extended Hours	-	7,642		7,642
21016182	51102011	Social Security	1,860	1,336		3,196
21016182	51102041	Retirement	3,189	3,227		6,416
21016182	51102061	Life Insurance	-	16		16
21016182	51102071	Medical Insurance	-	2,375		2,375
21016182	51102081	Dental Insurance	-	86		86
21016182	51102101	Unemployment Comp.	-	45		45
21016182	51102121	Medicare	435	313		748
21016182	51102991	Other Fringes	-	28		28
21016182	51103361	Equipment Repair/Maint.	396		(396)	-
21016182	51104291	Instructional Supplies	48,765		(1,598)	47,167
21016182	51105999	Charges: field trips, etc	5,000	(2,561)		2,439
21016182	51107221	Instructional Equipment	25,905	(13,940)		11,965
Total 71100			115,550	12,472	(1,994)	126,028

21016182	52131899	Family Partnership Specialist (1)	38,480			38,480
21016182	52131899	Behavior Management Specialist (2)	38,480	5,551		44,031
21016182	52132011	Social Security	4,772	344		5,116
21016182	52132041	Retirement	11,528	832		12,360
21016182	52132061	Life Insurance	130	16		146
21016182	52132071	Medical Insurance	19,000	2,375		21,375
21016182	52132081	Dental Insurance	690	86		776
21016182	52132101	Unemployment Comp.	360	45		405
21016182	52132121	Medicare	1,116	80		1,196
21016182	52132991	Other Fringes	154	11		165
21016182	52134999	Supplies, awards, postage	1,500			1,500
21016182	52135999	Charges: Parental Involvement	1,890			1,890
Total 72130			118,100	9,340	-	127,440

21016182	52211961	In-service Stipends	5,000		(3,640)	1,360
21016182	52212011	Social Security	310		(226)	84
21016182	52212041	Retirement	532		(387)	145
21016182	52212121	Medicare	73		(53)	20
21016182	52214999	Other Supplies (staff development)	2,000		(2,000)	-
21016182	52215241	Staff Development	9,610		(6,500)	3,110
Total 72210			17,525	-	(12,806)	4,719

21016182	52251899	Computer Technician (1)	28,080		(2,900)	25,180
21016182	52252011	Social Security	1,741		(180)	1,561
21016182	52252041	Retirement	4,206		(434)	3,772
21016182	52252061	Life Insurance	65			65
21016182	52252071	Medical Insurance	9,500			9,500
21016182	52252081	Dental Insurance	345			345
21016182	52252101	Unemployment Comp.	180			180
21016182	52252121	Medicare	407		(42)	365
21016182	52252991	Other Fringe Benefits	56		(6)	50
Total 72250			44,580	-	(3,562)	41,018

21016182	52713141	Contracts w Public Carriers	7,500		(3,450)	4,050
Total 72710			7,500	-	(3,450)	4,050

TOTAL			303,255	21,812	(21,812)	303,255

Alpine Crest Elementary

21017021	51101166	Interventionists (2)	41,760		(10,000)	31,760
21017021	51101631	Educational Assistant PT (1)	9,891		(1,200)	8,691
21017021	51102011	Social Security	3,202		(694)	2,508
21017021	51102121	Medicare	749		(162)	587
21017021	51103999	Contracted Services	500			500
21017021	51104291	Instructional Supplies	6,182	12,056		18,238
21017021	51105999	Other Charges	400			400
Total 71100			62,684	12,056	(12,056)	62,684

21017021	52133999	Contracted Services	100			100
21017021	52134999	Supplies, awards, postage	1,134			1,134
Total 72130			1,234	-	-	1,234

21017021	52215241	Staff Development	4,500			4,500
Total 72210			4,500	-	-	4,500

TOTAL			68,418	12,056	(12,056)	68,418

East Ridge Elementary

21017071	51101161	Teachers (3)	168,936		(564)	168,372
21017071	51101166	Interventionists Part-time (3)	45,000		(177)	44,823
21017071	51101631	Educational Assistants (1)	19,326	156		19,482
21017071	51102011	Social Security	14,462		(37)	14,425
21017071	51102041	Retirement	20,853		(37)	20,816
21017071	51102061	Life Insurance	260			260
21017071	51102071	Medical Insurance	38,000			38,000
21017071	51102081	Dental Insurance	1,380			1,380
21017071	51102101	Unemployment Comp.	720			720
21017071	51102121	Medicare	3,382		(8)	3,374
21017071	51102991	Other Fringes	377			377
21017071	51107221	Instructional Equipment	15,002			15,002
Total 71100			327,698	156	(823)	327,031
21017071	52131894	Parent Coordinator/Family Partnership Specialist PT (1)	16,817	620		17,437
21017071	52132011	Social Security	1,043	38		1,081
21017071	52132121	Medicare	244	9		253
21017071	52135999	Charges: Parental Involvement	2,206			2,206
Total 72130			20,310	667	-	20,977
21017071	52211899	Salaries--Curriculum Coaches (1)	58,000			58,000
21017071	52212011	Social Security	3,596			3,596
21017071	52212041	Retirement	6,165			6,165
21017071	52212061	Life Insurance	65			65
21017071	52212071	Health Insurance	9,500			9,500
21017071	52212081	Dental Insurance	345			345
21017071	52212101	Unemployment Compensation	180			180
21017071	52212121	Medicare	841			841
21017071	52212991	Other Fringe Benefits	116			116
Total 72210			78,808	-	-	78,808
TOTAL			426,816	823	(823)	426,816

Harrison Elementary

21017101	51101166	Interventionists Part-time (1)	12,000			12,000
21017101	51101409	Teachers Supplements	11,000		(1,000)	10,000
21017101	51101981	Substitutes Non Degreed	4,550		(4,550)	-
21017101	51102011	Social Security	1,708		(344)	1,364
21017101	51102041	Retirement	1,169		(106)	1,063
21017101	51102121	Medicare	400		(80)	320
21017101	51103361	Equipment Repair/Maint.	1,500			1,500
21017101	51103999	Contracted Services	500			500
21017101	51104291	Instructional Supplies	26,303			26,303
21017101	51105999	Other Charges	400			400
21017101	51107221	Instructional Equipment	35,629			35,629
Total 71100			95,159	-	(6,080)	89,079
21017101	52133999	Contracted Services	100			100
21017101	52134999	Supplies, awards, postage	1,928			1,928
21017101	52135999	Training materials, mtg exp.	1,902			1,902
Total 72130			3,930	-	-	3,930
21017101	52211961	In-service Stipends	23,800	5,140		28,940
21017101	52212011	Social Security	1,476	319		1,795
21017101	52212041	Retirement	2,530	546		3,076
21017101	52212121	Medicare	346	75		421
21017101	52214999	Other Supplies (staff development)	1,425			1,425
21017101	52215241	Staff Development	5,000			5,000
21017101	52217901	Equipment - Admin	425			425
Total 72210			35,002	6,080	-	41,082
TOTAL			134,091	6,080	(6,080)	134,091

N. Hamilton Elementary

21017151	51101345	Instructional Personnel--Tutors PT (1)	14,175		(537)	13,638
21017151	51101631	Educational Assistants Part-time (3)	26,135		(4,367)	21,768
21017151	51101981	Substitutes Non Degreed	4,261		(1,162)	3,099
21017151	51102011	Social Security	2,763		(376)	2,387
21017151	51102121	Medicare	647		(96)	551
21017151	51104291	Instructional Supplies	510		(153)	357
Total 71100			48,491	-	(6,691)	41,800
21017151	52134999	Supplies, awards, postage	1,000			1,000
21017151	52135999	Training materials, mtg exp.	188			188
Total 72130			1,188	-	-	1,188
21017151	52211961	In-service Stipends	870	5,657		6,527
21017151	52212011	Social Security	54	351		405
21017151	52212041	Retirement	72	601		673
21017151	52212121	Medicare	13	82		95
Total 72210			1,009	6,691	-	7,700
TOTAL			50,688	6,691	(6,691)	50,688

Wolftever Creek Elementary

21017171	51101166	Interventionists Part-time (3)	33,600			33,600
21017171	51101631	Educational Assistant (1)	17,888			17,888
21017171	51102011	Social Security	3,192			3,192
21017171	51102041	Retirement	2,680			2,680
21017171	51102061	Life Insurance	65			65
21017171	51102071	Medical Insurance	9,500			9,500
21017171	51102081	Dental Insurance	345			345
21017171	51102101	Unemployment Comp.	180			180
21017171	51102121	Medicare	746			746
21017171	51102991	Other Fringes	36			36
Total 71100			68,232	-	-	68,232
21017171	52131899	Parent Coordinator (1)	25,012			25,012
21017171	52132011	Social Security	1,551			1,551
21017171	52132041	Retirement	3,747			3,747
21017171	52132061	Life Insurance	65			65
21017171	52132071	Medical Insurance	9,500			9,500
21017171	52132081	Dental Insurance	345			345
21017171	52132101	Unemployment Comp.	180			180
21017171	52132121	Medicare	363			363
21017171	52132991	Other Fringes	50			50
Total 72130			40,813	-	-	40,813
21017171	52213081	Consultants	3,000			3,000
21017171	52214999	Other Supplies (staff development)	3,161			3,161
21017171	52215241	Staff Development	4,850			4,850
Total 72210			11,011	-	-	11,011
TOTAL			120,056	-	-	120,056

Red Bank Elementary

21017181	51101166	Interventionists Part-time (3)	37,200			37,200
21017181	51101409	Teachers Supplements	10,000			10,000
21017181	51101631	Educational Assistants (2 FT, 1 PT)	42,848			42,848
21017181	51102011	Social Security	5,582			5,582
21017181	51102041	Retirement	6,531			6,531
21017181	51102061	Life Insurance	130			130
21017181	51102071	Medical Insurance	19,000			19,000
21017181	51102081	Dental Insurance	690			690
21017181	51102101	Unemployment Comp.	360			360
21017181	51102121	Medicare	1,305			1,305
21017181	51102991	Other Fringes	73			73
21017181	51103361	Equipment Repair/Maint.	10,000			10,000
21017181	51104291	Instructional Supplies	15,750			15,750
21017181	51107221	Instructional Equipment	5,000		(252)	4,748
Total 71100			154,469	-	(252)	154,217
21017181	52131899	Parent Coordinator / Family Partnership Specialist (1)	20,861	205		21,066
21017181	52132011	Social Security	1,294	13		1,307
21017181	52132041	Retirement	3,125	31		3,156
21017181	52132061	Life Insurance	39			39
21017181	52132071	Medical Insurance	5,700			5,700
21017181	52132081	Dental Insurance	207			207
21017181	52132101	Unemployment Comp.	108			108
21017181	52132121	Medicare	302	3		305
21017181	52132991	Other Fringes	41			41
21017181	52134999	Supplies, awards, postage	1,300			1,300
21017181	52135999	Charges: Parental Involvement	1,328			1,328
Total 72130			34,305	252	-	34,557
21017181	52211961	In-service Stipends	20,000			20,000
21017181	52212011	Social Security	1,240			1,240
21017181	52212041	Retirement	2,126			2,126
21017181	52212121	Medicare	290			290
Total 72210			23,656	-	-	23,656
TOTAL			212,430	252	(252)	212,430

Soddy Elementary

21017221	51101166	Interventionists PT (2)	22,192			22,192
21017221	51101409	Teachers Supplements	7,000	1,252		8,252
21017221	51101631	Educational Assistant PT (1)	9,360		(500)	8,860
21017221	51101981	Substitute Non Degreed	3,905		(2,183)	1,722
21017221	51102011	Social Security	2,632		(89)	2,543
21017221	51102041	Retirement	744	133		877
21017221	51102121	Medicare	615		(21)	594
21017221	51104291	Instructional Supplies	5,003		(1,252)	3,751
21017221	51105991	Other Charges	-	422		422
Total 71100			51,451	1,807	(4,045)	49,213
21017221	52135999	Charges: Parental Involvement	1,488			1,488
Total 72130			1,488	-	-	1,488
21017221	52211961	In-service Stipends	3,000		(2,000)	1,000
21017221	52212011	Social Security	186		(124)	62
21017221	52212041	Retirement	319		(213)	106
21017221	52212121	Medicare	44		(29)	15
21017221	52215241	Staff Development	7,000	2,904		9,904
Total 72210			10,549	2,904	(2,366)	11,087
21017221	52713141	Contracts w Public Carriers	-	1,700		1,700
Total 72710			-	1,700	-	1,700
TOTAL			63,488	6,411	(6,411)	63,488

Spring Creek Elementary

21017231	51101161	Teacher (1)	61,882	275		62,157
21017231	51101166	Interventionists Part-time (3)	44,686			44,686
21017231	51101409	Teachers Supplements	14,000		(6,620)	7,380
21017231	51101631	Educational Assistants (3 FT)	65,306	362		65,668
21017231	51102011	Social Security	11,525		(371)	11,154
21017231	51102041	Retirement	17,849		(621)	17,228
21017231	51102061	Life Insurance	260			260
21017231	51102071	Medical Insurance	38,000			38,000
21017231	51102081	Dental Insurance	1,380			1,380
21017231	51102101	Unemployment Comp.	720			720
21017231	51102121	Medicare	2,696		(87)	2,609
21017231	51102991	Other Fringes	255	2		257
21017231	51103361	Equipment Repair/Maint.	153			153
21017231	51104291	Instructional Supplies	19,848	5,705		25,553
21017231	51107221	Instructional Equipment	7,651		(4,166)	3,485
Total 71100			286,211	6,344	(11,865)	280,690
21017231	52133999	Contracted Services	1,000		(555)	445
21017231	52134999	Supplies, awards, postage	1,324		(450)	874
21017231	52135999	Charges: Parental Involvement	1,000	1,005		2,005
Total 72130			3,324	1,005	(1,005)	3,324
21017231	52211961	In-service Stipends	2,000	5,640		7,640
21017231	52212011	Social Security	124	350		474
21017231	52212041	Retirement	212	599		811
21017231	52212121	Medicare	30	82		112
21017231	52213081	Consultant	1,000		(1,000)	-
21017231	52214999	Other Supplies (staff development)	1,880	70		1,950
21017231	52215241	Staff Development	500		(220)	280
21017231	52217901	Admin Equipment	249			249
Total 72210			5,995	6,741	(1,220)	11,516
21017231	52713141	Contracts w Public Carriers	6,400			6,400
Total 72710			6,400	-	-	6,400
TOTAL			301,930	14,090	(14,090)	301,930

Barger Academy

21017291	51101166	Interventionists Part-time (2)	41,760		(5,300)	36,460
21017291	51101981	Substitute Non Degreed	1,700		(1,700)	-
21017291	51102011	Social Security	2,694		(434)	2,260
21017291	51102121	Medicare	631		(102)	529
21017291	51103361	Equipment Repair/Maint.	500		(500)	-
21017291	51104291	Instructional Supplies	9,371		(2,000)	7,371
21017291	51105999	Charges: field trips, etc	1,000		(1,000)	-
21017291	51107221	Instructional Equipment	10,000		(1,149)	8,851
Total 71100			67,656	-	(12,185)	55,471
21017291	52131894	Parent Coordinator PT (1)	10,881		(470)	10,411
21017291	52131894	Behavior Management Specialist PT (1)	26,100		(470)	25,630
21017291	52132011	Social Security	2,293		(58)	2,235
21017291	52132121	Medicare	536		(14)	522
21017291	52134999	Supplies, awards, postage	1,000			1,000
21017291	52135999	Charges: Parental Involvement	1,268			1,268
Total 72130			42,078	-	(1,012)	41,066
21017291	52211899	Salaries--Curriculum Coaches (1 FTE)	65,877		(6,800)	59,077
21017291	52211961	In-service Stipends	5,000	8,000		13,000
21017291	52212011	Social Security	4,394	75		4,469
21017291	52212041	Retirement	7,535	128		7,663
21017291	52212061	Life Insurance	65			65
21017291	52212071	Health Insurance	9,500			9,500
21017291	52212081	Dental Insurance	345			345
21017291	52212101	Unemployment Compensation	180			180
21017291	52212121	Medicare	1,028	18		1,046
21017291	52212991	Other Fringe Benefits	132		(14)	118
21017291	52213081	Consultant	1,250		(1,250)	-
21017291	52214999	Other Supplies (staff development)	1,000	500		1,500
21017291	52215241	Staff Development	3,250	13,040		16,290
Total 72210			99,556	21,761	(8,064)	113,253
21017291	52713141	Contracts w Public Carriers	500		(500)	-
Total 72710			500	-	(500)	-
TOTAL			209,790	21,761	(21,761)	209,790

Clifton Hills Elementary

21017311	51101166	Interventionists Part-time (2)	40,600		(15,954)	24,646
21017311	51101345	Other Instructional Personnel - PT Tutor	13,050	5,706		18,756
21017311	51101409	Teachers Supplements	6,000		(5,400)	600
21017311	51101981	Substitute Non Degreed	1,706		(1,020)	686
21017311	51102011	Social Security	3,803		(1,033)	2,770
21017311	51102041	Retirement	638		(574)	64
21017311	51102121	Medicare	889		(242)	647
21017311	51104291	Instructional Supplies	22,328	14,869		37,197
21017311	51105999	Charges: field trips, etc	1,500		(1,500)	-
21017311	51107221	Instructional Equipment	35,410		(42)	35,368
Total 71100			125,924	20,575	(25,765)	120,734
21017311	52131894	Behavior Management Sp. PT (1)	25,375	406		25,781
21017311	52132011	Social Security	1,573	25		1,598
21017311	52132121	Medicare	368	6		374
21017311	52134999	Supplies, awards, postage	1,130			1,130
21017311	52135999	Charges: Parental Involvement	2,500			2,500
Total 72130			30,946	437	-	31,383
21017311	52211899	Salaries--Curriculum Coach (2)	138,007		(3,800)	134,207
21017311	52211961	In-service Stipends	15,000			15,000
21017311	52212011	Social Security	9,486		(236)	9,250
21017311	52212041	Retirement	16,265		(404)	15,861
21017311	52212061	Life Insurance	130			130
21017311	52212071	Health Insurance	19,000			19,000
21017311	52212081	Dental Insurance	690			690
21017311	52212101	Unemployment Compensation	360			360
21017311	52212121	Medicare	2,219		(55)	2,164
21017311	52212991	Other Fringe Benefits	276		(8)	268
21017311	52215241	Staff Development	32,358	8,160		40,518
Total 72210			233,791	8,160	(4,503)	237,448
21017311	52713141	Contracts w Public Carriers	10,000	1,096		11,096
Total 72710			10,000	1,096	-	11,096
TOTAL			400,661	30,268	(30,268)	400,661

Donaldson Elementary

21017321	51101161	Teacher (1.4)	88,184		(1,500)	86,684
21017321	51101345	Tutor PT (4) 2FTE	31,320		(7,890)	23,430
21017321	51101409	Teachers Supplements	4,000			4,000
21017321	51101631	Educational Assistant (1 FT)	21,373	213		21,586
21017321	51102011	Social Security	8,982		(569)	8,413
21017321	51102041	Retirement	13,001		(128)	12,873
21017321	51102061	Life Insurance	130			130
21017321	51102071	Medical Insurance	19,000			19,000
21017321	51102081	Dental Insurance	690			690
21017321	51102101	Unemployment Comp.	360			360
21017321	51102121	Medicare	2,101		(133)	1,968
21017321	51102991	Other Fringes	220		(2)	218
21017321	51104291	Instructional Supplies	30,388			30,388
21017321	51107221	Instructional Equipment	35,000			35,000
Total 71100			254,749	213	(10,222)	244,740
21017321	52134999	Supplies, awards, postage	1,000			1,000
21017321	52135999	Charges: Parental Involvement	1,500			1,500
Total 72130			2,500	-	-	2,500
21017321	52211961	Staff Development Stipends	5,000			5,000
21017321	52212011	Social Security	310			310
21017321	52212041	Retirement	532			532
21017321	52212121	Medicare	73			73
21017321	52213081	Consultant	10,000			10,000
21017321	52214999	Other Supplies (staff development)	1,500			1,500
21017321	52215241	Staff Development	-	10,009		10,009
Total 72210			17,415	10,009	-	27,424
TOTAL			274,664	10,222	(10,222)	274,664

Dupont Elementary

21017361	51101166	Interventionists PT (4)	63,360		(4,400)	58,960
21017361	51101409	Teachers Supplements	-	4,950		4,950
21017361	51101981	Substitute Non Degreed	5,100		(3,663)	1,437
21017361	51102011	Social Security	4,244		(193)	4,051
21017361	51102041	Retirement	-	526		526
21017361	51102121	Medicare	993		(45)	948
21017361	51104291	Instructional Supplies	8,017	14,552		22,569
Total 71100			81,714	20,028	(8,301)	93,441
21017361	52134999	Supplies, awards, postage	1,500			1,500
21017361	52135999	Charges: Parental Involvement	96			96
Total 72130			1,596	-	-	1,596
21017361	52211961	In-service Stipends	9,000	4,270		13,270
21017361	52212011	Social Security	558	265		823
21017361	52212041	Retirement	957	454		1,411
21017361	52212121	Medicare	131	62		193
21017361	52213081	Consultants	28,000		(8,000)	20,000
21017361	52214999	Other Supplies (staff development)	2,000			2,000
21017361	52215241	Staff Development	8,778		(8,778)	-
Total 72210			49,424	5,051	(16,778)	37,697
TOTAL			132,734	25,079	(25,079)	132,734

East Brainerd Elementary

21017371	51101631	Educational Assistant (1)	17,980	82		18,062
21017371	51101981	Substitute Non Degreed	1,700		(1,574)	126
21017371	51102011	Social Security	1,220		(92)	1,128
21017371	51102041	Retirement	2,693		(223)	2,470
21017371	51102061	Life Insurance	65			65
21017371	51102071	Medical Insurance	9,500			9,500
21017371	51102081	Dental Insurance	345			345
21017371	51102101	Unemployment Comp.	180			180
21017371	51102121	Medicare	285		(22)	263
21017371	51102991	Other Fringes	36		(3)	33
21017371	51103361	Equipment Repair	1,000		(1,000)	-
21017371	51104291	Instructional Supplies	21,484		(15,419)	6,065
21017371	51107221	Instructional Equipment	1,000	20,366		21,366
Total 71100			57,488	20,448	(18,333)	59,603
21017371	52131899	Family Partnership Specialist (1)	39,556			39,556
21017371	52132011	Social Security	2,452			2,452
21017371	52132041	Retirement	5,925			5,925
21017371	52132061	Life Insurance	65			65
21017371	52132071	Medical Insurance	9,500			9,500
21017371	52132081	Dental Insurance	345			345
21017371	52132101	Unemployment Comp.	180			180
21017371	52132121	Medicare	574			574
21017371	52132991	Other Fringes	79			79
21017371	52135999	Charges: Parental Involvement	3,390			3,390
Total 72130			62,066	-	-	62,066
21017371	52211621	Classified	2,000		(1,722)	278
21017371	52211961	In-service Stipends	10,000			10,000
21017371	52212011	Social Security	744		(107)	637
21017371	52212041	Retirement	1,363		(258)	1,105
21017371	52212121	Medicare	175		(25)	150
21017371	52212991	Other Fringe Benefits	4		(3)	1
21017371	52213081	Consultant	4,800			4,800
21017371	52214999	Other Supplies (staff development)	1,000			1,000
21017371	52215241	Staff Development	5,000			5,000
Total 72210			25,086	-	(2,115)	22,971
TOTAL			144,640	20,448	(20,448)	144,640

East Lake Elementary

21017381	51101161	Teacher (1)	62,400			62,400
21017381	51101409	Teachers Supplements	12,000			12,000
21017381	51101981	Substitute Non Degreed	850		(850)	-
21017381	51102011	Social Security	4,666		(53)	4,613
21017381	51102041	Retirement	7,909			7,909
21017381	51102061	Life Insurance	65			65
21017381	51102071	Medical Insurance	9,500			9,500
21017381	51102081	Dental Insurance	345			345
21017381	51102101	Unemployment Comp.	180			180
21017381	51102121	Medicare	1,091		(12)	1,079
21017381	51102991	Other Fringes	125			125
21017381	51103361	Equipment Repair/Maint.	1,500			1,500
21017381	51104291	Instructional Supplies	53,160		(1,444)	51,716
21017381	51105999	Charges: field trips, etc	1,000			1,000
21017381	51107221	Instructional Equipment	20,000			20,000
Total 71100			174,791	-	(2,359)	172,432
21017381	52131894	Parent Coordinator Part-time (1)	14,464			14,464
21017381	52131899	Behavior Management Specialist (1)	35,800	745		36,545
21017381	52132011	Social Security	3,212	46		3,258
21017381	52132041	Retirement	5,363	112		5,475
21017381	52132061	Life Insurance	65			65
21017381	52132071	Medical Insurance	9,500			9,500
21017381	52132081	Dental Insurance	345			345
21017381	52132101	Unemployment Comp.	180			180
21017381	52132121	Medicare	751	11		762
21017381	52132991	Other Fringe Benefits	72	1		73
21017381	52134999	Supplies, awards, postage	1,000			1,000
21017381	52135999	Charges: Parental Involvement	2,426			2,426
21017381	52137901	Parent Resource Equipment	200			200
Total 72130			73,378	915	-	74,293
21017381	52211621	Classified	1,500			1,500
21017381	52211899	Salaries--Curriculum Coaches (1)	67,600			67,600
21017381	52211961	In-service Stipends	1,000	1,220		2,220
21017381	52212011	Social Security	4,346	76		4,422
21017381	52212041	Retirement	7,517	130		7,647
21017381	52212061	Life Insurance	65			65
21017381	52212071	Health Insurance	9,500			9,500
21017381	52212081	Dental Insurance	345			345
21017381	52212101	Unemployment Compensation	180			180
21017381	52212121	Medicare	1,017	18		1,035
21017381	52212991	Other Fringe Benefits	138			138
21017381	52214999	Other Supplies (staff development)	500			500
21017381	52215241	Staff Development	15,500			15,500
21017381	52217901	Admin Equipment	100			100
Total 72210			109,308	1,444	-	110,752
21017381	52713141	Contracts w Public Carriers	800			800
Total 72710			800	-	-	800
TOTAL			358,277	2,359	(2,359)	358,277

East Side Elementary

21017391	51101166	Interventionists PT (3)	36,000		36,000
21017391	51101409	Teachers Supplements	35,772	(6,697)	29,075
21017391	51101631	Educational Assistants (3)	68,320		68,320
21017391	51102011	Social Security	8,686	(415)	8,271
21017391	51102041	Retirement	14,038	(712)	13,326
21017391	51102061	Life Insurance	195		195
21017391	51102071	Medical Insurance	28,500		28,500
21017391	51102081	Dental Insurance	1,035		1,035
21017391	51102101	Unemployment Comp.	540		540
21017391	51102121	Medicare	2,032	(97)	1,935
21017391	51102991	Other Fringes	137		137
21017391	51103999	Other Contracted Services	5,100		5,100
21017391	51104291	Instructional Supplies	40,960	42,130	83,090
21017391	51107221	Instructional Equipment	34,850	(6,788)	28,062
Total 71100			276,165	42,130	303,586

21017391	52134999	Supplies, awards, postage	1,000		1,000
21017391	52135999	Charges: Parental Involvement	2,468		2,468
Total 72130			3,468	-	3,468

21017391	52211899	Salaries--Curriculum Coach (1)	45,426	(21,015)	24,411
21017391	52211961	In-service Stipends	20,000		20,000
21017391	52212011	Social Security	4,057	(1,303)	2,754
21017391	52212041	Retirement	6,956	(2,234)	4,722
21017391	52212061	Life Insurance	65	(16)	49
21017391	52212071	Health Insurance	9,500	(2,375)	7,125
21017391	52212081	Dental Insurance	345	(86)	259
21017391	52212101	Unemployment Compensation	180	(45)	135
21017391	52212121	Medicare	949	(305)	644
21017391	52212991	Other Fringe Benefits	91	(42)	49
21017391	52214999	Other Supplies (staff development)	5,000		5,000
21017391	52215241	Staff Development	10,000		10,000
Total 72210			102,569	-	75,148

TOTAL

382,202	42,130	(42,130)	382,202

Hardy Elementary

21017411	51101161	Teacher--STEM Instructor (1)	43,680	(10,000)	33,680
21017411	51101166	Interventionists PT (2)	41,760		41,760
21017411	51101631	Educational Assistant PT (1)	16,142	(7,400)	8,742
21017411	51101981	Substitute Non Degreed	2,975	(2,975)	-
21017411	51102011	Social Security	6,482	(1,264)	5,218
21017411	51102041	Retirement	4,643	(2,172)	2,471
21017411	51102061	Life Insurance	65		65
21017411	51102071	Medical Insurance	9,500		9,500
21017411	51102081	Dental Insurance	345		345
21017411	51102101	Unemployment Comp.	180		180
21017411	51102121	Medicare	1,516	(295)	1,221
21017411	51102991	Other Fringes	87	(35)	52
21017411	51103361	Equipment Repair/Maint.	1,000		1,000
21017411	51104291	Instructional Supplies	4,481	10,917	15,398
21017411	51107221	Instructional Equipment	18,634	212	18,846
Total 71100			151,490	11,129	138,478

21017411	52133999	Contracted Services - Parent	800		800
21017411	52134999	Supplies, awards, postage	600		600
21017411	52135999	Charges: Parental Involvement	500		500
21017411	52137901	Parent Resource Equipment	638		638
Total 72130			2,538	-	2,538

21017411	52211899	Salaries--Curriculum Coaches (1 FTE)	56,241	274	56,515
21017411	52211961	In-service Stipends	7,000		7,000
21017411	52212011	Social Security	3,921	17	3,938
21017411	52212041	Retirement	6,723	29	6,752
21017411	52212061	Life Insurance	65		65
21017411	52212071	Health Insurance	9,500		9,500
21017411	52212081	Dental Insurance	345		345
21017411	52212101	Unemployment Compensation	180		180
21017411	52212121	Medicare	917	4	921
21017411	52212991	Other Fringe Benefits	112	1	113
21017411	52213081	Consultants	1,000	(1,000)	-
21017411	52214999	Other Supplies (staff development)	2,000	1,720	3,720
21017411	52215241	Staff Development	5,000	4,597	9,597
Total 72210			93,004	6,642	98,646

21017411	52713141	Contracts w Public Carriers	-	7,370	7,370
Total 72710			-	7,370	7,370

TOTAL

247,032	25,141	(25,141)	247,032

Hillcrest Elementary

21017421	51101166	Interventionist (2)	40,600			40,600
21017421	51101981	Substitute Non Degreed	213	(213)		-
21017421	51102011	Social Security	2,530	(13)		2,517
21017421	51102121	Medicare	592	(3)		589
21017421	51103999	Contracted Services	7,670			7,670
21017421	51104291	Instructional Supplies	7,035			7,035
21017421	51105999	Charges: field trips, etc	2,601			2,601
21017421	51107221	Instructional Equipment	5,603			5,603
Total 71100			66,844	-	(229)	66,615
21017421	52131894	Parent Coordinator PT (1)	16,182			16,182
21017421	52132011	Social Security	1,003			1,003
21017421	52132121	Medicare	235			235
21017421	52134999	Supplies, awards, postage	894			894
21017421	52135999	Charges: Parental Involvement	894	229		1,123
Total 72130			19,208	229	-	19,437
21017421	52211899	Salaries--Curriculum Coaches (1 FTE)	62,005			62,005
21017421	52212011	Social Security	3,844			3,844
21017421	52212041	Retirement	6,591			6,591
21017421	52212061	Life Insurance	65			65
21017421	52212071	Health Insurance	9,500			9,500
21017421	52212081	Dental Insurance	345			345
21017421	52212101	Unemployment Compensation	180			180
21017421	52212121	Medicare	899			899
21017421	52212991	Other Fringe Benefits	124			124
21017421	52214999	Other Supplies (staff development)	927			927
Total 72210			84,480	-	-	84,480
21017421	52713141	Contracts w Public Carriers	3,500			3,500
Total 72710			3,500	-	-	3,500
TOTAL			174,032	229	(229)	174,032

Hixson Elementary

21017431	51101166	Interventionists PT (3)	38,280		(2,000)	36,280
21017431	51101409	Teachers Supplements	4,000		(1,323)	2,677
21017431	51101631	Educational Assistant (1)	20,690	168		20,858
21017431	51101981	Substitute Non Degreed	190		(15)	175
21017431	51102011	Social Security	3,916		(206)	3,710
21017431	51102041	Retirement	3,524		(116)	3,408
21017431	51102061	Life Insurance	65			65
21017431	51102071	Medical Insurance	9,500			9,500
21017431	51102081	Dental Insurance	345			345
21017431	51102101	Unemployment Comp.	180			180
21017431	51102121	Medicare	916		(48)	868
21017431	51102991	Other Fringes	41			41
21017431	51103361	Equipment Repair/Maint.	50		(50)	-
21017431	51104291	Instructional Supplies	9,235	300		9,535
21017431	51107221	Instructional Equipment	21,669		(147)	21,522
Total 71100			112,601	468	(3,905)	109,164
21017431	52131894	Parent Coordinator PT (2)	10,554	2,600		13,154
21017431	52132011	Social Security	655	162		817
21017431	52132121	Medicare	153	38		191
21017431	52134999	Supplies, awards, postage	942		(800)	142
21017431	52135999	Charges: Parental Involvement	942			942
Total 72130			13,246	2,800	(800)	15,246
21017431	52211961	In-service Stipends	1,889	1,469		3,358
21017431	52212011	Social Security	117	91		208
21017431	52212041	Retirement	200	156		356
21017431	52212121	Medicare	27	21		48
21017431	52214999	Other Supplies (staff development)	500		(300)	200
21017431	52215241	Staff Development	3,300			3,300
Total 72210			6,033	1,737	(300)	7,470
TOTAL			131,880	5,005	(5,005)	131,880

Lakeside Elementary

21017451	51101166	Interventionists PT (3)	20,000			20,000
21017451	51102011	Social Security	1,240			1,240
21017451	51102121	Medicare	289			289
21017451	51103361	Equipment Repair/Maint.	3,000		(3,000)	-
21017451	51104291	Instructional Supplies	6,765	6,315		13,080
21017451	51105999	Charges: field trips, etc	4,000		(4,000)	-
21017451	51107221	Instructional Equipment	11,114	114		11,228
Total 71100			46,408	6,429	(7,000)	45,837
21017451	52131899	Parent Coordinator (1)	32,681	231		32,912
21017451	52132011	Social Security	2,026	14		2,040
21017451	52132041	Retirement	4,896	34		4,930
21017451	52132061	Life Insurance	65			65
21017451	52132071	Medical Insurance	9,500			9,500
21017451	52132081	Dental Insurance	345			345
21017451	52132101	Unemployment Comp.	180			180
21017451	52132121	Medicare	473	3		476
21017451	52132991	Other Fringes	65			65
21017451	52134999	Supplies, awards, postage	1,624			1,624
21017451	52135999	Charges: Parental Involvement	500			500
Total 72130			52,355	282	-	52,637
21017451	52211899	Curriculum Coaches (1 FTE)	61,418	244		61,662
21017451	52211961	In-service Stipends	8,947			8,947
21017451	52212011	Social Security	4,363	15		4,378
21017451	52212041	Retirement	7,480	26		7,506
21017451	52212061	Life Insurance	65			65
21017451	52212071	Health Insurance	9,500			9,500
21017451	52212081	Dental Insurance	345			345
21017451	52212101	Unemployment Compensation	180			180
21017451	52212121	Medicare	1,021	4		1,025
21017451	52212991	Other Fringe Benefits	140			140
Total 72210			93,459	289	-	93,748
TOTAL			192,222	7,000	(7,000)	192,222

Lookout Valley Elementary

21017461	51101409	Teachers Supplements	20,000		(11,000)	9,000
21017461	51101631	Educational Assistant PT (1)	18,726		(7,000)	11,726
21017461	51102011	Social Security	2,401		(1,116)	1,285
21017461	51102041	Retirement	2,126		(1,169)	957
21017461	51102121	Medicare	562		(261)	301
21017461	51103361	Equipment Repair/Maint.	3,315			3,315
21017461	51104291	Instructional Supplies	-	15,224		15,224
21017461	51107221	Instructional Equipment	12,500			12,500
Total 71100			59,630	15,224	(20,546)	54,308
21017461	52134999	Supplies, awards, postage	534			534
21017461	52135999	Charges: Parental Involvement	534			534
Total 72130			1,068	-	-	1,068
21017461	52211961	In-service Stipends	-	4,500		4,500
21017461	52212011	Social Security	-	279		279
21017461	52212041	Retirement	-	478		478
21017461	52212121	Medicare	-	65		65
Total 72210			-	5,322	-	5,322
TOTAL			60,698	20,546	(20,546)	60,698

Orchard Knob Elementary

21017471	51101166	Interventionists PT (2)	34,652			34,652
21017471	51101409	Teachers Supplements	10,000			10,000
21017471	51101981	Substitute Non Degreed	850	(850)		-
21017471	51102011	Social Security	2,821	(53)		2,768
21017471	51102041	Retirement	1,064			1,064
21017471	51102121	Medicare	659	(12)		647
21017471	51103361	Equipment Repair/Maint.	400	(400)		-
21017471	51103999	Contracted Services	11,001			11,001
21017471	51104291	Instructional Supplies	56,888	(33,575)		23,313
21017471	51105999	Charges: field trips, etc	11,000			11,000
21017471	51107221	Instructional Equipment	10,615	6,000		16,615
Total 71100			139,950	6,000	(34,890)	111,060
21017471	52131899	Behavior Management Specialist (2)	33,145	20,000		53,145
21017471	52131899	Family Partnership Specialist (1)	37,861			37,861
21017471	52132011	Social Security	4,402	1,240		5,642
21017471	52132041	Retirement	10,637	2,996		13,633
21017471	52132061	Life Insurance	130	16		146
21017471	52132071	Medical Insurance	19,000	2,375		21,375
21017471	52132081	Dental Insurance	690	86		776
21017471	52132101	Unemployment Comp.	360	45		405
21017471	52132121	Medicare	1,030	290		1,320
21017471	52132991	Other Fringes	143	40		183
21017471	52133995	Other Contracted Services - software license	6,000			6,000
21017471	52133999	Contracted Services	494			494
21017471	52134999	Supplies, awards, postage	1,000			1,000
21017471	52135999	Charges: Parental Involvement	1,100	(100)		1,000
21017471	52137901	Parent Resource Equipment	400	100		500
Total 72130			116,392	27,188	(100)	143,480
21017471	52211961	In-service Stipends	6,500	1,250		7,750
21017471	52212011	Social Security	403	78		481
21017471	52212041	Retirement	691	133		824
21017471	52212121	Medicare	94	18		112
21017471	52212991	Other Fringe Benefits	8	3		11
21017471	52214999	Other Supplies (staff development)	2,000			2,000
21017471	52215241	Staff Development	5,329			5,329
Total 72210			15,025	1,482	-	16,507
21017471	52251899	Computer Technician	30,942	260		31,202
21017471	52252011	Social Security	1,918	16		1,934
21017471	52252041	Retirement	4,635	39		4,674
21017471	52252061	Life Insurance	65			65
21017471	52252071	Medical Insurance	9,500			9,500
21017471	52252081	Dental Insurance	345			345
21017471	52252101	Unemployment Comp.	180			180
21017471	52252121	Medicare	449	4		453
21017471	52252991	Other Fringe Benefits	62	1		63
Total 72250			48,096	320	-	48,416
21017471	52713141	Contracts w Public Carriers	11,000			11,000
Total 72710			11,000	-	-	11,000
TOTAL			330,463	34,990	(34,990)	330,463

Rivermont Elementary

21017481	51101161	Remediation Teacher (1)	51,235	372		51,607
21017481	51101981	Substitute Non Degreed	5,077		(5,077)	-
21017481	51102011	Social Security	3,492		(292)	3,200
21017481	51102041	Retirement	5,446	40		5,486
21017481	51102061	Life Insurance	65			65
21017481	51102071	Medical Insurance	9,500			9,500
21017481	51102081	Dental Insurance	345			345
21017481	51102101	Unemployment Comp.	180			180
21017481	51102121	Medicare	817		(68)	749
21017481	51102991	Other Fringes	102	1		103
21017481	51104291	Instructional Supplies	5,076		(991)	4,085
21017481	51107221	Instructional Equipment	5,076	6,015		11,091
Total 71100			86,411	6,428	(6,428)	86,411
21017481	52134999	Supplies, awards, postage	663			663
21017481	52135999	Charges: Parental Involvement	663			663
Total 72130			1,326	-	-	1,326
TOTAL			87,737	6,428	(6,428)	87,737

Shepherd Elementary

21017491	51101161	Teacher (1)	65,770		(14)	65,756
21017491	51101166	Interventionists Part-time (3)	38,400			38,400
21017491	51101409	Teachers Supplements	5,000			5,000
21017491	51102011	Social Security	6,769		(1)	6,768
21017491	51102041	Retirement	7,522		(1)	7,521
21017491	51102061	Life Insurance	65			65
21017491	51102071	Medical Insurance	9,500			9,500
21017491	51102081	Dental Insurance	345			345
21017491	51102101	Unemployment Comp.	180			180
21017491	51102121	Medicare	1,584			1,584
21017491	51102991	Other Fringes	132			132
21017491	51104291	Instructional Supplies	8,466	129		8,595
21017491	51107221	Instructional Equipment	9,000		(129)	8,871
Total 71100			152,733	129	(145)	152,717
21017491	52134999	Supplies, awards, postage	1,748	500		2,248
21017491	52135999	Charges: Parental Involvement	1,000		(500)	500
Total 72130			2,748	500	(500)	2,748
21017491	52211899	Salaries--Curriculum Coaches (1 FTE)	61,250	14		61,264
21017491	52211961	In-service Stipends	4,139			4,139
21017491	52212011	Social Security	4,055	1		4,056
21017491	52212041	Retirement	6,951	1		6,952
21017491	52212061	Life Insurance	65			65
21017491	52212071	Health Insurance	9,500			9,500
21017491	52212081	Dental Insurance	345			345
21017491	52212101	Unemployment Compensation	180			180
21017491	52212121	Medicare	948			948
21017491	52212991	Other Fringe Benefits	123			123
21017491	52215241	Staff Development	1,535			1,535
Total 72210			89,091	16	-	89,107
TOTAL			244,572	645	(645)	244,572

Woodmore Elementary

21017501	51101166	Interventionists/STEM Part-time (3)	47,981		(22,800)	25,181
21017501	51101345	Other Instructional Personnel - PT Tutor (1)	12,760		(7,660)	5,100
21017501	51101981	Substitute Non Degreed	430		(430)	-
21017501	51102011	Social Security	3,792		(1,915)	1,877
21017501	51102121	Medicare	886		(448)	438
21017501	51103999	Other Contracted Services	1,250			1,250
21017501	51104291	Instructional Supplies	1,888	6,430	(500)	7,818
21017501	51105999	Charges: field trips, etc	500		(500)	-
21017501	51107221	Instructional Equipment	2,000		(2,000)	-
Total 71100			71,487	6,430	(36,253)	41,664
21017501	52134999	Supplies, awards, postage	500			500
21017501	52135999	Charges: Parental Involvement	1,168			1,168
Total 72130			1,668	-	-	1,668
21017501	52211899	Salaries--Curriculum Coaches (1)	56,002	523		56,525
21017501	52211961	In-service Stipends	5,100	5,171		10,271
21017501	52212011	Social Security	3,788	352		4,140
21017501	52212041	Retirement	6,495	605		7,100
21017501	52212061	Life Insurance	65			65
21017501	52212071	Health Insurance	9,500			9,500
21017501	52212081	Dental Insurance	345			345
21017501	52212101	Unemployment Compensation	180			180
21017501	52212121	Medicare	886	83		969
21017501	52212991	Other Fringe Benefits	112	1		113
21017501	52215241	Staff Development	4,000	23,088		27,088
Total 72210			86,473	29,823	-	116,296
21017501	52713141	Contracts w Public Carriers	500		(500)	-
Total 72710			500	-	(500)	-
TOTAL			160,128	36,253	(36,753)	159,628

Brown Academy

21017521	51101166	Interventionists PT (2)	12,811			12,811
21017521	51101409	Teachers Supplements	12,500			12,500
21017521	51102011	Social Security	1,570			1,570
21017521	51102041	Retirement	1,328			1,328
21017521	51102121	Medicare	368			368
21017521	51103999	Contracted Services	1,000			1,000
21017521	51104291	Instructional Supplies	25,313		(8,058)	17,255
21017521	51105999	Charges: field trips, etc	2,300		(942)	1,358
21017521	51107221	Instructional Equipment	3,345	20,000		23,345
Total 71100			60,535	20,000	(9,000)	71,535
21017521	52133999	Contracted Services	700			700
21017521	52134999	Supplies, awards, postage	1,000			1,000
21017521	52135999	Charges: Parental Involvement	1,506			1,506
Total 72130			3,206	-	-	3,206
21017521	52211621	Classified Overtime	7,000			7,000
21017521	52211899	Salaries--Curriculum Coaches (.5 FTE)	33,885			33,885
21017521	52211961	In-service Stipends	11,028			11,028
21017521	52212011	Social Security	3,219			3,219
21017521	52212041	Retirement	5,824			5,824
21017521	52212061	Life Insurance	33			33
21017521	52212071	Health Insurance	4,750			4,750
21017521	52212081	Dental Insurance	173			173
21017521	52212101	Unemployment Compensation	90			90
21017521	52212121	Medicare	753			753
21017521	52212991	Other Fringe Benefits	82			82
21017521	52213081	Consultants	12,500		(10,000)	2,500
Total 72210			79,337	-	(10,000)	69,337
21017521	52713141	Contracts w Public Carriers	2,000		(1,000)	1,000
Total 72710			2,000	-	(1,000)	1,000
TOTAL			145,078	20,000	(20,000)	145,078

Battle Academy

21017531	51101166	Interventionists Part-time (1)	12,184	4,266		16,450
21017531	51101631	Educational Assistant Part-time (1)	12,758		(7,797)	4,961
21017531	51102011	Social Security	1,547		(219)	1,328
21017531	51102121	Medicare	362		(51)	311
Total 71100			26,851	4,266	(8,067)	23,050
21017531	52134999	Supplies, awards, postage	1,262			1,262
21017531	52135999	Charges: Parental Involvement	100			100
Total 72130			1,362	-	-	1,362
21017531	52211899	Salaries--Curriculum Coach (.5 FTE)	33,885			33,885
21017531	52211961	Stipends	560	3,213		3,773
21017531	52212011	Social Security	2,136	199		2,335
21017531	52212041	Retirement	3,662	342		4,004
21017531	52212061	Life Insurance	33			33
21017531	52212071	Health Insurance	4,750			4,750
21017531	52212081	Dental Insurance	173			173
21017531	52212101	Unemployment Compensation	90			90
21017531	52212121	Medicare	499	47		546
21017531	52212991	Other Fringe Benefits	68			68
21017531	52213081	Consultants	2,500			2,500
21017531	52214999	Supplies & Materials (Staff Dev)	1,746			1,746
Total 72210			50,102	3,801	-	53,903
TOTAL			78,315	8,067	(8,067)	78,315
TOTAL GRANT			14,130,517	878,870	(879,370)	14,130,017

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
ESSA CONSOLIDATED ADMINISTRATION
BUDGET FISCAL YEAR 2019-2020

Note: Consolidated Administration is funded by transfers from the Title I, Title I Neglected, Title I D, Title II Part A, Title III, and Title IV federal grants.

Funding Source: Transfers from Federal Grants

21020000	41427141	Transfer from Title I	948,913			948,913
21020000	41427141	Transfer from Title I Neglected	11,872			11,872
21020000	41427141	Transfer from Title I Delinquent	1,363			1,363
21020000	41427189	Transfer from Title II Part A	41,438			41,438
21020000	41427146	Transfer from Title III	7,292			7,292
21020000	41427147	Transfer from Title IV	19,248			19,248
		Total Transfers	1,030,126	-	-	1,030,126

ORGANIZATION KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	BUDGET AMENDMENT			BUDGET AMENDMENT
			10/17/2019	INCREASES	DECREASES	4/16/2020
<u>ESEA Consolidated Administration</u>						
21021000	52211051	Directors (1)	131,866	20,000		151,866
21021000	52211053	Coordinators (3)	295,606		(20,975)	274,631
21021000	52211611	Secretaries (2)	101,883	940		102,823
21021000	52211621	Clerical (3)	143,217			143,217
21021000	52211894	Contracted Personnel (1 Part-time)	35,000			35,000
21021000	52212011	Social Security	43,868		(2)	43,866
21021000	52212041	State Retirement	82,561	37		82,598
21021000	52212061	Life Insurance	585			585
21021000	52212071	Health Insurance	85,500			85,500
21021000	52212081	Dental Insurance	3,105			3,105
21021000	52212101	Unemployment Compensation	1,620			1,620
21021000	52212121	Medicare	10,259			10,259
21021000	52212991	Other Fringe Benefits	1,346			1,346
21021000	52213081	Consultant	15,000			15,000
21021000	52213361	Equipment Repair/Maint.	1,000			1,000
21021000	52213551	Travel/mileage	3,000			3,000
21021000	52214999	Supplies & Materials	17,140			17,140
21021000	52215241	Staff Development	20,000		(9,000)	11,000
21021000	52215999	Other Charges	4,000			4,000
21021000	52217901	Equipment Other	8,000	9,000		17,000
Total 72210			1,004,556	29,977	(29,977)	1,004,556
21021000	59005901	Indirect Costs (2.69 %)	25,570			25,570
Total 99000			25,570	-	-	25,570
Total Budget			1,030,126	29,977	(29,977)	1,030,126

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE II PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITING GRANT
BUDGET FISCAL YEAR 2019-2020

TITLE II PART A 2019 ALLOCATION			1,593,365			1,593,365
STATE REALLOCATION			-			-
CARRYOVER FROM FY2019			430,545			430,545
TOTAL TITLE II PART A BUDGET			2,023,910	-	-	2,023,910
TRANSFER TO CONSOLIDATED ADMIN			(41,438)			(41,438)
TOTAL TITLE II PART A BUDGET			1,982,472	-	-	1,982,472
SUMMARY BY FUNCTION OF CHANGES TO BUDGET:						
71100	Regular Instruction		2,153	-	(2,153)	0
72210	Regular Instruction Support		1,945,176	31,934	(31,934)	1,945,176
99000	Indirect Costs		35,143	2,153	-	37,296
			1,982,472	34,087	(34,087)	1,982,472
21110000	41427189	REVENUE	1,982,472	-		1,982,472
ORGANIZATION KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	AMENDED BUDGET 1/16/2020	INCREASES	DECREASES	AMENDED BUDGET 4/16/2020
21111000	59005901	Indirect Costs 2.69%	35,143	2,153		37,296
		Total 99000	35,143	2,153	-	37,296
<u>Salary Set Aside</u>						
21111010	51101981	Substitutes	2,000		(2,000)	-
21111010	51102011	Social Security	124		(124)	-
21111010	51102121	Medicare	29		(29)	-
		Total 71100	2,153	-	(2,153)	-
21111010	52211051	Directors 3.5	402,177			402,177
21111010	52211053	Coordinator 1	103,231			103,231
21111010	52211621	Clerical 1 full-time	46,214		(100)	46,114
21111010	52211621	Clerical .5 part-time	24,641			24,641
21111010	52211894	Recruitment Coordinator (.5 FTE)	37,833	100		37,933
21111010	52211899	Curriculum Coaches (2 FTE)	150,425			150,425
21111010	52211899	Retention Specialist (1)	73,810			73,810
21111010	52212011	Social Security	51,976			51,976
21111010	52212041	State Retirement	90,145			90,145
21111010	52212061	Life Insurance	585			585
21111010	52212071	Health Insurance	85,500			85,500
21111010	52212081	Dental Insurance	3,105			3,105
21111010	52212101	Unemployment Compensation	1,620			1,620
21111010	52212121	Medicare	12,156			12,156
21111010	52212991	Other Fringe Benefits	1,627			1,627
		Total 72210	1,085,045	100	(100)	1,085,045
<u>School Support</u>						
21111030	52211621	Classified Stipend	4,784			4,784
21111030	52211961	In-service Stipends	131,991			131,991
21111030	52212011	Social Security	8,480			8,480
21111030	52212041	State Retirement	14,747			14,747
21111030	52212121	Medicare	1,983			1,983
21111030	52213081	Consultants	50,000			50,000
21111030	52213551	Travel	28,000			28,000
21111030	52214999	Supplies for Staff Development	109,792			109,792
21111030	52215241	Staff Development	41,619			41,619
21111030	52215999	Other Charges	10,000			10,000
		Total 72210	401,396	-	-	401,396
21112010	52213081	Consultants	7,000	6,280		13,280
21112010	52214999	Supplies for Staff Development	4,000		(2,000)	2,000
21112010	52215241	Staff Development	20,065		(4,280)	15,785
		Total 72210	31,065	6,280	(6,280)	31,065
		Total Harrison Bay Learning Community	31,065	6,280	(6,280)	31,065

21112020	52213081	Consultants	17,000	1,555		18,555
21112020	52214999	Supplies for Staff Development	5,000		(872)	4,128
21112020	52215241	Staff Development	9,065		(683)	8,382
Total 72210			31,065	1,555	(1,555)	31,065
Total Missionary Ridge Learning Community			31,065	1,555	(1,555)	31,065
21112030	52211961	In-service Stipends	6,341		(3,791)	2,550
21112030	52212011	Social Security	393		(235)	158
21112030	52212041	State Retirement	674		(403)	271
21112030	52212121	Medicare	92		(55)	37
21112030	52213081	Consultants	16,065		(2,785)	13,280
21112030	52214999	Supplies for Staff Development	2,500		(1,950)	550
21112030	52215241	Staff Development	5,000	9,219		14,219
Total 72210			31,065	9,219	(9,219)	31,065
Total North River Learning Community			31,065	9,219	(9,219)	31,065
21112040	52211961	In-service Stipends	5,073		(5,073)	-
21112040	52212011	Social Security	314		(314)	-
21112040	52212041	State Retirement	539		(539)	-
21112040	52212121	Medicare	74		(74)	-
21112040	52213081	Consultants	6,500	6,780		13,280
21112040	52214999	Supplies for Staff Development	2,000			2,000
21112040	52215241	Staff Development	16,565		(780)	15,785
Total 72210			31,065	6,780	(6,780)	31,065
Total Rock Point Learning Community			31,065	6,780	(6,780)	31,065
21112050	52211961	In-service Stipends	5,073		(5,073)	-
21112050	52212011	Social Security	314		(314)	-
21112050	52212041	State Retirement	539		(539)	-
21112050	52212121	Medicare	74		(74)	-
21112050	52213081	Consultants	4,500	8,780		13,280
21112050	52213551	Travel	2,000		(2,000)	-
21112050	52214999	Supplies for Staff Development	2,000			2,000
21112050	52215241	Staff Development	16,565	(780)		15,785
Total 72210			31,065	8,000	(8,000)	31,065
Total Opportunity Zone Learning Community			31,065	8,000	(8,000)	31,065
21112060	52211961	In-service Stipends	29,591			29,591
21112060	52212011	Social Security	1,834			1,834
21112060	52212041	State Retirement	3,146			3,146
21112060	52212121	Medicare	429			429
Total 72210			35,000	-	-	35,000
Total Human Resources			35,000	-	-	35,000
Total School Support, Salary Set Aside			1,678,919	31,934	(34,087)	1,676,766

PRIVATE SCHOOLS**PRIVATE SCHOOLS****Avondale SDA**

21113505	52215241	Staff Development	2,900		2,900
Total 72210			2,900	-	2,900

Brainerd Baptist

21113515	52215241	Staff Development	8,719		8,719
Total 72210			8,719	-	8,719

Hickory Valley Christian

21113535	52213081	Consultants	100		100
21113535	52214999	Supplies for Staff Development	50		50
21113535	52215241	Staff Development	4,501		4,501
Total 72210			4,651	-	4,651

Notre Dame

21113565	52213081	Consultants	5,000		5,000
21113565	52215241	Staff Development	25,280		25,280
Total 72210			30,280	-	30,280

Our Lady of Perpetual Help

21113575	52213081	Consultants	12,000		12,000
21113575	52214999	Supplies for Staff Development	872		872
21113575	52215241	Staff Development	9,906		9,906
Total 72210			22,778	-	22,778

Saint Jude

21113585	52213081	Consultants	13,562		13,562
21113585	52214999	Supplies for Staff Development	1,648		1,648
21113585	52215241	Staff Development	13,560		13,560
Total 72210			28,770	-	28,770

Silverdale Baptist Academy

21113715	52213081	Consultants	11,000		11,000
21113715	52214999	Supplies for Staff Development	4,039		4,039
21113715	52215241	Staff Development	14,484		14,484
Total 72210			29,523	-	29,523

Bright School

21113735	52213081	Consultants	8,315		8,315
Total 72210			8,315	-	8,315

Boyd Buchanan

21113825	52215241	Staff Development	30,197		30,197
Total 72210			30,197	-	30,197

Spalding Elementary

21113765	52215241	Staff Development	23,227		23,227
Total 72210			23,227	-	23,227

Grace Baptist

21113785	52215241	Staff Development	16,164		16,164
Total 72210			16,164	-	16,164

Belvoir Christian Academy

21113805	52213081	Consultant	5,267		5,267
Total 72210			5,267	-	5,267

Annoor Academy

21113835	52214999	Supplies for Staff Development	577		577
21113835	52215241	Staff Development	1,260		1,260
Total 72210			1,837	-	1,837

Collegedale SDA

21113845	52215241	Staff Development	22,264		22,264
Total 72210			22,264	-	22,264

Collegedale Adventist Middle

21113865	52215241	Staff Development	6,288		6,288
Total 72210			6,288	-	6,288

Skyuka Hall

21113945	52213081	Consultants	2,000		2,000
21113945	52214999	Supplies for Staff Development	500		500
21113945	52215241	Staff Development	581		581
Total 72210			3,081	-	3,081

Berean Academy

21113925	52213081	Consultants	1,000		1,000
21113925	52214999	Supplies for Staff Development	1,754		1,754
21113925	52215241	Staff Development	11,145		11,145
Total 72210			13,899	-	13,899

Total Private Schools

258,160	-	-	258,160

CHARTER SCHOOLS**Chattanooga Preparatory School**

21113935	52214999	Supplies for Staff Development	991	991

Chattanooga Girls Leadership Academy

21115303	52215999	Other charges: Stipends PD	2,501	2,501

Ivy Academy

21115313	52215999	Other charges: Stipends PD	2,209	2,209

Chattanooga Charter School of Excellence

21115323	52214999	Supplies for Staff Development	2,931	2,931

Chattanooga Charter School of Excellence Middle

21116322	52214999	Supplies for Staff Development	1,618	1,618

Total Charter Schools

10,250	-	-	10,250

TOTAL GRANT

1,982,472	34,087	(34,087)	1,982,472

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE I, Part A: LOCAL NEGLECTED
BUDGET FISCAL YEAR 2019-2020

2020 ALLOCATION	148,390			148,390
2019 CARRYOVER	63,948			63,948
TRANSFER TO CONSOLIDATED ADMINISTRATIVE	(11,872)			(11,872)
	200,466	-	-	200,466

21400000 41427141 REVENUE 136,539 136,539

Use of Funds Summary

71100	Regular Instruction	130,323	24,212	(20,212)	134,323
72130	Other Student Support	2,600	-	(1,000)	1,600
72210	Instructional Support	63,117	-	(3,000)	60,117
99000	Indirect Costs	4,426	-	-	4,426
	Total Use of Funds	200,466	24,212	(24,212)	200,466

ORGANIZATION KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASES	DECREASES	AMENDED BUDGET 4/16/2020
<u>Parkridge Valley</u>						
21403481	51103999	Contracted Services	2,000			2,000
21403481	51104291	Instructional Supplies	30,099	6,756		36,855
21403481	51107221	Instructional Equipment	7,000		(3,756)	3,244
		Total 71100	39,099	6,756	(3,756)	42,099
21403481	52213999	Contracted Services--Transition Sp	38,631			38,631
21403481	52215241	Staff Development	7,000		(3,000)	4,000
		Total 72210	45,631	-	(3,000)	42,631
21403481	59005901	Indirect Costs (2.69 %)	2,091			2,091
		Total 99000	2,091	-	-	2,091
		Total Budget	86,821	6,756	(6,756)	86,821

Bethel Christian Academy

21403891	51103999	Other Contracted Services	16,750	17,456		34,206
21403891	51104291	Instructional Supplies	50,000			50,000
21403891	51107221	Instructional Equipment	24,474		(16,456)	8,018
		Total 71100	91,224	17,456	(16,456)	92,224
21403891	52135999	Charges-Parent Mtg expenses	2,600		(1,000)	1,600
		Total 72130	2,600	-	(1,000)	1,600
21403891	52213081	Consultants				
21403891	52215241	Staff Development	17,486			17,486
		Total 72210	17,486	-	-	17,486
21403891	59005901	Indirect Costs (2.69 %)	2,335			2,335
		Total 99000	2,335	-	-	2,335
		Total Budget	113,645	17,456	(17,456)	113,645
		Total Grant	200,466	24,212	(24,212)	200,466

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE I D, DELINQUENT
BUDGET FISCAL YEAR 2019-2020

2020 ALLOCATION			20,137			20,137
2019 CARRYOVER			3,260			3,260
TRANSFER TO CONSOLIDATED ADMINISTRATION			(1,363)			(1,363)
			22,034	-	-	22,034
21480000	41427141	REVENUE	22,034	-		22,034
ORGANIZATION KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASES	DECREASES	AMENDED BUDGET 4/16/2020
CADAS--SCHOLZE CENTER						
21483751	51103999	Contracted Services: Educational Assistant	10,000	5,193		15,193
21483751	51104291	Instructional Supplies	8,101		(3,281)	4,820
		Total 71100	18,101	5,193	(3,281)	20,013
21483751	52134999	Materials/supplies	181			181
		Total 72130	181	-	-	181
21483751	52215241	Staff Development	3,190		(1,912)	1,278
		Total 72210	3,190	-	(1,912)	1,278
21483751	59005901	Indirect Costs (2.69 %)	562	-		562
		Total 99000	562	-	-	562
		Total Budget	22,034	5,193	(5,193)	22,034

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE IV PART A, STUDENT SUPPORT AND ACADEMIC ENRICHMENTS GRANT
BUDGET FISCAL YEAR 2019-2020

TITLE IV PART A 2020 ALLOCATION			962,430			962,430
TITLE IV PART A 2019 CARRYOVER			239,167			239,167
TRANSFER TO CONSOLIDATED ADMIN			(19,248)			(19,248)
TOTAL TITLE IV PART A BUDGET			1,182,349	-	-	1,182,349
SUMMARY BY FUNCTION OF CHANGES TO BUDGET:						
	71100	Regular Instruction	237,799	26,341	(20,854)	243,286
	72130	Other Student Support	63,526	20,000	-	83,526
	72210	Regular Instruction Support	836,720	50,559	(87,796)	799,483
	72710	Transportation	13,825	12,300	(550)	25,575
	99000	Indirect Costs	30,479	-	-	30,479
			1,182,349	109,200	(109,200)	1,182,349
21490000	41427147	REVENUE	1,182,349	-		1,182,349
ORGANIZATION KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	AMENDED BUDGET 3/19/2020	INCREASES	DECREASES	AMENDED BUDGET 4/16/2020
21491000	59005901	Indirect Costs (2.69%)	30,479			30,479
		Total 99000	30,479	-	-	30,479
21491000	51104291	Instructional materials	35,934			35,934
		Total 71100	35,934	-	-	35,934
21491000	52133221	Evaluation & Testing	42,870			42,870
21491000	52133999	Other Contracted Services - Char Ed	-	5,000		5,000
21491000	52134999	Other Supplies and Materials - Char Ed	20,656			20,656
21491000	52135241	Staff Development - Char Ed / Crisis	-	15,000		15,000
		Total 72130	63,526	20,000	-	83,526
21491000	52211899	Truancy Officer/Social Worker (1 FTE)	49,898			49,898
21491000	52211961	In-service Stipends - COMP (NTN)	22,795	9,292		32,087
21491000	52211961	In-service Stipends - COMP (NTA 2.0 - June 2020)	47,655			47,655
21491000	52211961	In-service Stipends - Char Ed / Crisis Response	19,391		(13,012)	6,379
21491000	52212011	Social Security	8,663		(231)	8,432
21491000	52212041	State Retirement	16,790		(395)	16,395
21491000	52212061	Life Insurance	65			65
21491000	52212071	Health Insurance	9,500			9,500
21491000	52212081	Dental Insurance	345			345
21491000	52212101	Unemployment Compensation	180			180
21491000	52212121	Medicare	2,025		(54)	1,971
21491000	52212991	Other Fringe Benefits	100			100
21491000	52213081	Consultant:COMP Training	12,000		(4,100)	7,900
21491000	52213081	Consultant:Char Ed / Crisis Response	10,000		(4,609)	5,391
21491000	52214999	Supplies--Staff Development COMP	17,038		(6,891)	10,147
21491000	52214999	Supplies--Staff Development Char Ed / Crisis Response	10,794			10,794
21491000	52215241	Staff Development	41,000		(10,000)	31,000
		Total 72210	268,239	9,292	(39,292)	238,239
21491000	52713141	Contracts with Public Carriers	10,000	10,000		20,000
		Total 72710	10,000	10,000	-	20,000
		Total 21491000	377,699	39,292	(39,292)	377,699

Fine Arts (Well Rounded)					
21492000	51101981	Substitutes	111		111
21492000	51102121	Medicare	2		2
21492000	51104291	Instructional materials	24,652	10,007	34,659
21492000	51105999	Charges: Field experiences	1,000		(1,000)
		Total 71100	25,765	10,007	(1,000)
					34,772
21492000	52211899	Curriculum Coaches - Related Arts (1 FTE)	62,900	176	63,076
21492000	52211961	In-service Stipends	10,000	2,000	12,000
21492000	52212011	Social Security	4,520	135	4,655
21492000	52212041	State Retirement	7,750	232	7,982
21492000	52212061	Life Insurance	65		65
21492000	52212071	Health Insurance	9,500		9,500
21492000	52212081	Dental Insurance	345		345
21492000	52212101	Unemployment Compensation	180		180
21492000	52212121	Medicare	1,057	32	1,089
21492000	52212991	Other Fringe Benefits	126		126
21492000	52213081	Consultant	8,500		(8,500)
21492000	52214999	Supplies--Staff Development	5,500		(3,082)
21492000	52215241	Staff Development	12,971		(2,300)
		Total 72210	123,414	2,575	(13,882)
					112,107
21492000	52713141	Contracts with Public Carriers	500	2,300	2,800
		Total 72710	500	2,300	-
					2,800
		Total Fine Arts Well Rounded	149,679	14,882	(14,882)
					149,679
Social Studies (Well Rounded)					
21493000	51101981	Substitutes	437		437
21493000	51102011	Social Security	20		20
21493000	51102121	Medicare	6		6
21493000	51104291	Instructional materials	4,321		(3,422)
		Total 71100	4,784	-	(3,422)
					1,362
21493000	52211899	Curriculum Coaches - Social Studies (1 FTE)	62,900	150	63,050
21493000	52211961	In-service Stipends	20,560	3,270	23,830
21493000	52212011	Social Security	5,176	211	5,387
21493000	52212041	State Retirement	8,872	364	9,236
21493000	52212061	Life Insurance	65		65
21493000	52212071	Health Insurance	9,500		9,500
21493000	52212081	Dental Insurance	345		345
21493000	52212101	Unemployment Compensation	180		180
21493000	52212121	Medicare	1,210	49	1,259
21493000	52212991	Other Fringe Benefits	126		126
21493000	52213081	Consultant	-	6,000	6,000
21493000	52213551	Travel/Mileage	2,500		2,500
21493000	52214999	Supplies--Staff Development	1,300	(328)	972
21493000	52215241	Staff Development	26,557		(6,294)
		Total 72210	139,291	9,716	(6,294)
					142,713
		Total Social Studies	144,075	9,716	(9,716)
					144,075
STEM (Effective Use of Technology)					
21494000	51104291	Instructional materials	23,725	7,112	30,837
21494000	51105999	Charges: Field experiences	1,000		(1,000)
		Total 71100	24,725	7,112	(1,000)
					30,837
21494000	52211899	Curriculum Coach - STEM (1 FTE)	79,576		79,576
21494000	52211961	In-service Stipends	10,000	11,337	21,337
21494000	52212011	Social Security	5,554	703	6,257
21494000	52212041	State Retirement	9,521	1,205	10,726
21494000	52212061	Life Insurance	65		65
21494000	52212071	Health Insurance	9,500		9,500
21494000	52212081	Dental Insurance	345		345
21494000	52212101	Unemployment Compensation	180		180
21494000	52212121	Medicare	1,299	164	1,463
21494000	52212991	Other Fringe Benefits	159		159
21494000	52213081	Consultant	7,500		(3,500)
21494000	52214999	Supplies--Staff Development	1,000		1,000
21494000	52215241	Staff Development	15,971		(15,471)
		Total 72210	140,670	13,409	(18,971)
					135,108
21494000	52713141	Contracts with Public Carriers	825		(550)
		Total 72710	825	-	(550)
					275
		Total STEM	166,220	20,521	(20,521)
					166,220
Innovation (Well Rounded)					
21495000	51104291	Instructional materials	27,985		(11,351)
21495000	51105999	Charges: Field experiences	1,000		(1,000)
		Total 71100	28,985	-	(12,351)
					16,634
21495000	52211899	Innovation Coordinator (1 FTE)	75,100	750	75,850
21495000	52212011	Social Security	4,657	47	4,704
21495000	52212041	State Retirement	7,984	80	8,064
21495000	52212061	Life Insurance	65		65
21495000	52212071	Health Insurance	9,500		9,500
21495000	52212081	Dental Insurance	345		345
21495000	52212101	Unemployment Compensation	180		180
21495000	52212121	Medicare	1,089	11	1,100
21495000	52212991	Other Fringe Benefits	150	2	152
21495000	52213081	Consultant	2,500		(2,500)
21495000	52214999	Supplies--Staff Development	500		(500)
21495000	52215241	Staff Development	30,971	14,461	
		Total 72210	133,041	15,351	(3,000)
					145,392
21495000	52713141	Contracts with Public Carriers	2,500		2,500
		Total 72710	2,500	-	-
					2,500
		Total Innovation	164,526	15,351	(15,351)
					164,526
		TOTAL DISTRICT	1,032,678	99,762	(99,762)
					1,032,678

PRIVATE SCHOOLS**Avondale SDA**

21493505	51103999	Contracted Services	-	195		195
21493505	51104291	Instructional materials	911		(195)	716
		Total 71100	911	195	(195)	911
		TOTAL	911	195	(195)	911

Brainerd Baptist

21493515	51104291	Instructional materials	4,090			4,090
		Total 71100	4,090	-	-	4,090
		TOTAL	4,090	-	-	4,090

Notre Dame

21493565	51103999	Contracted Services	11,902			11,902
		Total 71100	11,902	-	-	11,902
		TOTAL	11,902	-	-	11,902

Saint Jude

21493585	51104291	Instructional materials	9,515		(216)	9,299
		Total 71100	9,515	-	(216)	9,299
21493585	52215241	Staff Development	1,662	216		1,878
		Total 72210	1,662	216	-	1,878
		TOTAL	11,177	216	(216)	11,177

Silverdale Baptist

21493715	51105999	Other charges: field experiences	5,505			5,505
21493715	51107221	Instructional Equipment	1,731			1,731
		Total 71100	7,236	-	-	7,236
21493715	52215241	Staff Development	11,680			11,680
		Total 72210	11,680	-	-	11,680
		TOTAL	18,916	-	-	18,916

Collegedale Academy - Elementary (Spalding Elementary)

21493765	51104291	Instructional materials	5,140			5,140
		Total 71100	5,140	-	-	5,140
		TOTAL	5,140	-	-	5,140

Grace Baptist

21493785	51104291	Instructional materials	9,353			9,353
		Total 71100	9,353	-	-	9,353
		TOTAL	9,353	-	-	9,353

Annoor Academy

21493835	51104291	Instructional materials	1,097			1,097
		Total 71100	1,097	-	-	1,097
		TOTAL	1,097	-	-	1,097

Collegedale Academy					
21493845	51104291	Instructional Materials	-	6,357	6,357
		Total 71100	-	6,357	6,357
21493845	52214999	Other Materials and Supplies: Staff Development	6,357	(6,357)	-
		Total 72210	6,357	(6,357)	-
		TOTAL	6,357	6,357	(6,357)
Collegedale Adventist Middle					
21493865	51104291	Instructional materials	1,137		1,137
21493865	51107221	Instructional Equipment	2,080		2,080
		Total 71100	3,217	-	3,217
		TOTAL	3,217	-	3,217
Belvoir Christian Academy					
21493805	51104291	Instructional materials	3,202		3,202
		Total 71100	3,202	-	3,202
		TOTAL	3,202	-	3,202
Boyd-Buchanan					
21493825	51104291	Instructional materials	18,453		18,453
		Total 71100	18,453	-	18,453
		TOTAL	18,453	-	18,453
Bright School					
21493735	51103999	Other Charges	4,760		4,760
		Total 71100	4,760	-	4,760
21493735	52213081	Consultant	299		299
		Total 72210	299	-	299
		TOTAL	5,059	-	5,059
Hickory Valley Christian School					
21493535	52213081	Consultants	299		299
21493535	52214999	Other Materials and Supplies: Staff Development	100		100
21493535	52215241	Staff Development	1,052		1,052
		Total 72210	1,451	-	1,451
		TOTAL	1,451	-	1,451
OLPH					
21493575	51105999	Charges: Field experiences	2,863		2,863
		Total 71100	2,863	-	2,863
21493575	52215241	Staff Development	2,000		2,000
		Total 72210	2,000	-	2,000
		TOTAL	4,863	-	4,863
Skyuka Hall					
21493945	52214999	Other Materials and Supplies: Staff Development	383		383
21493945	52215241	Staff Development	1,500		1,500
		Total 72210	1,883	-	1,883
		TOTAL	1,883	-	1,883
		Total Private Schools	107,071	6,768	(6,768)

CHARTER SCHOOLS**Chattanooga Preparatory School**

21493935	51104291	Instructional materials	-	2,670		2,670
21493935	51105999	Other charges - Field Experience Admissions	2,670		(2,670)	-

Chattanooga Girls Leadership Academy

21495303	52215999	Other Charges - Stipends	6,733			6,733

Ivy Academy

21495313	51105999	Other charges - Extended Contracts	5,948			5,948

Chattanooga Charter School of Excellence

21495323	51104291	Instructional materials	7,891			7,891
21495323	51107221	Instructional Equipment	7,500			7,500

Chattanooga Charter School of Excellence Middle

21496322	51104291	Instructional materials	4,358			4,358
21496322	51107221	Instructional Equipment	7,500			7,500

Total Charter Schools	42,600	2,670	(2,670)	42,600

TOTAL GRANT	1,182,349	109,200	(109,200)	1,182,349

HAMILTON COUNTY DEPARTMENT OF EDUCATION
 FEDERAL PROGRAMS
 21st CENTURY COMMUNITY LEARNING CENTERS COHORT 2019 (Year 1)
 BUDGET FISCAL YEAR 2019-2020

SOURCE OF FUNDS SUMMARY

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	BUDGET AMENDMENT 1/16/2020	INCREASE	(DECREASE)	BUDGET AMENDMENT 4/16/2020
21810000	41427147	Federal Through State	653,154			653,154

USE OF FUNDS SUMMARY

	73300	Community Services	639,213	5,064	(4,931)	639,346
	99100	Indirect Cost	13,941	-	(133)	13,808
		Total Award	653,154	5,064	(5,064)	653,154

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	BUDGET AMENDMENT 1/16/2020	INCREASE	(DECREASE)	BUDGET AMENDMENT 4/16/2020
<u>Chattanooga Preparatory School</u>						
21813935	53303999	Contracted Services	20,282			20,282
21813935	53304291	Instructional Supplies & Materials	11,419			11,419
21813935	53305241	In Service/Staff Development	1,400			1,400
21813935	53305999	Other Charges - Salaries & Benefits	50,643			50,643
		Total 73300 - Community Services	83,744	-	-	83,744
21813935	59005901	Indirect Costs	1,707			1,707
		Total 99100 - Indirect Cost	1,707	-	-	1,707
		Total Chattanooga Preparatory School	85,451	-	-	85,451

Tyner Academy

21815163	53301161	Teacher	84,405			84,405
21815163	53302011	Social Security	5,233			5,233
21815163	53302041	State Retirement	8,973			8,973
21815163	53302121	Medicare	1,224			1,224
21815163	53303551	Travel	138			138
21815163	53303999	Contracted Services	23,638			23,638
21815163	53304999	Other Supplies	3,935			3,935
21815163	53305241	In Service/Staff Development	1,180			1,180
21815163	53305999	Other Charges	1,574			1,574
		Total 73300 - Community Services	130,300	-	-	130,300
21815163	59005901	Indirect Costs	2,869			2,869
		Total 99100 - Indirect Cost	2,869	-	-	2,869
		Total Tyner Academy	133,169	-	-	133,169

Chattanooga Girls Leadership Academy

21815303	53303999	Contracted Services	34,099	5,064		39,163
21815303	53304291	Instructional Supplies & Materials	1,000			1,000
21815303	53305241	In Service/Staff Development	2,200		(1,000)	1,200
21815303	53305999	Other Charges - Salaries & Benefits	70,965		(3,931)	67,034
		Total 73300 - Community Services	108,264	5,064	(4,931)	108,397
21815303	59005901	Indirect Costs	1,995		(133)	1,862
		Total 99100 - Indirect Cost	1,995	-	(133)	1,862
		Total Chattanooga Girls Leadership Acad	110,259	5,064	(5,064)	110,259

East Lake Academy

21816142	53301161	Teacher	27,993			27,993
21816142	53301899	Other Salaries	15,296			15,296
21816142	53302011	Social Security	2,684			2,684
21816142	53302041	State Retirement	5,267			5,267
21816142	53302121	Medicare	628			628
21816142	53303999	Contracted Services	16,177			16,177
21816142	53304291	Instructional Supplies & Materials	3,325			3,325
21816142	53304999	Other Supplies	1,000			1,000
21816142	53305241	In Service/Staff Development	375			375
21816142	53305999	Other Charges	1,932			1,932
Total 73300 - Community Services			74,677	-	-	74,677
21816142	59005901	Indirect Costs	1,574			1,574
Total 99100 - Indirect Cost			1,574	-	-	1,574
Total East Lake Academy			76,251	-	-	76,251

East Ridge Elementary

21817071	53301161	Teacher	90,490			90,490
21817071	53301899	Other Salaries	11,579			11,579
21817071	53302011	Social Security	6,328			6,328
21817071	53302041	State Retirement	11,354			11,354
21817071	53302121	Medicare	1,480			1,480
21817071	53303551	Travel	138			138
21817071	53303999	Contracted Services	13,252			13,252
21817071	53304999	Other Supplies	3,939			3,939
21817071	53305241	In Service/Staff Development	1,182			1,182
21817071	53305999	Other Charges	1,575			1,575
Total 73300 - Community Services			141,317	-	-	141,317
21817071	59005901	Indirect Costs	3,445			3,445
Total 99100 - Indirect Cost			3,445	-	-	3,445
Total East Ridge Elementary			144,762	-	-	144,762

Bess T. Shepherd Elementary

21817491	53301161	Teacher	57,457			57,457
21817491	53301899	Other Salaries	4,800			4,800
21817491	53302011	Social Security	3,859			3,859
21817491	53302041	State Retirement	6,826			6,826
21817491	53302121	Medicare	903			903
21817491	53303999	Contracted Services	13,515			13,515
21817491	53304999	Other Supplies	11,749			11,749
21817491	53305241	In Service/Staff Development	120			120
21817491	53305999	Other Charges	1,682			1,682
Total 73300 - Community Services			100,911	-	-	100,911
21817491	59005901	Indirect Costs	2,351			2,351
Total 99100 - Indirect Cost			2,351	-	-	2,351
Total Bess T. Shepherd Elementary			103,262	-	-	103,262
TOTAL BUDGET			653,154	5,064	(5,064)	653,154

HAMILTON COUNTY DEPT OF EDUCATION
STATE PROGRAMS
HIGH OPPORTUNITY LITERACY GRANT
BUDGET FISCAL YEAR 2019-2020

FY20 Allocation 874,562

SUMMARY BY FUNCTION OF CHANGES TO BUDGET:

71100	Regular Instruction	317,799
72210	Regular Instruction Support	533,855
99000	Indirect Costs	22,908
		<u>874,562</u>

12050000	40006990	Other State Revenue	\$	874,562

ORGANIZATION KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	FY2020 BUDGET 04/16/2020

Clifton Hills Elementary

12057311	51104291	Instructional Supplies	100,000
		Total 71100	<u>100,000</u>
12057311	52211961	In-service Stipends	14,400
12057311	52212011	Social Security	893
12057311	52212041	Retirement	1,531
12057311	52212121	Medicare	209
12057311	52213081	Consultants	50,000
12057311	52215241	Staff Development	25,000
		Total 72210	<u>92,033</u>
12057311	59005901	Indirect Costs (2.69 %)	5,165
		Total 99000	<u>5,165</u>
		TOTAL	<u>197,198</u>

Donaldson Elementary

12057321	51103999	Contracted Services	21,000
12057321	51104291	Instructional Supplies	37,075
		Total 71100	<u>58,075</u>
12057321	52211961	In-service Stipends	27,040
12057321	52212011	Social Security	1,677
12057321	52212041	Retirement	2,874
12057321	52212121	Medicare	392
12057321	52213081	Consultant	85,300
		Total 72210	<u>117,283</u>
12057321	59005901	Indirect Costs (2.69 %)	4,717
		Total 99000	<u>4,717</u>
		TOTAL	<u>180,075</u>

Hardy Elementary

12057411	51103999	Contracted Services	12,000
12057411	51104291	Instructional Supplies	20,670
		Total 71100	<u>32,670</u>
12057411	52211961	In-service Stipends	9,510
12057411	52212011	Social Security	590
12057411	52212041	Retirement	1,011

12057411	52212121	Medicare	138
12057411	52213081	Consultants	102,000
12057411	52215241	Staff Development	8,000
		Total 72210	121,249
12057411	59005901	Indirect Costs (2.69 %)	4,140
		Total 99000	4,140
		TOTAL	158,059

Orchard Knob Elementary

12057471	51104291	Instructional Supplies	26,258
		Total 71100	26,258
12057471	52211961	In-service Stipends	45,760
12057471	52212011	Social Security	2,837
12057471	52212041	Retirement	4,864
12057471	52212121	Medicare	664
12057471	52213081	Consultants	51,200
12057471	52214999	Other Supplies (staff development)	4,000
		Total 72210	109,325
12057471	59005901	Indirect Costs (2.69 %)	3,647
		Total 99000	3,647
		TOTAL	139,230

Woodmore Elementary

12057501	51104291	Instructional Supplies	100,796
		Total 71100	100,796
12057501	52211961	In-service Stipends	10,200
12057501	52212011	Social Security	633
12057501	52212041	Retirement	1,084
12057501	52212121	Medicare	148
12057501	52213081	Consultants	81,900
		Total 72210	93,965
12057501	59005901	Indirect Costs (2.69 %)	5,239
		Total 99000	5,239
		TOTAL	200,000
		TOTAL GRANT	874,562

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
STATE PROGRAMS
COORDINATED SCHOOL HEALTH
BUDGET FISCAL YEAR 2019-2020**

SOURCE OF FUNDS SUMMARY

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	BUDGET AMENDMENT 3/19/2020	INCREASE	(DECREASE)	BUDGET AMENDMENT 4/16/2020
12760000	41426990	Other State Revenue	180,000			180,000

USE OF FUNDS SUMMARY

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	BUDGET AMENDMENT 3/19/2020	INCREASE	(DECREASE)	BUDGET AMENDMENT 4/16/2020
12760000	52121053	Coordinator Health Services	56,790	1,158		57,948
12760000	52121404	Salary Bonus	250		(250)	-
12760000	52121611	Secretary-Health	10,738		(550)	10,188
12760000	52121621	Clerical Personnel	19,457		(2,396)	17,061
12760000	52122011	Social Security	5,409		(758)	4,651
12760000	52122041	State Retirement	8,331	187		8,518
12760000	52122061	Life Insurance	65			65
12760000	52122071	Medical Insurance - PPO	9,500			9,500
12760000	52122081	Dental Insurance	345			345
12760000	52122101	Unemployment Compensation	180			180
12760000	52122121	Employer Medicare	1,265		(30)	1,235
12760000	52122991	Long Term Disability	109	7		116
12760000	52123071	Telephone	500		(250)	250
12760000	52123081	Consultants	9,214			9,214
12760000	52123551	Travel	6,000			6,000
12760000	52124999	Other Supplies & Materials	18,847	2,734		21,581
12760000	52125241	Staff Development	8,000		(255)	7,745
12760000	52127351	Equipment - Health	25,000	403		25,403
		Total 72120 - Health Services	180,000	4,489	(4,489)	180,000
		Total Budget	180,000	4,489	(4,489)	180,000

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
SELF-FUNDED PROGRAMS
BIBLE HISTORY TEACHERS
BUDGET FISCAL YEAR 2019-2020**

SOURCE OF FUNDS

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
34020000	41434570	Contributions & Gifts	1,650,975	10,920		1,661,895

USE OF FUNDS

71100	Regular Instruction	1,631,155	40,451	(30,031)	1,641,575
72210	Instructional Support	19,820	500	-	20,320
	Total Use of Funds	1,650,975	40,951	(30,031)	1,661,895

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
34020000	51101161	Reg Ed Teacher	71,469	632		72,101
34020000	51102011	Social Security	4,431	39		4,470
34020000	51102041	State Retirement	7,597			7,597
34020000	51102061	Life Insurance	65			65
34020000	51102071	Medical Insurance	9,500			9,500
34020000	51102081	Dental Insurance	345			345
34020000	51102101	Unemployment Comp	180			180
34020000	51102121	Medicare	1,036	10		1,046
34020000	51102991	Other Fringe Benefits	143	1		144
		Sub-Total System Wide - 71100	94,766	682	-	95,448
34020000	52211961	In Service/Stipends	10,415			10,415
34020000	52212011	Social Security	646			646
34020000	52212041	State Retirement	1,108			1,108
34020000	52212121	Employer Medicare	151			151
34020000	52214999	Other Supplies and Materials	500			500
34020000	52213552	Travel-Mileage	7,000	500		7,500
		Sub-Total System Wide - 72210	19,820	500	-	20,320
34025013	51101161	Reg Ed Teacher	34,740	392		35,132
34025013	51102011	Social Security	2,154	24		2,178
34025013	51102041	State Retirement	3,692			3,692
34025013	51102061	Life Insurance	33			33
34025013	51102071	Medical Insurance	4,750			4,750
34025013	51102081	Dental Insurance	172			172
34025013	51102101	Unemployment Comp	90			90
34025013	51102121	Medicare	504	6		510
34025013	51102991	Other Fringe Benefits	69	1		70
		Sub-Total Salaries & Benefits-Central High	46,204	423	-	46,627
34025043	51101161	Reg Ed Teacher	47,815	400		48,215
34025043	51102011	Social Security	2,965	24		2,989
34025043	51102041	State Retirement	5,082			5,082
34025043	51102061	Life Insurance	65			65
34025043	51102071	Medical Insurance	9,500			9,500
34025043	51102081	Dental Insurance	345			345
34025043	51102101	Unemployment Comp	180			180
34025043	51102121	Medicare	693	6		699
34025043	51102991	Other Fringe Benefits	96			96
		Sub-Total Salaries & Benefits-Ooltewah High	66,741	430	-	67,171

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
34025053	51101161	Reg Ed Teacher	-	21,150		21,150
34025053	51102011	Social Security	-	1,312		1,312
34025053	51102041	State Retirement	-	1,905		1,905
34025053	51102061	Life Insurance	-	33		33
34025053	51102071	Medical Insurance	-	4,750		4,750
34025053	51102081	Dental Insurance	-	173		173
34025053	51102101	Unemployment Comp	-	90		90
34025053	51102121	Medicare	-	307		307
34025053	51102991	Other Fringe Benefits	-	43		43
		Sub-Total Salaries & Benefits-Red Bank High	-	29,763	-	29,763
34025063	51101161	Reg Ed Teacher	46,695	390		47,085
34025063	51102011	Social Security	2,895	24		2,919
34025063	51102041	State Retirement	4,964			4,964
34025063	51102061	Life Insurance	65			65
34025063	51102071	Medical Insurance	9,500			9,500
34025063	51102081	Dental Insurance	345			345
34025063	51102101	Unemployment Comp	180			180
34025063	51102121	Medicare	677	6		683
34025063	51102991	Other Fringe Benefits	93	1		94
		Sub-Total Salaries & Benefits-Sale Creek School	65,414	421	-	65,835
34025083	51101161	Reg Ed Teacher	46,695	390		47,085
34025083	51102011	Social Security	2,895	24		2,919
34025083	51102041	State Retirement	4,964			4,964
34025083	51102061	Life Insurance	65			65
34025083	51102071	Medical Insurance	9,500			9,500
34025083	51102081	Dental Insurance	345			345
34025083	51102101	Unemployment Comp	180			180
34025083	51102121	Medicare	677	6		683
34025083	51102991	Other Fringe Benefits	93	1		94
		Sub-Total Salaries & Benefits-Soddy-Daisy High	65,414	421	-	65,835
34025103	51101161	Reg Ed Teacher	60,141	507		60,648
34025103	51102011	Social Security	3,729	31		3,760
34025103	51102041	State Retirement	6,393			6,393
34025103	51102061	Life Insurance	65			65
34025103	51102071	Medical Insurance	9,500			9,500
34025103	51102081	Dental Insurance	345			345
34025103	51102101	Unemployment Comp	180			180
34025103	51102121	Medicare	872	7		879
34025103	51102991	Other Fringe Benefits	120	1		121
		Sub-Total Salaries & Benefits-Brainerd High	81,345	546	-	81,891
34025133	51101161	Reg Ed Teacher	54,538	458		54,996
34025133	51102011	Social Security	3,381	29		3,410
34025133	51102041	State Retirement	5,798			5,798
34025133	51102061	Life Insurance	65			65
34025133	51102071	Medical Insurance	9,500			9,500
34025133	51102081	Dental Insurance	345			345
34025133	51102101	Unemployment Comp	180			180
34025133	51102121	Medicare	791	7		798
34025133	51102991	Other Fringe Benefits	109	1		110
		Sub-Total Salaries & Benefits-Hixson High	74,707	495	-	75,202

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
34025143	51101161	Reg Ed Teacher	64,626	546		65,172
34025143	51102011	Social Security	4,007	34		4,041
34025143	51102041	State Retirement	6,870	58		6,928
34025143	51102061	Life Insurance	65			65
34025143	51102071	Medical Insurance	9,500			9,500
34025143	51102081	Dental Insurance	345			345
34025143	51102101	Unemployment Comp	180			180
34025143	51102121	Medicare	937	8		945
34025143	51102991	Other Fringe Benefits	129	1		130
		Sub-Total Salaries & Benefits-HSAT	86,659	647	-	87,306
34025153	51101161	Reg Ed Teacher	41,950		(20,800)	21,150
34025153	51102011	Social Security	2,601		(1,289)	1,312
34025153	51102041	State Retirement	4,459		(2,554)	1,905
34025153	51102061	Life Insurance	65		(33)	32
34025153	51102071	Medical Insurance	9,500		(4,750)	4,750
34025153	51102081	Dental Insurance	345		(173)	172
34025153	51102101	Unemployment Comp	180		(90)	90
34025153	51102121	Medicare	608		(301)	307
34025153	51102991	Other Fringe Benefits	84		(41)	43
		Sub-Total Salaries & Benefits-Lookout Valley MH	59,792	-	(30,031)	29,761
34025163	51101161	Reg Ed Teacher	62,382	526		62,908
34025163	51102011	Social Security	3,867	33		3,900
34025163	51102041	State Retirement	6,631	56		6,687
34025163	51102061	Life Insurance	65			65
34025163	51102071	Medical Insurance	9,500			9,500
34025163	51102081	Dental Insurance	345			345
34025163	51102101	Unemployment Comp	180			180
34025163	51102121	Medicare	905	7		912
34025163	51102991	Other Fringe Benefits	125	1		126
		Sub-Total Salaries & Benefits-Tyner High	84,000	623	-	84,623
34025183	51101161	Reg Ed Teacher	40,858	342		41,200
34025183	51102011	Social Security	2,533	21		2,554
34025183	51102041	State Retirement	4,343			4,343
34025183	51102061	Life Insurance	57			57
34025183	51102071	Medical Insurance	8,313			8,313
34025183	51102081	Dental Insurance	302			302
34025183	51102101	Unemployment Comp	158			158
34025183	51102121	Medicare	592	5		597
34025183	51102991	Other Fringe Benefits	82			82
		Sub-Total Salaries & Benefits-Signal Mtn.	57,238	368	-	57,606
34025203	51101161	Reg Ed Teacher	56,779	145		56,924
34025203	51102011	Social Security	3,520	9		3,529
34025203	51102041	State Retirement	6,036	15		6,051
34025203	51102061	Life Insurance	65			65
34025203	51102071	Medical Insurance	9,500			9,500
34025203	51102081	Dental Insurance	345			345
34025203	51102101	Unemployment Comp	180			180
34025203	51102121	Medicare	823	2		825
34025203	51102991	Other Fringe Benefits	114			114
		Sub-Total Salaries & Benefits-East Hamilton	77,362	171	-	77,533

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
34026022	51101161	Reg Ed Teacher	51,177	429		51,606
34026022	51102011	Social Security	3,173	27		3,200
34026022	51102041	State Retirement	5,440	46		5,486
34026022	51102061	Life Insurance	65			65
34026022	51102071	Medical Insurance	9,500			9,500
34026022	51102081	Dental Insurance	345			345
34026022	51102101	Unemployment Comp	180			180
34026022	51102121	Medicare	742	6		748
34026022	51102991	Other Fringe Benefits	103			103
		Sub-Total Salaries & Benefits-Brown Middle	70,725	508	-	71,233
34026032	51101161	Reg Ed Teacher	60,141	507		60,648
34026032	51102011	Social Security	3,729	31		3,760
34026032	51102041	State Retirement	6,393	54		6,447
34026032	51102061	Life Insurance	65			65
34026032	51102071	Medical Insurance	9,500			9,500
34026032	51102081	Dental Insurance	345			345
34026032	51102101	Unemployment Comp	180			180
34026032	51102121	Medicare	872	7		879
34026032	51102991	Other Fringe Benefits	120	1		121
		Sub-Total Salaries & Benefits-East Ridge Middle	81,345	600	-	81,945
34026042	51101161	Reg Ed Teacher	67,611	571		68,182
34026042	51102011	Social Security	4,192	35		4,227
34026042	51102041	State Retirement	7,187	61		7,248
34026042	51102061	Life Insurance	65			65
34026042	51102071	Medical Insurance	9,500			9,500
34026042	51102081	Dental Insurance	345			345
34026042	51102101	Unemployment Comp	180			180
34026042	51102121	Medicare	981	8		989
34026042	51102991	Other Fringe Benefits	135	1		136
		Sub-Total Salaries & Benefits-Ooltewah Middle	90,196	676	-	90,872
34026052	51101161	Reg Ed Teacher	47,815	400		48,215
34026052	51102011	Social Security	2,964	25		2,989
34026052	51102041	State Retirement	5,083			5,083
34026052	51102061	Life Insurance	65			65
34026052	51102071	Medical Insurance	9,500			9,500
34026052	51102081	Dental Insurance	345			345
34026052	51102101	Unemployment Comp	180			180
34026052	51102121	Medicare	693	6		699
34026052	51102991	Other Fringe Benefits	96			96
		Sub-Total Salaries & Benefits-Red Bank Middle	66,741	431	-	67,172
34026072	51101161	Reg Ed Teacher	53,418	449		53,867
34026072	51102011	Social Security	3,312	28		3,340
34026072	51102041	State Retirement	5,678	48		5,726
34026072	51102061	Life Insurance	65			65
34026072	51102071	Medical Insurance	9,500			9,500
34026072	51102081	Dental Insurance	345			345
34026072	51102101	Unemployment Comp	180			180
34026072	51102121	Medicare	775	6		781
34026072	51102991	Other Fringe Benefits	107	1		108
		Sub-Total Salaries & Benefits-Soddy Daisy Middle	73,380	532	-	73,912

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 10/17/2019	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
34026082	51101161	Reg Ed Teacher	65,372	552		65,924
34026082	51102011	Social Security	4,053	34		4,087
34026082	51102041	State Retirement	6,949	59		7,008
34026082	51102061	Life Insurance	65			65
34026082	51102071	Medical Insurance	9,500			9,500
34026082	51102081	Dental Insurance	345			345
34026082	51102101	Unemployment Comp	180			180
34026082	51102121	Medicare	948	8		956
34026082	51102991	Other Fringe Benefits	131	1		132
		Sub-Total Salaries & Benefits-Hunter Middle	87,543	654	-	88,197
34026092	51101161	Reg Ed Teacher	66,491	562		67,053
34026092	51102011	Social Security	4,123	34		4,157
34026092	51102041	State Retirement	7,068	60		7,128
34026092	51102061	Life Insurance	65			65
34026092	51102071	Medical Insurance	9,500			9,500
34026092	51102081	Dental Insurance	345			345
34026092	51102101	Unemployment Comp	180			180
34026092	51102121	Medicare	964	8		972
34026092	51102991	Other Fringe Benefits	133	1		134
		Sub-Total Salaries & Benefits-Loftis Middle	88,869	665	-	89,534
34026142	51101161	Reg Ed Teacher	60,141	507		60,648
34026142	51102011	Social Security	3,729	31		3,760
34026142	51102041	State Retirement	6,393			6,393
34026142	51102061	Life Insurance	65			65
34026142	51102071	Medical Insurance	9,500			9,500
34026142	51102081	Dental Insurance	345			345
34026142	51102101	Unemployment Comp	180			180
34026142	51102121	Medicare	872	7		879
34026142	51102991	Other Fringe Benefits	120	1		121
		Sub-Total Salaries & Benefits-East Lake Academy	81,345	546	-	81,891
34026152	51101161	Reg Ed Teacher	52,297	439		52,736
34026152	51102011	Social Security	3,242	28		3,270
34026152	51102041	State Retirement	5,559			5,559
34026152	51102061	Life Insurance	65			65
34026152	51102071	Medical Insurance	9,500			9,500
34026152	51102081	Dental Insurance	345			345
34026152	51102101	Unemployment Comp	180			180
34026152	51102121	Medicare	758	7		765
34026152	51102991	Other Fringe Benefits	105			105
		Sub-Total Salaries & Benefits-Hixson Middle	72,051	474	-	72,525
34026162	51101161	Reg Ed Teacher	41,550	346		41,896
34026162	51102011	Social Security	2,576	22		2,598
34026162	51102041	State Retirement	4,417			4,417
34026162	51102061	Life Insurance	65			65
34026162	51102071	Medical Insurance	9,500			9,500
34026162	51102081	Dental Insurance	345			345
34026162	51102101	Unemployment Comp	180			180
34026162	51102121	Medicare	602	6		608
34026162	51102991	Other Fringe Benefits	83	1		84
		Sub-Total Salaries & Benefits-Orchard Knob Middle	59,318	375	-	59,693
		TOTAL BUDGET	1,650,975	40,951	(30,031)	1,661,895

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
SELF-FUNDED PROGRAMS
DEVELOPMENTAL LEARNING PROGRAM
BUDGET FISCAL YEAR 2019-2020**

SOURCE OF FUNDS

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	FY2020 BUDGET		AMENDED BUDGET
			10/17/2019	INCREASE (DECREASE)	4/16/2020
34410000	43303990	Other Charges for Services	47,084		47,084

USE OF FUNDS

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	FY2020 BUDGET		AMENDED BUDGET
			10/17/2019	INCREASE (DECREASE)	4/16/2020
34410000	51201631	Educational Assistant	27,239		27,239
34410000	51201981	Substitute	1,911	(1,911)	-
34410000	51202011	Social Security	1,808		1,808
34410000	51202041	State Retirement	3,508		3,508
34410000	51202061	Life Insurance	65		65
34410000	51202071	Health Insurance	9,500		9,500
34410000	51202081	Dental Insurance	345		345
34410000	51202101	Unemployment Compensation	180		180
34410000	51202121	Employer Medicare	423		423
34410000	51202991	Long Term Disability	47		47
34410000	51204291	Instructional Supplies	2,058		2,058
34410000	51207251	Equipment - Exceptional Education	-	1,911	1,911
		Total 71200 Special Education Instruction	47,084	1,911 (1,911)	47,084

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
SELF-FUNDED PROGRAMS
BENWOOD FOUNDATION
BUDGET FISCAL YEAR 2019-2020**

SOURCE OF FUNDS SUMMARY

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 2/20/2020	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
10000000	30004555	Restricted For Education	154,417			154,417
34720000	41434570	Contributions & Gifts	65,000			65,000
		Total Source of Funds	219,417			219,417

USE OF FUNDS SUMMARY

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 2/20/2020	INCREASE	(DECREASE)	AMENDED BUDGET 4/16/2020
34720000	51104291	Instructional Supplies	-	3,500		3,500
		Total 71100 - Regular Instruction Program	-	3,500	-	3,500
34720000	52211961	In Service/Stipends	12,682			12,682
34720000	52212011	Social Security	786			786
34720000	52212041	State Retirement	1,348			1,348
34720000	52212121	Employer Medicare	184			184
34720000	52214999	Other Supplies/Materials	50			50
34720000	52215241	In Service/Staff Development	750			750
34720000	52215999	Other Charges	49,200		(3,500)	45,700
		Total 72210 - Regular Instruction Support	65,000	-	(3,500)	61,500
		Total Budget - Innovation Cohorts	65,000	3,500	(3,500)	65,000
34725143	51104291	Instructional Supplies	5,700			5,700
		Total 71100 - Regular Instruction Program	5,700	-	-	5,700
34725143	52214999	Other Supplies/Materials	1,500			1,500
34725143	52215241	In Service/Staff Development	12,800			12,800
		Total 72210 - Regular Instruction Support	14,300	-	-	14,300
		Total Budget - Howard School Newcomer Center	20,000	-	-	20,000
34726102	52411041	Principal	3,728			3,728
34726102	52412011	Social Security	231			231
34726102	52412041	Retirement	396			396
34726102	52412121	Medicare	54			54
34726102	52412991	Long Term Disability	8			8
		Total 72410 - Office of the Principal	4,417	-	-	4,417
		Total Budget - Howard MS Principal	4,417	-	-	4,417
34726102	51103995	Software	299			299
34726102	51104291	Instructional Supplies	16,665			16,665
34726102	51107221	Equipment - Instructional	83,036			83,036
		Total 71100 - Regular Instruction Program	100,000	-	-	100,000
		Total Budget - Howard MS xfactor Lab	100,000	-	-	100,000
34726102	51103995	Software	400			400
34726102	51104291	Instructional Supplies	6,926			6,926
34726102	51107221	Equipment - Instructional	22,674			22,674
		Total 71100 - Regular Instruction Program	30,000	-	-	30,000
		Total Budget - Howard MS STEM Collaboratory	30,000	-	-	30,000
		TOTAL BUDGET BENWOOD	219,417	3,500	(3,500)	219,417

Note: The FY19 carryover balance is \$165,205.40 as of June 30, 2019.

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
SELF-FUNDED PROGRAMS
OCHS-OAKES AWARD PROGRAM
BUDGET FISCAL YEAR 2019-2020**

SOURCE OF FUNDS

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	FY2020 BUDGET 4/16/2020
10000000	10001807	Investments	2,250

USE OF FUNDS

ORGANIZATION KEY	OBJECT CODE	DESCRIPTION	FY2020 BUDGET 4/16/2020
34950000	51105999	Other Charges	2,250

- a. Federal Grants, State Grants, and Self-Funded Programs
- b. School Nutrition - Budget Amendment - Appropriation of Fund Balance



Memorandum

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Brent Goldberg, CPA
Chief Business Officer

Date: April 16, 2020

Re: School Nutrition - Budget Amendment - Appropriation of Fund Balance

Board approval is recommended for appropriation of fund balance restricted for school nutrition to purchase equipment and to supplement projected revenue deficiencies in the fiscal year 2020 school nutrition budget.

Appropriation of fund balance restricted for school nutrition for revenue deficiency
\$813,463

Appropriation of fund balance restricted for school nutrition to purchase equipment
\$923,313

Appropriation of fund balance restricted for school nutrition total \$1,742,776

Fund balance restricted for school nutrition totaled \$7,334,389 as of 4/1/2020 and is more than sufficient for the above uses.

School nutrition fund balance should be used for equipment purchases as needed and these purchases are typically planned to utilize fund balance.

Hamilton County Schools will attempt to recover revenue deficiencies from any sources available due to the current state of emergency.

4. Fiscal Year 2021 School Fees



Memorandum

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Brent Goldberg, CPA
Chief Business Officer

Date: April 16, 2020

Re: Fiscal Year 2021 School Fees

Board approval is required to allow schools to charge fees to students.

The attached list of fees does not include fees for general instruction or class fees for core content areas. The FY 21 budget includes general instructional funds to be allocated to schools in lieu of collecting general instruction and/or class fees from families.

The attached list of fees includes a standardized fee for parking and a standardized art, science, and technology fee.

The attached list of fees also includes fees/ranges of fees for other fees such as fees associated with performing arts, athletics, marching band, magnet programming, international baccalaureate programming, and senior fees.

Note: No significant changes in proposed fees as compared to FY 2020.

Recommendation: It is recommended that the Board approve the school fees listed on the attached schedule.

[illegible]

	General Fees			Performing Arts Fees						Debts					
	General Instruction & Core Class Fees	Art, Science, & Technology	Parking	Chorus	Band	Theatre	Dance	Music & Orchestra	Guitar & Piano	Athletics	Cheer & Dance	Marching Band	Senior Fee	Magnet Programming	International Baccalaureate
Middle Schools															
Brown Middle	\$ -	\$ 20	\$ -	\$ 15	20-45	\$ -	\$ -	\$ -	\$ -	\$35-75	\$350-600	\$ -	\$ -	\$ -	\$ -
Dalewood Middle	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ 20	\$ -	\$ -	\$ -	\$35-50	\$ 200	\$ -	\$ -	\$ -	\$ -
East Hamilton Middle	\$ -	\$ 20	\$ -	\$ 40	\$ 100	\$ -	\$ -	\$ -		\$30-200	\$ 1,506		\$ -		\$ -
East Lake Academy	\$ -	\$ 20	\$ -	\$ 10	\$ 50	\$ 20	\$ 10	\$ 10	\$ -	\$ 25	\$ 50	\$ -	\$ -	\$ -	\$ -
East Ridge Middle	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$20-50	\$ 375	\$ -	\$ -	\$ -	\$ -
Hixson Middle	\$ -	\$ 20	\$ -	\$ 30	\$10-45	\$ -	\$ -	\$20-55	\$ -	\$25-\$200	\$ 650	\$ -	\$ -	\$ -	\$ -
Howard Connect Academy	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25	\$ -	\$ -	\$ -	\$ -	\$ -
Hunter Middle	\$ -	\$ 20	\$ -	\$15-30	\$ 50	\$ -	\$ -	\$ -	\$ -	\$25-50	\$ 450	\$ -	\$ -	\$ -	\$ -
Loftis Middle	\$ -	\$ 20	\$ -	\$ 25	\$40-220	\$ -	\$ -	\$ -	\$ -	\$25-150	\$ 700	\$ -	\$ -	\$ -	\$ -
Ooltewah Middle	\$ -	\$ 20	\$ -	\$ 35	\$ 100	\$ -	\$ -	\$ -	\$ -	\$25-100	\$ 650	\$ -	\$ -	\$ -	\$ -
Orchard Knob Middle	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$30-175	\$ 200	\$ -	\$ -	\$ -	\$ -
Red Bank Middle	\$ -	\$ 20	\$ -	\$ 25	\$ 50	\$ -	\$ -	\$ -	\$ -	\$ 25	\$ 450	\$ -	\$ -	\$ -	\$ -
Soddy Daisy Middle	\$ -	\$ 20	\$ -	\$ -	\$20-60	\$ -	\$ -	\$ -	\$ 15	\$5-300	\$ 950	\$ -	\$ -	\$ -	\$ -
High Schools															
Brainerd High	\$ -	\$ 20	\$ 25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$30-350	\$ 240	\$20-400	\$ 60	\$ -	\$ -
Central High	\$ -	\$ 20	\$ 25	\$ 30	\$ 30	\$ 20	\$ -	\$ -	\$ 30	\$50-350	\$305-750	\$ 350	\$ 60	\$ -	\$ -
East Hamilton High	\$ -	\$ 20	\$ 25	\$ 60	\$ 100	\$ -	\$ -	\$ -	\$ 15	\$20-600	\$350-2387	\$ 400	\$ 25		\$ -
East Ridge High	\$ -	\$ 20	\$ 25	\$ 25	\$ -	\$ -	\$ -	\$ -	\$ -	\$30-300	\$ 900	\$ 75	\$ 25	\$ -	\$ -
Hamilton County Collegiate High	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hixson High	\$ -	\$ 20	\$ 25	\$ 20	\$ -	\$ 20	\$ -	\$40-75	\$ -	\$20-270	\$ 1,480	\$100-300	\$ 15	\$ -	\$ -
Howard School	\$ -	\$ 20	\$ 25	\$ -	\$ 125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150	\$ -	\$ -
Ooltewah High	\$ -	\$ 20	\$ 25	\$ 25	\$ 300	\$ -	\$ -	\$ -	\$ -	\$50-1500	\$500-\$1600	\$ 1,250	\$ 30	\$ -	\$291 - 900
Red Bank High	\$ -	\$ 20	\$ 25	\$ 25	\$ 20	\$ 25	\$ -	\$ 20	\$ -	\$50-200	\$ 700	\$ 380	\$ 25	\$ -	\$ -
Sequoyah High	\$ -	\$ 20	\$ 25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$10-20	\$ -	\$ -	\$ 30	\$ -	\$ -
Soddy Daisy High	\$ -	\$ 20	\$ 25	\$ 60	\$ 100	\$10-30	\$ -	\$ -	\$ -	\$25-1000	\$100-500	\$500-600	\$ 30	\$ -	\$ -
STEM School	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80	\$ 40	\$ -
Tyner Academy	\$ -	\$ 20	\$ 25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$25-300	\$ 350	\$ 300	\$ 175	\$ -	\$ -
Combo Schools															
Chattanooga Center for Creative Arts	\$ -	\$ 20	\$ 25	\$20-30	\$20-70	\$10 - 75	\$15 - 40	\$20-70	\$ 35	\$ -	\$ -	\$ -	\$ 130	\$ 50	\$ -
Chattanooga School for Arts & Sciences	\$ -	\$ 20	\$ 25	\$ 50	\$ 70	\$ 20	\$ -	\$ 70	\$ -	\$10-300	\$100-1000	\$105-600	\$ 150	\$50-600	\$ -
Chattanooga School for Liberal Arts	\$ -	\$ 20	\$ -	\$ 35	\$50-100	\$ -	\$ -	\$50-100	\$ -	\$25-100	\$ -	\$ -	\$ -	\$ 15	\$ -
Lookout Valley Middle/High	\$ -	\$ 20	\$ 25	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ -	\$25-150	\$25-125	\$30-120	\$ 25	\$ -	\$ -
Normal Park Museum Magnet	\$ -	\$ 20	\$ -	\$ -	\$ -	\$ 45	\$ -	\$ -	\$ -	\$75-85	\$ 300	\$ -	\$ -	\$ 100	\$ -
Sale Creek Middle/High	\$ -	\$ 20	\$ 25	\$ -	\$25-50	\$ -	\$ -	\$ -	\$ -	\$25-250	\$ 25	\$ 150	\$ 25	\$ -	\$ -
Signal Mountain Middle/High	\$ -	\$ 20	\$ 25	\$ 40	\$40-200	\$ 25	\$ -	\$ 25	\$ -	\$15-300	\$600-1000	\$ 500	\$ 25	\$ -	\$200-800
Washington Alternative School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

D. Chief of Staff - Dr. Nakia Towns Edwards

1. Board Policy - First and Final Reading - Keith Fogleman, Chief Talent Officer

a. Board Policy 5.304 - Extended Leaves of Absence for Certificated/Classified Personnel

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 HICKORY VALLEY ROAD
CHATTANOOGA, TENNESSEE 37421**

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Dr. Nakia Towns Edwards, Chief of Staff
Keith Fogleman, Chief Talent Officer

DATE: April 16, 2020

RE: First and Final Reading – Proposed Policy Revisions

Based on administration review of the policy related to Leave of Absence, the following recommendation has been made. Please see the attached new policy as outlined below.

No.	Policy #	Policy Title	Proposed Revisions
1	5.304	Extended Leaves of Absence for Certificated/Classified Personnel	Revised policy to provide the Superintendent capability to waive the prohibition on outside work for employees on an extended leave of absence in extraordinary circumstances.

The revision is presented for Board approval via first and final reading at the April regular session.

Hamilton County Board of Education

Monitoring:	Descriptor Term: Extended Leaves of Absence for Certificated/Classified Personnel	Descriptor Code: 5.304	Issued Date: 12/21/17
		Rescinds:	Issued: 4/16/2020

CERTIFICATED EMPLOYEES:

Any person holding a position requiring a license to teach shall be granted leave for military service, legislative service, maternity, adoption, recuperation of health, educational improvements or other sufficient reason without loss of accumulated leave credits, tenure status, or other fringe benefits, if applicable. All leaves shall be requested in writing at least thirty (30) calendar days in advance on forms provided by the director of schools. The application for leave forms shall require:

1. A description of the type of leave requested;
2. The requested dates for beginning and ending the leave; AND
3. A statement of intent to return to the position from which leave is granted.

With regard to LOA's for the recuperation of health or maternity leave, the thirty (30) calendar day notice may be waived or reduced by the director of schools upon submission of a certified statement by a physician.

If the physician is unable to provide estimated date of return, LOA will be granted for no more than eight (8) weeks. If an employee needs to extend leave beyond the eight-week leave period, the employee must formally request an extension from Human Resources no less than 30 days before the expiration of that eight-week leave period, unless the notice period is waived by the director of schools upon receipt of a certified statement by a physician. This request must be accompanied by updated documentation from a physician.

Each request for leave must be acted upon by the director of schools within fifteen (15) working days. Each applicant shall be notified in writing of the action of the director and the beginning and ending dates of the leave which is granted. All leaves, except military leave, shall be from a specific date. However, any leave may be extended by the director of schools upon written request from the teacher. Military leave shall be granted for whatever period may be required. The procedure and condition for extending a leave are the same as those used when originally requesting and granting the leave. Furthermore, if the employee seeks to extend leave, thirty (30) days' notice must be given prior to the expiration of the leave.

Positions vacated for less than twelve (12) calendar months by teachers on leave shall be filled with an interim teacher while the teacher is on leave. If the teacher returns from leave within twelve (12) calendar months, the interim teacher shall relinquish the position provided the interim teacher is no longer under contract. If the teacher returns from leave and the interim teacher's contract has not yet ended, the interim teacher shall complete the full term of the contract before the teacher who was on leave resumes performing the functions of his or her position. If the leave exceeds twelve (12) months, the teacher shall be placed in the same or a comparable position upon return. Please note that placement depends upon the teacher's licensure and position availability, as the teacher's original position is no longer guaranteed. A reasonable accommodation to extend leave may be explored for an employee who cannot return to work following twelve (12) months of leave due to a disability.

Any teacher on leave shall notify the director of schools at least thirty (30) calendar days prior to the date of return if the teacher does **not** intend to return to the position from which he/she is on leave. Failure to give such notice shall be considered breach of contract and may result in penalties up to and including suspension of a teacher's license for up to one calendar year.¹

Certificated employees on an extended leave of absence are prohibited from accepting employment elsewhere, working elsewhere while on leave, or receiving compensation for work during the leave. The Superintendent may waive the prohibition on outside work in extraordinary circumstances in order to avoid a hardship to the employee.

PAY AND BENEFITS - CERTIFIED

All leave granted in conformance with this policy shall be without pay except as may be covered by personal or sick leave in the case of maternity and recuperative leaves. Employees shall have the opportunity to continue participation, at their own expense, in group insurance plans subject to restrictions of the insuring carrier.

Employees who take leave under the provisions of the Family Medical Leave Act (FMLA) shall have the same portion of their insurance premiums paid by the Board as is paid for active employees. FMLA leave is limited to twelve (12) calendar weeks and subject to the restrictions and conditions of the Family Medical Leave Act.

CLASSIFIED EMPLOYEES:

Any person may request leave for military service, legislative service, maternity, adoption, recuperation of health, educational improvements or other sufficient reason without loss of accumulated leave credits or other fringe benefits. All leaves shall be requested in writing at least thirty (30) calendar days in advance on forms provided by the director of schools. The application for leave forms shall require:

1. A description of the type of leave requested;
2. The requested dates for beginning and ending the leave; AND
3. A statement of intent to return to the position from which leave is granted.

With regard to LOAs for the recuperation of health, the thirty (30) calendar day notice may be waived or reduced by the director of schools upon submission of a certified statement by a physician.

If the physician is unable to provide an estimated date of return, LOA will be granted for no more than eight (8) weeks. If an employee needs leave extending beyond the eight-week leave period, then the employee must formally request an extension from Human Resources no more than 30 days before the expiration of that eight-week leave period. This request must be accompanied by updated documentation from a physician.

Each request for leave must be acted upon by the director of schools within fifteen (15) working days. Each applicant shall be notified in writing of the action of the director and the beginning and ending dates of the leave which is granted. All leaves, except military leave, shall be from a specific date to a specific date. However, any leave may be extended by the director of schools upon written request from the employee. Military leave shall be granted for whatever period may be required. The procedure and condition for extending a leave are the same as those used when originally requesting and granting the leave. If the employee seeks to extend his or her leave, a minimum of thirty (30) days' notice must be given prior to the expiration of the original leave period, unless the notice period is waived by the director of schools upon receipt of a certified statement by a physician.

Unless required by law or other HCDE board policy (i.e., FMLA), the employee may or may not return to the same position depending upon business needs and job availability, as the employee's position is no longer guaranteed once FMLA (if eligible and applicable) is exhausted. While Board Policy allows for employees to take up to twelve (12) months of leave, the classified employee is **not** guaranteed a position, as the efficient operation of school and business functions must be considered. A reasonable accommodation may be explored for an employee who cannot return to work following twelve (12) months of leave due to a disability. If an employee is released to return to work and a position is no longer available, the employee is welcome to apply for future openings.

Any employee on leave shall notify the supervisor at least thirty (30) calendar days prior to the date of return if the employee does **not** intend to return to the position from which he/she is on leave. Failure to give such notice shall be considered job abandonment and the employee will be terminated.

Classified employees on an extended leave of absence (other than to student teach/internship) are prohibited from accepting employment elsewhere, working elsewhere while on leave, or receiving compensation for work during the leave.

PAY AND BENEFITS-CLASSIFIED

All leave granted in conformance with this policy shall be without pay except as may be covered by personal or sick leave in the case of maternity and recuperative leaves. Employees shall have the opportunity to continue participation, at their own expense, in group insurance plans subject to restrictions of the insuring carrier.

Employees who take leave under the provisions of the Family Medical Leave Act (FMLA) shall have the same portion of their insurance premiums paid by the Board as is paid for active employees. This leave is limited to twelve (12) calendar weeks and subject to the restrictions and conditions of the Family Medical Leave Act.

Legal References:

1.TCA 49-5-702 through TCA 49-5-709

Cross References:

Family and Medical Leave 5.305
Military Leave 5.306
Physical Assault Leave 5.307
Sabbatical Leave 5.308
Legislative Leave 5.309
Interim Employees 5.700

E. Chief Operations Officer - Dr. Justin Robertson

1. Red Bank High Field Improvements - Justin Witt

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

DATE: April 16, 2020

RE: RFP 20-49-Red Bank High Field Improvements

Bids were received by the HCDE purchasing department at 2:00 P.M. on April 2, 2020 for the Red Bank High Field Drainage Improvements. The apparent low bidder was Baseline Sports Construction in the amount of \$494,000.00.

I recommend approval.

Attachments: Bid Tabulation

Hamilton County Department of Education
 Bid Opening – April 2, 2020 – 2:00 PM.
 Bid File 20-49 Tab Sheet Red Bank High Track and Field Drainage Improvements

Bidder	Sign/ Dated Cert of Compl	Non- Collusion Affidavit	Drug Free Workplace	Iran Divestment	Addendum to Agreement	Bid Bond
Baseline Sports Construction	✓	✓	✓	✓	✓	✓

Bidder	Lump Sum
Baseline Sports Construction	494,000.00

Recommend Award of Bid To: Baseline Sports Construction

Funds To Be Provided By: Maintenance/Capital Budget

VII. Administrative Business Matters

A. Chief Schools Officer - Dr. Neelie Parker

1. **K-12 ELA Textbook Adoption of Instructional Resources

HAMILTON COUNTY DEPARTMENT OF EDUCATION

3074 Hickory Valley Road

Chattanooga, TN 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Dr. Neelie Parker, Chief Schools Officer
Teaching & Learning Department

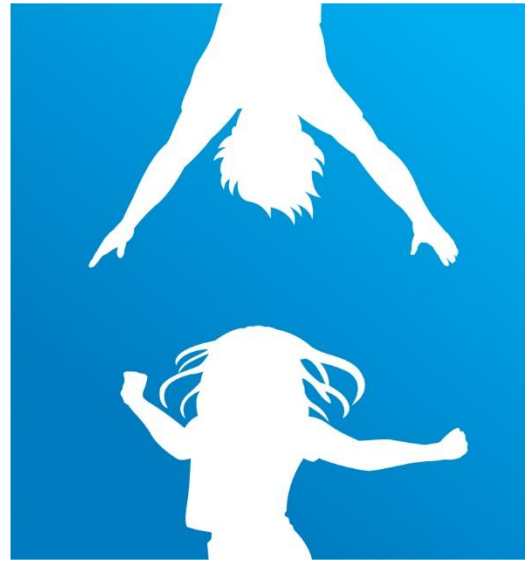
DATE: April 16, 2020

SUBJECT: K-12 ELA Textbook Adoption of Instructional Resources

The Textbook Adoption Committees worked throughout the second semester to carefully analyze and select high quality instructional materials for use in Hamilton County classrooms. They are submitting the list of instructional resources below for your approval.

We recommend the approval of these resources.

GRADE/COURSE	RECOMMENDED TEXTBOOK	ESTIMATED COST
K-12	K-5 - EL Education 6-12 - Pearson MyPerspectives	\$11,952,000 (Cost includes up to 7% shipping fees) 6-year total cost



HAMILTON
COUNTY
SCHOOLS

K-12 Literacy Adoption Background Information

2019-2020

Literacy in HCS - 2010 to Present

Last adoption cycle in TN:

- English 2010
- Language Arts 2012 (including spelling and literature)
- Reading 2013

The TN State Standards have been revised since the last adoption. The instructional shifts expected today includes:

- regular practice with complex texts and academic vocabulary
- reading and writing grounded in evidence from literary and informational text
- building background knowledge through content exposure

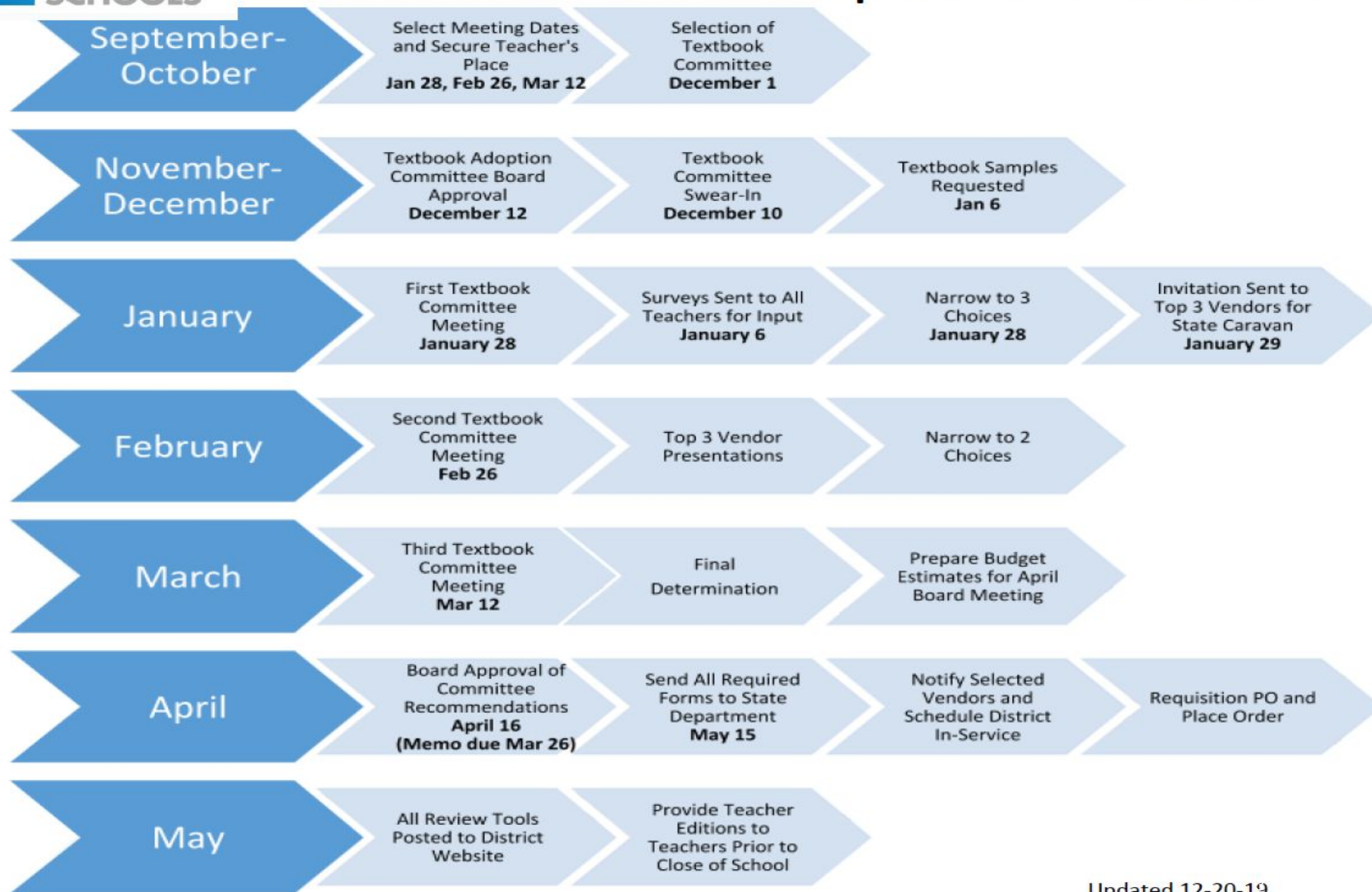
(Writing, Speaking & Listening, Reading and Language)

Adoption Timeline: Year-long Process



**HAMILTON
COUNTY
SCHOOLS**

HCS Textbook Adoption Timeline



Why a “curriculum?”

- To provide all teachers and students with equitable access to grade level resources
 - Texts at right challenge level for every student
 - Resources to develop student’s writing skills
 - Wrap-around support for all learners
- To focus our work on K-2 foundational skills and early literacy
- To reduce variability and provide consistency of support
- To align resources and professional learning to the current TN State Standards

What is a “comprehensive curriculum?”

- “One stop-shop” of resource support for all teachers
- Encompasses the full scope of support teachers will need to design and deliver instruction
- Includes organic, embedded technology opportunities
- Addresses all domains of learning (academic, social-emotional, physical, communication)
- Ensures consistency for every classroom in HCS
- Complements resources from the state

Choosing Curriculum

Every choice for our adopted curriculum includes:

- Alignment to TN State Standards (clearly articulated and visible)
- Grade Level or Above Complex Texts and Tasks
- Topic or Thematic Based Units (to build background knowledge and vocabulary)
- High Leverage Strategies for Teachers
- Instruction that does not diminish the cognitive demand of the standards for students

2020-2026

Making the Best Choice

- Adoption Committee Meetings
 - Included representation from teachers, teacher leaders, and parents across Hamilton County
 - Engaged committee in multiple feedback loops
 - Vendors modeled a lesson on a highly-assessed standard to the committee
 - Participated in site visits to other districts using the same curriculum and showing positive results
 - Used **Selection Rubrics (TDOE)** and common voting protocols

Sample Scoring Rubric

Indicator	1	2	3	4	EVIDENCE
1. Materials are well-designed and take into account effective lesson structure and pacing.					
2. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.					
3. The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).					
4. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.					
5. Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.					
6. Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.					
7. Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.					
8. Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.					
9. Materials that expect all students (including those who are below grade level) to have extensive opportunities to encounter grade level complex text.					
10. Lessons are accessible to and appropriate for all learners, including students who are English Language Learners, working below or above grade level.					
11. Materials that have questions/tasks with clear, explicit connections that are aligned to TN standards.					
12. Materials offer assessment opportunities that genuinely measure progress.					
13. Materials include explicit Phonics/foundational skills components for <u>Pre K</u> —5, including systematic opportunities for students to read complex text with fluency.					

Making the Best Choice

- Conducted teacher and leader surveys
- Considered only curriculum that covered the entire grade band (K-2, 3-5, 6-8, or 9-12) for consistency
- Reviewed current research (ex. Science of Reading, EdReports-which determines alignment and usability)

Final Considerations

Textbook committees narrowed the state approved list to top three options:

- K-2: EL Education, CKLA, McGraw-Hill (Wonders)
- 3-5: EL Education, CKLA, Great Minds (Wit and Wisdom)
- 6-8: Pearson, Amplify, Houghton Mifflin Harcourt
- 9-12: Pearson, McGraw-Hill, CollegeBoard (SpringBoard)

Recommended Curriculum K-12



K-5

6-8

9-12

EL Education



Pearson
myPerspectives

Pearson
myPerspectives



2020-2026

What are teachers saying about EL?

- *"So, despite the heftiness of the EL resources, I think it's my favorite. I absolutely love the enduring understandings/big ideas/whatever for each of the units, and I love that it uses real literature as the basis for those units."*
- *"This year my students have had conversations around texts (both fiction & non-fiction) like I've never experienced. This curriculum seamlessly integrates vocabulary, conversation protocols, research skills, and provides background knowledge which are all essential for student success and keeping students engaged in their learning....I have never seen a curriculum hit the speaking and listening standards so hard! The assessing with this curriculum is built in, ongoing and purposeful. We are able to tell quickly what parts need to be retaught or reviewed, and where to go next with our teaching."*

What are teachers saying about Pearson?

- *"I have used several lessons from the Pearson curriculum and saw great benefits within the classroom. The materials are organized and clear for students. I really enjoyed this curriculum and would love to use it next year. It provides great opportunities to extend as well as promote student choice at the end with the independent texts that are still guided and related to the topic."*
- *"I really like the way Pearson feels seamless. Lots of offerings provide bells and whistles but are often cumbersome and not user friendly. Pearson's seems different. Tons of differentiation AND seems to still allow for teacher freedom within units. Feels more like support over confinement."*

Next Steps

School board votes on adoption in April 2020:

- Upon approval, begin procurement process with vendors
- Have materials in teachers' hands before the end of May 2020
- Begin Summer 2020 professional development - virtually and/or in-person
- Deploy on-going professional development plan over a six-year implementation cycle (with a focus on teacher and leader support)

VIII. Board Matters

A. Chief of Innovation and Choice - Jill Levine

1. **Request for Approval of the Montessori Elementary Charter School

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Jill Levine, Chief of Innovation and Choice

Date: April 16, 2020

Subject: Montessori Elementary Charter Application

Please consider the application of the Montessori Elementary at Highland Park, along with the evaluation of the review committee. This application was submitted in January 15, 2020. According to state law, the board is required to take action on this application by April 30, 2020 by voting to approve or reject the application for the 2021-2022 school year.

The proposed school, if approved, will serve students in grades Pre-K through 5th grade, which, when at full capacity, is planned to serve 480 students.

The Hamilton County Schools review team includes the following members: Nakia Towns Edwards, Justin Robertson, Zac Brown, Neelie Parker, Marsha Drake, Brent Goldberg, Garfield Adams, Chris Closson, Brandon Hubbard-Heitz, Penny Murray, Shannon Moody, Kate Skonberg, Carol Swann, and Jill Levine.

Thank you for your consideration of this request.

MONTESSORI ELEMENTARY AT HIGHLAND PARK

CHARTER SCHOOL APPLICATION

SUBMITTED BY

THE YOUNG WOMAN'S LEADERSHIP ACADEMY FOUNDATION

SUBMITTED TO

THE HAMILTON COUNTY DEPARTMENT OF EDUCATION

FEBRUARY 1, 2020



MONTESSORI ELEMENTARY
HIGHLAND PARK

GENERAL INFORMATION

Name of Proposed Charter School: Montessori Elementary @ Highland Park

Projected Year of School Opening: 2021

Charter Authorizer for Proposed School: Hamilton County Department of Education

Sponsor/Sponsoring Agency: Young Women's Leadership Academy Foundation (YWLAF)

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

Model or Focus of Proposed School: Montessori

Name of **primary contact** person to serve as the contact for follow-up, interviews, and notices regarding this application.

Name of Contact Person: Dr. Elaine Swafford

Mailing Address: PO Box 3804, Chattanooga, TN 37404---

Primary Telephone: (423) 702-7230 **Alternate Telephone:** (423) 718-4229

Email Address: elaineswafford@cglonline.com

Names, current employment, and roles of all people on school design team:

Full Name	Current Job and Employer	Position with Proposed School
Sue Anne Wells, PhD	CGLA Founder & Governance Board Chair CEO, Mustang Leadership Partners	School Founder, YWLAF Board Chair, Governance Board Member
Elaine Swafford, EdD	CGLA Executive Director	Network Superintendent / CEO
Hazel Bell	Community Volunteer	N/A
Justin Booker	CGLA Chief Operations Officer	Network Chief Operations Officer
Shadrina Booker	CGLA Director of Operations & Human Resources	Network Director of Operations & Human Resources
Betsy Cake	Community Volunteers	N/A
Donna Coleman	Community Development Volunteer	Governance Board Member
Sally Faulkner	Community Volunteers	N/A
Devan Hanyon	CGLA Information Technology Director	Network Information Technology Director
Jeanne Hinchee	CGLA Chief Financial Officer	Network Chief Financial Officer
Jennifer Hoff	YWLAF Grantwriting Consultant	YWLAF Grantwriting Consultant
Bethany Lane	Founder, East Lake PreK Montessori	Consultant
Phyllis Mescon	YWLAF Communications	YWLAF Communications
Dr. Nikki Ozbek	Professor of Psychology, University of Tennessee at Chattanooga	N/A
Meredith Perry	Executive Director, UTC Office of Research & Sponsored Programs; Application Writing Consultant	N/A
Susan Stein	Owner, SCS Designs Interior Design Consulting	Governance Board Member
John Templeton	Partner, Patrick, Beard, Schulman & Jacoway, PC	N/A

Name of Proposed School Leader (IF ANY): School Director TBD

Proposed School Leader's Current Employment: N/A

City or Geographic Community: Chattanooga / Hamilton County, Tennessee

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

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

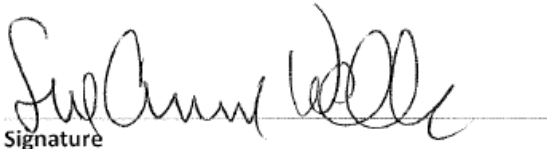
Indicate Applicant Type:

- ☐ New-Start Applicant
- ☒ Existing TN Operator Proposing New Focus/Grade Structure OR Existing non-TN 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 the **Montessori Elementary at Highland Park** 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.


Signature

Sue Anne Wells, PhD

Printed Name of Authorized Signer

Founder, Governance Board Chair

Title of Authorized Signer

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EXECUTIVE SUMMARY

Proposed Plan for Montessori Elementary @ Highland Park

The Young Women's Leadership Academy Foundation (YWLAF), the founding sponsor of the Chattanooga Girls Leadership Academy (CGLA), submits this application as an existing Tennessee charter operator to propose the establishment of a second public charter school with a new focus and grade structure. We have designed the Montessori Elementary @ Highland Park to include grades PreK-5 in a small, co-educational learning community geared to instill strong academic fundamentals across academic competency areas and to promote social & emotional development, independence, resilience, and collaboration. The initial plan for establishing an elementary school and feeder pattern for CGLA was conceived in 2014 as part of CGLA's 5-year comprehensive strategic planning process. Identified as a 5+ year aspirational goal, YWLAF's and CGLA's leadership team have worked intentionally over the past 5 years to build organizational capacity to support the addition of an elementary school.

Mission Statement – WHAT We Do: Montessori Elementary @ Highland Park cultivates ambitious, fearless learners through intellectually-stimulating, interactive experiences that awaken curiosity, nurture advanced thinking, and promote independence.

Vision Statement – WHY We Do What We Do: To establish a trajectory for lifelong learning and self-directed discovery that enables each child to reach their full potential as intellectually-engaged learners and ethically-focused leaders.

Academic Focus: The Montessori Elementary @ Highland Park will focus on fundamental skill building within a student-centered learning environment that fosters cognitive, social, and emotional development and prepares students for academic success. The academic focus will emphasize literacy skill-building and Science, Technology, Engineering, the Arts, & Mathematics (STEAM) within a dynamic, participatory environment that integrates Montessori early childhood and elementary education with STEAM experiential learning.

Academic Plan: The Montessori Elementary @ Highland Park will adopt the Montessori pedagogical model championed by Maria Montessori and will implement the model within a public school framework that aligns with all of the State of Tennessee's curricular standards and assessment protocols. The Montessori model was conceptualized to support struggling students and to equip them with the comprehensive academic, social-emotional, and life skills they will need to become successful, empowered adults. The Montessori model calls for immersive learning environments where children are engaged in self-directed learning through a process of guided discovery. Rich interactions with teachers and peers as well as evidence-based, hands-on learning materials maximize learning outcomes for diverse learners. The academic plan has been crafted to meet the differentiated learning needs of students entering with varied academic talents and/or deficits. The curriculum will be individualized to maximize and accelerate learning for all students, empowering them to fill in fundamental skill gaps and progress to proficient and advanced performance across academic subjects. All students will participate in the rigorous, intellectually demanding curriculum.

Geographic and Population Considerations and Challenges

When YWLAF launched CGLA eleven years ago, we were focused on addressing educational inequities for girls who face a variety of risk factors and barriers to achieving success. Much has changed in our educational ecosystem since 2009 but one constant remains: the zip code or neighborhood where a young child lives is a strong predictor of their long-term academic and life success. Children who grow up in poverty with limited educational resources are more likely to face challenges that stymie academic achievement and to remain trapped in a cycle of low educational attainment and poverty. CGLA was launched to help reverse these trends, and CGLA students have proven that they can beat the odds stacked against them when empowered with support systems that are beyond the capacity of most traditional schools. However, children in Hamilton County continue to face significant stumbling blocks to academic achievement. When students enter CGLA as 6th graders, the majority are academically underprepared, behind in reading and math by 3 grade levels, on average.

Guided by our Strategic Plan goals and driven by the ongoing and significant academic gaps of entering sixth graders, CGLA's Co-Founder, Dr. Sue Anne Wells, and YWLAF CEO, Dr. Elaine Swafford, have convened a Planning & Design Team. The Planning & Design Team was charged to envision an elementary school tailored to meet the needs of young children within the target neighborhoods. The resulting plan for the Montessori Elementary @ Highland Park will establish an elementary charter school to serve as a feeder school to CGLA and Chattanooga Preparatory School. By providing early childhood and elementary education opportunities for at-risk youth, we believe we can, through our ongoing partnership with Hamilton County Schools, have an even greater positive impact on children in Hamilton County.

Overcoming Challenges to Academic Success

Montessori Elementary @ Highland Park has been intentionally designed to empower young children living in urban core Hamilton County to overcome barriers that, all too often, create stumbling blocks to academic achievement. Montessori Elementary @ Highland Park will be located at 700 South Hawthorne Street, at the site of the former Highland Park Grammar School. Montessori Elementary @ Highland Park will be open to all children in Hamilton County, but recruitment and outreach will target families served by CGLA and the surrounding urban neighborhoods where a majority of our students live. We anticipate the demographics of the new school will be similar to CGLA, with approximately 90% of students representing minority race/ethnicities and approximately 95% residing in low-income households.

Within the target area schools, the percentage of target area students who are performing below grade level on the TN Ready exam is significantly higher than the proportion of students who score at or above grade level. District-wide, Hamilton County schools scores on-par with statewide averages. However, TN Ready scores emphasize the fact that children within the target recruitment area face dire obstacles to achievement. Countywide (39%) and statewide (37%), well over one-third of students are performing at or above grade level in math; however, on average a meager 13.3% of target area students scored on-track or mastered in mathematics. Likewise, in English Language Arts more than one-third of Hamilton County (34%) and Tennessee (35%) of students score at or above grade level but a meager one-tenth (10.1%) of target area students could match that achievement. Compared with their peers county-wide, students attending schools within the target recruitment zone are **3 times less likely** to score on-track or mastered on the TN Ready mathematics assessment and **3 times less likely** to score on-track or mastered in English Language Arts.

Applicant Team's Capacity to Successfully Open and Operate a High-Quality School

In 2007, education advocates in Chattanooga formed the Young Women's Leadership Academy Foundation (YWLAF) with a vision to improve educational opportunities for low-income, underserved girls in Hamilton County, TN. After two years of research and planning, this vision became a reality when CGLA opened its doors in July 2009. From its beginnings, CGLA has been a leader and innovator, becoming the first single-gender public charter school in Tennessee and the first public charter school approved in Hamilton County. In August 2019, CGLA embarked on its eleventh school year with 369 girls in grades 6-12. Over the last 11 years, CGLA has had a tremendous impact; key accomplishments include the following:

- CGLA was honored to be named the 2019 Tennessee Charter School of the Year, receiving the 2019 State Charter Champion Award.
- CGLA earned a Level 5 TVAAS ranking for 2018-19.
- CGLA was named a 2018-19 Reward School for achieving significant academic growth.
- CGLA increased its ACT composite score by 6.7 points in 6 years.
- CGLA's 2018 ACT composite score of 20.4 was higher than the state and district average.
- CGLA's graduation rate and college-going rates have averaged more than 90% over the last three years.
- CGLA's 2019 graduating class of 28 girls secured more than \$450,000 in college scholarships.
- CGLA was named 2018 Nonprofit of the Year by the Chattanooga Chamber of Commerce.
- CGLA was honored with the 2017 School Innovation and Change Award from the National Principals Leadership Institute.
- CGLA was among just 15 schools statewide to earn a STEM Designation in May 2018.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

Section 1.1. SCHOOL MISSION AND VISION

Hamilton County, with its urban center in Chattanooga, is a dynamic and diverse community with a vibrant multicultural heritage. A growing population, thriving economy, and active entrepreneurial and technology sectors are indicative of the widespread prosperity of our growing metropolitan area in southeast TN. Unfortunately, there are communities within Hamilton County that face barriers to participating in the economic prosperity enjoyed by many. For too many residents of urban core neighborhoods, the social determinants associated with poverty perpetuate intergenerational cycles of limited academic attainment, limited employment horizons, limited opportunities for homeownership and wealth-building, and poor health and social outcomes. These challenges have a disproportionate impact on children of color and those living in low-income households.

Over the past decade, Hamilton County's educational ecosystem has been enriched by the Chattanooga Girls Leadership Academy which opened in 2009, joined in the Highland Park community in 2018 by the Chattanooga Preparatory Academy which occupies an adjoining campus. CGLA serves girls in grades 6-12, and Chattanooga Prep is currently scaling up to serve boys in grades 6-12 when it reaches full capacity.

The Young Women's Leadership Academy Foundation (YWLAFF), CGLA's founding sponsor, is applying as an existing Tennessee operator proposing to add a new focus and grade structure. YWLAFF is seeking to expand its school network to add a co-educational elementary school (grades K-5). We seek Hamilton County approval to establish the Montessori Elementary @ Highland Park, a co-educational K-5 school in order to establish a full K-12 feeder pattern for the low-income, mostly minority population served by CGLA and Chattanooga Prep.

Mission Statement – WHAT We Do: Montessori Elementary @ Highland Park cultivates ambitious, fearless learners through intellectually-stimulating, interactive experiences that awaken curiosity, nurture advanced thinking, and promote independence.

Vision Statement – WHY We Do What We Do: To establish a trajectory for lifelong learning and self-directed discovery that enables children to reach their full potential as intellectually-engaged learners and ethically-focused leaders.

With sponsorship and support from YWLAFF, CGLA has proven its capacity to transform the trajectory of underserved girls, most of whom enroll in the 6th grade with critical academic deficiencies. This mirrors the experience of many low-income children in Chattanooga's urban core neighborhoods. Chattanooga 2.0 has reported that 60% of children enter public kindergarten classrooms without fundamental skills – and far too many of them never catch up. The vision for Montessori Elementary @ Highland Park is to extend the benefits of CGLA's school model to younger children, helping them to overcome any learning deficits beginning in early childhood and pursuing a steeper trajectory for academic success.

Alignment with TN & Local Purposes & Priorities

Montessori Elementary @ Highland Park has been carefully designed to meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102.¹ The purpose of the school is to change the lives of children who face multiple challenges to academic success. As a locally-founded public charter school, the Montessori Elementary @ Highland Park's school model is directly aligned with community, school district, and state of Tennessee priorities. Planning

¹ <http://law.justia.com/codes/tennessee/2010/title-49/chapter-13/49-13-102/>

and Design team members are active community stakeholders with a deep understanding of regional educational models, community needs, and educational strategies that work for underserved urban youth.

Montessori Elementary @ Highland Park's (ME@HP) student-centered, whole-child model is directly aligned with the mission, vision, and goals articulated in the Hamilton County Department of Education's five-year strategic plan, *Future Ready 2023*.²

Montessori Elementary embraces and will contribute to Hamilton County Schools' strategic plan. The ME@HP plan is calibrated to optimize student success by focusing on the same five action areas identified as priorities for Hamilton County Schools: (1) Accelerating Student Achievement, (2) Preparing Future-Ready Students, (3) Employing Great Teachers and Leaders, (4) Engaging the Community, and (5) Operating Efficiently and Effectively. The Montessori Elementary @ Highland Park will also support Hamilton County in achieving the key performance indicators and related performance targets outlined in the strategic plan.

In keeping with the statutory purposes for charter schools, Montessori Elementary @ Highland Park will....

1. Improve learning for all students and close the achievement gap between high- and low-performing students;
2. Provide options for parents to meet educational needs of students in;
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.

Montessori Elementary @ Highland Park – The Mission in Action

YWLAFLA launched CGLA eleven years to address educational inequities in Chattanooga for 6th-12th grade girls who face a variety of risk factors and barriers to achieving success. What was true then remains true today: the zip code or neighborhood where a child lives is a strong predictor of their long-term academic and life success. Children who grow up in poverty with limited educational resources are more likely to remain in poverty and continue to experience a cycle of limited educational attainment and lower income potential throughout their lives. CGLA was launched to help reverse these trends, and we are incredibly proud of the impact CGLA has had on the lives of disadvantaged young women in Chattanooga who predominantly reside in urban core, low-income neighborhoods.

However, we know that transforming the lives of children in Chattanooga requires a comprehensive approach: a strategy that begins in early childhood and continues through 5th grade and beyond. When students enter CGLA as 6th graders, the majority are three grade levels behind in reading and math, a multi-year deficiency that, without the determined intervention of CGLA teachers and academic supports, would create insurmountable academic stumbling blocks.

Mindful of the significant academic deficits of entering sixth graders year after year—and the lost potential for students to succeed at an even higher level—CGLA's Co-Founder, Dr. Sue Anne Wells, and CEO, Dr. Elaine Swafford, began to envision the possibility of extending the impact of CGLA further through the launch of an elementary charter school. This possibility was articulated as a long-term goal in CGLA's 2014 Strategic Plan. With the launch of Chattanooga Prep in 2018 to serve 6th-12th grade boys, the missing piece in our educational ecosystem is an elementary school to serve as a feeder school to CGLA and Chattanooga Prep. By providing early childhood and elementary education opportunities for at-risk youth—beginning at age 3—we believe we can have an even greater impact on children and further enrich the educational landscape in Hamilton County.

² https://www.hcde.org/about_us/future_ready_2023_plan

The Montessori Elementary @ Highland Park will draw heavily on the Montessori educational model championed by Maria Montessori and will implement the model within a public school framework that aligns with all of the State of Tennessee's curricular standards and assessment protocols. The Montessori model was conceptualized to support struggling students and equip them with the comprehensive academic, social-emotional, and life skills they will need to become successful, empowered adults. The Montessori approach focuses on developing each child's intrinsic drive to learn and explore their environment. Key elements of Montessori model will create innovative, individualized learning opportunities that respond to each child's unique learning needs and talents. The Montessori model calls for immersive learning environments where children are engaged in self-directed learning through a process of guided discovery. Support and guidance from teachers, independent study, unique learning materials, and peer-to-peer learning maximizes academic outcomes for diverse learners. See Section 1.3 for additional details.

Section 1.2. ENROLLMENT SUMMARY

Location & Community to be Served

Montessori Elementary @ Highland Park has been intentionally designed to empower young children living in urban core Chattanooga / Hamilton County to overcome barriers that, all too often, create stumbling blocks to academic achievement. Montessori Elementary @ Highland Park will be located at 700 South Hawthorne Street, Chattanooga, TN, within the Highland Park community. The school is located behind the Chattanooga Girls Leadership Academy and Chattanooga Preparatory School, at the site of the former Highland Park Grammar School. Montessori Elementary @ Highland Park will be open to all children in Hamilton County, but the school has been designed to address the significant needs of children growing up in urban communities. Recruitment and outreach will target families of students zoned to attend the following elementary, middle, and high schools:

Elementary Schools: Clifton Hills, Calvin Donaldson, East Lake, East Side, Hardy, Hillcrest, Orchard Knob, & Woodmore,

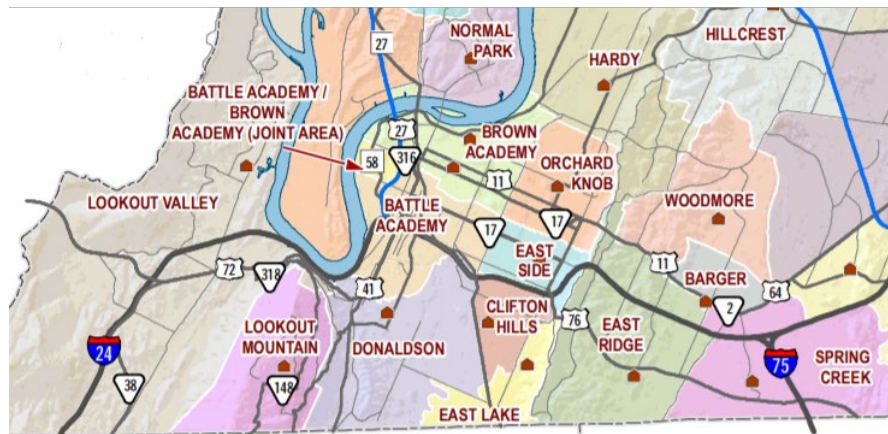
Middle Schools: Dalewood, East Lake Academy, & Orchard Knob

High Schools: The Howard School & Brainerd High School

Demographic and Academic Profile of Target School Zones and Communities

Montessori Elementary @ Highland Park is designed to serve one of our community's most vulnerable and at-risk populations, young children of color residing in low-wealth communities that disproportionately experience poverty, crime, housing and food insecurity, and environmental challenges to health and well-being. The school will be open for all elementary-aged children in Hamilton County, but recruitment efforts will focus on the communities serving students with the greatest concentrations of students living in poverty and the highest percentages of students with academic learning deficits.

Montessori Elementary @ Highland Park's target recruitment area coincides with Chattanooga's academic Opportunity Zone. While schools in this area have made significant efforts to support underserved and underprepared learners, students continue to face dire odds of achieving academic success. For far too many of these students, geography becomes their destiny. They become trapped in a cycle of limited resources, learning deficits, and mounting barriers to academic progress. Middle and high school students in these communities have academic options in the Chattanooga Girls Leadership Academy and Chattanooga Prep, single-gender schools that



consistently support underperforming students in achieving high academic standards. Montessori Elementary @ Highland Park will provide a similar academic choice for families of young children in the target area.

Student Demographics: Based on the target communities to be served, we anticipate a student population with 95% of students eligible for free or reduced-price lunch because of low household income levels. We anticipate that students will reflect the diversity of urban Chattanooga with an estimated 90% students of color (African American and Latinx), 8% English Language Learners, and approximately 9% will have special education needs.

School Engagement Metrics: Within the target schools, average daily K-8 attendance is 96.3%, the same as the Hamilton County-wide K-8 average. However, in the target area high schools, daily attendance is significantly lower, on average only 89% as compared to 94% in the county and 94% for the state of Tennessee. Target area students are at tremendous risk for school drop-out. The 4-year graduation rate for the Howard School and Brainerd High School averages 70% - meaning three out of every ten students do not graduate within 4 years. The cohort drop-out rate (meaning the number of students who enter 9th grade but do not persevere to graduation) is 15% - 21% higher than the cohort dropout rate county-wide and nearly three to four times the cohort dropout rate across the state of Tennessee. While these disproportionate negative outcomes manifest within target area high schools, the roots of these problems begin in pre-K and elementary education when key cognitive skills, foundational knowledge, academic habits, and social-emotional patterns are established.

Another key metric for school engagement is exposure to disciplinary measures. Similar to many metropolitan school systems, within Hamilton County schools, students of color experience disproportionate levels of school discipline in the form of school suspension. District-wide, African American students represent approximately 30% of the student population but received 57% of discipline referrals.³

The Montessori Elementary Planning & Design Team has taken these circumstances into consideration when selecting the Montessori approach which instills habits of self-direction and intrinsic motivation for learning. Research shows that children who are in high-quality Montessori early childhood and elementary education have greater academic achievement and resilience throughout their K-12 experiences, even when they transition into non-Montessori academic environments.

Student Achievement: Hamilton County Schools have made significant progress in terms of academic achievement growth as measured by TVAAS data. CGLA is proud to be one of 45 schools in Hamilton County that earned a Level 5 overall composite TVAAS score. Unfortunately, several schools within Hamilton County continue to struggle. Nine HCDE schools are listed as priority schools because they fall within the bottom 5% for student achievement in the state.⁴ Of these 9 priority schools, 5 are elementary schools and all are within ME@HP's proposed target recruitment area. While Hamilton County Schools made widespread gains in student learning, the majority of students are performing below grade level according to TN Ready 2019 test results.

2019 TN Ready Scores: Students On-Track or Mastered by Content Area			
Subject Area	Target Area Schools	Hamilton County	Tennessee
Math	13.3%	38.8%	37%
English Language Arts	10.1%	34.1%	34.9%

³ <https://www.wrcbtv.com/story/40424766/school-patrol-hamilton-county-schools-struggle-with-discipline-gap>

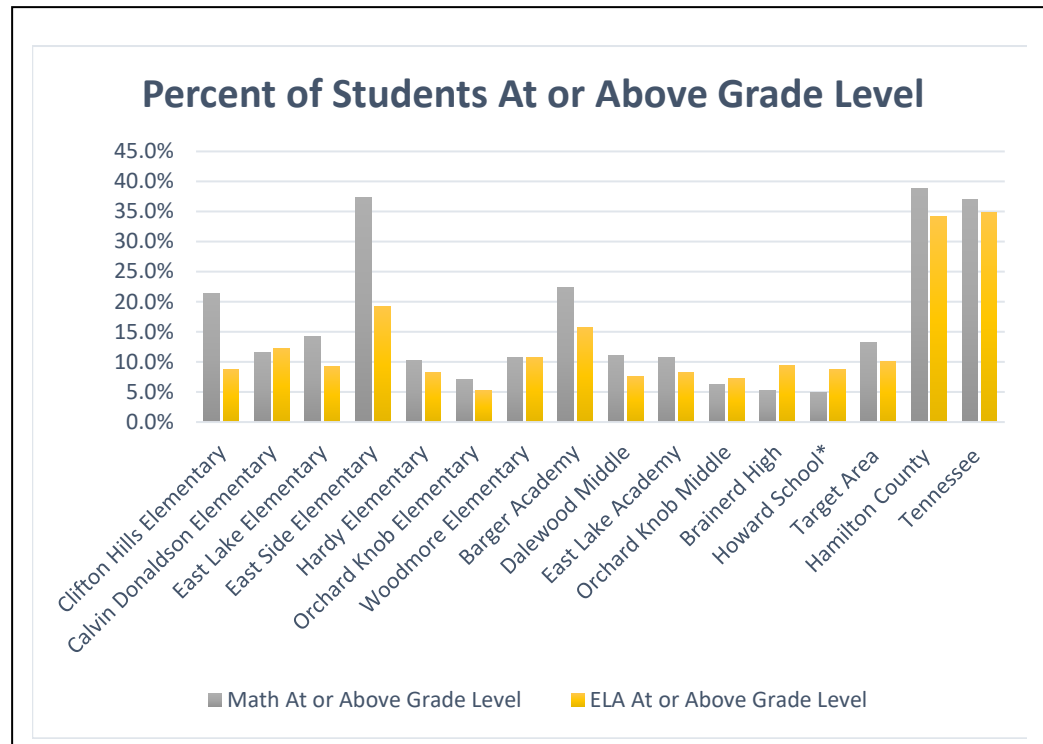
⁴ <https://www.timesfreepress.com/news/breakingnews/story/2019/aug/14/breaking-hamiltcounty-schools-student-test-sc/501140/>

Within the target area schools, the percentage of target area students who are performing below grade level on the TN Ready exam is significantly higher than the proportion of students who score at or above grade level. District-wide, Hamilton County schools scores on-par with statewide averages. However, TN Ready scores emphasize the fact that children within the target recruitment area face dire obstacles to achievement. Countywide (39%) and statewide (37%), well over one-third of students are performing at or above grade level in math; however, on average a meager 13.3% of target area students scored on-track or mastered in mathematics.

Likewise, in English Language Arts more than one-third of Hamilton County (34%) and Tennessee (35%) students score at or above grade level; however, a meager one-tenth (10.1%) of target area students could match that achievement.

Compared with their peers county-wide, students attending schools within the target recruitment zone

are **3 times less likely** to score at or above grade level on the TN Ready mathematics assessment and **3 times less likely** to score at or above grade level on English Language Arts assessments.



When students do not have the fundamental background knowledge, it is impossible for them to succeed in more advanced coursework. Lacking a strong foundation in literacy and numeracy, students struggle with all content areas. The achievement deficits that begin early for target area students create roadblocks to achievement in high school and limit students' postsecondary and career opportunities. At the high school levels, test scores are difficult to compile across the target schools due to score thresholds being below 5% or above 95%. In Algebra I, more than 95% of students perform at below or approaching on-track status. In Algebra II, the achievement outcomes are similarly bleak: more than 95% of students score below or approaching on-track. In English I and English II, the majority of students score at the below or approaching on-track levels. In English I, 95% of students are below or approaching on-track; in English II, 89% of students are approaching or below on-track. As the trajectory of student achievement in literacy and mathematics flatlines during high school, it becomes nearly impossible for students to succeed in biology and chemistry which require learners to draw on fundamental math skills, understand a complex new vocabulary, and read and analyze a variety of written information. In Biology I, more than 85% of target area high school students score below or approaching – meaning that less than 15% of students are on track or have mastered the subject (compared to 50.5% countywide). In Chemistry courses, students fare even worse with more than 92% of students performing below on-target status. Less than 8% of target area students who take Chemistry achieve on-track or mastery scores.

Community Economic Snapshot: The median household income in the target zip codes is \$29,632, 40% below the county-wide median. While Chattanooga has gained much admiration nationally, our city has also attracted national attention as an unfortunate exemplar of economic inequality. *The Business Journals* ranked Chattanooga

the 12th highest ratio of low-income households compared with high-income households.⁵ In 2014, the *New York Times* featured Chattanooga in an article on economic disparities, citing that “27% of the city’s residents live below the poverty line, compared with 15% nationwide. Women head about two-thirds of the city’s poor households, and 42% of its children are poor, nearly double the rate statewide.”⁶ Communities of color are disproportionately impacted by poverty in Hamilton County: a study conducted in 2013 found that African American households had an average annual income of \$26,787 while white households averaged \$51,548 per year and 60% of African American children lived in poverty, compared to only 16.5% of white children.⁷

The intersection of economic inequality, race, and geography creates academic achievement disparities that contribute to an intergenerational cycle of economic hardship, academic deficiencies, and a deepening chasm between communities that experience prosperity and those struggling to escape the cycle of poverty.

Student Population to be Served

Montessori Elementary @ Highland Park seeks to serve elementary-aged children residing in urban communities of Hamilton County, children who struggle with multiple barriers to academic achievement and opportunity. Compared with their peers county-wide, students residing in the target school zones are less likely to be proficient in reading and math; they are more likely to drop out of school; they are more likely to experience school discipline in the form of a suspension or expulsion; they are more likely to live in a low-income household. Poor school achievement and limited access to educational opportunities has created intergenerational cycles of despair. Achievement levels within the target area zoned schools reflects the dismal academic experiences of those communities where more than a quarter (27%) of residents lack a high school diploma or equivalent. Only 19% of adults residing in the target area hold any postsecondary degree and less than 14% have a bachelor’s degree or higher.⁸ Beginning in middle school, families residing in the target area have an educational option for their children in the Chattanooga Girls Leadership Academy and Chattanooga Preparatory School. Montessori Elementary @ Highland Park will provide a similar educational option for elementary-aged children and their families. Academic and social outcomes for children residing in high-poverty communities, particularly children of color, indicate significant room for improvement in the landscape of opportunity in urban Hamilton County.

Plan to Effectively Serve the Target Population

Montessori Elementary @ Highland Park will provide an educational alternative for families of elementary-aged children residing in urban core communities. While the school is envisioned as an intentionally small learning community which will serve 480 PreK-5th grade students (432 K-5th grade students) at full enrollment capacity, it will be an important learning laboratory for innovations in primary education for children facing economic disadvantages and the social determinants of poverty. The following key elements of the ME@HP model are calibrated to more effectively promote learning across academic subjects as well as establish critical thinking skills, self-reliance and executive functioning, communication, and emotional intelligence.

- **Montessori Pedagogical Model:** The Montessori pedagogical approach is ideal for the target population because it is inherently individualized and child-centric. Classrooms are organized into multi-age/grade classrooms, which allows for academic scaffolding and Response to Intervention & Instruction (RTI²) as a constant element of the academic routine. Within the school day, students move through a variety of activities, with large, uninterrupted learning blocks to maximize learning and retention and give students multiple ways to interact with the content. Two highly-qualified instructional staff serve as learning guides, working individually and in small groups with students, observing student learning and mastery of content, organizing the learning environment and activities to address student learning needs.

⁵ <http://www.bizjournals.com/bizjournals/news/2014/01/31/ratios-of-low-income-households-to.html>

⁶ http://www.nytimes.com/2014/03/17/business/economy/low-wage-workers-finding-its-easier-to-fall-into-poverty-and-harder-to-get-out.html?_r=1

⁷ <http://www.timesfreepress.com/news/local/story/2013/may/17/leaders-in-city-districts-7-9-meet-look/108315/>

⁸ Nielsen demographic report, 2016

- **Learning Environment & Climate:** Rather than requiring children to passively experience instruction, children are actively engaged in moving through and exploring their environment. Classrooms and other learning spaces are intentionally designed to captivate children’s natural curiosity, absorbing them in the curriculum through a variety of learning pathways. A central tenet of the Montessori Method is what Dr. Montessori called the “prepared environment.” The concept of the prepared environment is a painstakingly curated learning space that includes evidence-based learning materials. The prepared environment is designed to facilitate children’s cognitive, physical, emotional, and social development through active exploration, independent learning, exercising self-determination and self-control.
- **Wrap-Around Services:** The target population faces significant challenges related to the social determinants of poverty. They are likely to experience housing, food, and/or healthcare insecurity – challenges that have a powerful impact on children’s capacities to learn. YWLAF is deeply committed to acting as a hub for family services within the urban core that they serve. Supportive services for families and the community include the BlueCross Healthy Place at Highland Park, an expansive community park designed to accommodate a variety of physical activities; a Mobile Pantry for families and robust nutrition program (including summer nutrition) for students; an on-site Health Clinic for students to increase access to medical care and decrease missed learning time. School staff remain in frequent contact with families and provide social service referrals and support to bolster household stability.
- **Single-Gender Track:** CGLA’s expertise in providing education for girls is widely-recognized. While ME@HP will be a predominantly co-educational environment, we will pilot a single-gender “Girls Track” during our initial 6 years of operation. The single-gender track will provide an option for girls whose families prefer or who would benefit from a single-gender environment. The Girls Track will be carefully analyzed through student data to determine the efficacy of single-gender learning within an elementary Montessori school.

Student Enrollment

Enrollment practices, processes, and policies that will differ from CGLA

Student and family engagement will begin through enrollment in our Pre-K program and moving through the K-5 elementary school grade block. Montessori Elementary @ Highland Park will follow similar enrollment practices, processes, and policies as the Chattanooga Girls Leadership Academy with the following differences:

- The enrollment model emphasizes creating a vibrant school community, beginning in year 1 by enrolling co-educational cohorts across preK-grade 2. This will facilitate the multi-age learning pods which are an essential element of the Montessori Model.
- General enrollment will be co-educational with an estimated roughly equal number of girls and boys enrolled in each class.
- During its initial 6 years of operation, ME@HP will pilot a single-gender Girls Track to explore the benefits of single-gender elementary education within the context of the Montessori model.
- As the school builds to full enrollment capacity, children will matriculate in small, multi-age learning groups which we will call “learning pods.”. See the charts below and Section 1.3 for additional details about this element of the school model.

Montessori Elementary @ Highland Park will reach full capacity in year 6 at 480 PreK-5th grade students and 432 K-5th grade students. Every classroom learning pod at ME@HP will be staffed with two instructional staff members: a primary teacher and a teaching assistant. The chart below reflects the number of students per learning pod at full capacity. During the initial scale-up period, the numbers of students per learning pod will vary slightly.

Learning Pod Levels	Grade / Age Groupings	Students per Learning Pod
<u>Level 1</u>	PreK - Kindergarten 3-5 Years	24
<u>Level 2</u>	1 st – 3 rd Grade	27
<u>Level 3</u>	4 th – 5 th Grade	24

Total Number of Students						
Grade Level	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Full Capacity 2026-27
PreK (3)	24	24	24	24	24	24
PreK (4)	24	24	24	24	24	24
K	72	72	72	72	72	72
1	24	72	72	72	72	72
2	21	24	72	72	72	72
3	0	21	24	72	72	72
4	0	0	21	24	72	72
5	50	50	50	50	60	72
6-12	In grades 6-12, students may matriculate into either CGLA or Chattanooga Prep or may choose another public school in Hamilton County.					
Total Students	215	287	359	431	468	480
Total K-5 Students	167	239	311	383	420	432

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
50% African-American 40% Latinx 5% Caucasian 5% Other / Multiracial	95%	9%	8%

Pod / Classroom Configurations							
	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Level 1	4 PreK-K	4 PreK-K	4 PreK-K	4 PreK-K	4 PreK-K	4 PreK-K	4 PreK-K
(PreK & K)	1 Girls K	1 Girls K	1 Girls K	1 Girls K	1 Girls K	1 Girls K	1 Girls K
Level 1 Pods	5	5	5	5	5	5	5
Level 2	2 1st-2nd	4 1st-3rd	5 1st-3rd	5 1st-3rd	5 1st-3rd	5 1st-3rd	5 1st-3rd
(1st, 2nd, & 3rd)		1 Girls 1st	2 Girls 1st-2nd	3 Girls 1st-3rd	3 Girls 1st-3rd	3 Girls 1st-3rd	3 Girls 1st-3rd
Level 2 Pods	2	5	7	8	8	8	8
Level 3			1 CoEd 4th	1 4th-5th	3 4th-5th	4 4th-5th	4 4th-5th
(4th & 5th graders)	2 Girls 5th	2 Girls 5th	2 Girls 5th	2 Girls 5th	2 Girls 4th-5th	2 Girls 4th-5th	2 Girls 4th-5th
Level 3 Pods	2	2	3	4	5	6	6
TOTAL PODS	9	12	15	17	18	19	19

MONTESSORI ELEMENTARY AT HIGHLAND PARK

ENROLLMENT MODEL

Level 1	Y1	Y2	Y3	Y4	Y5	Y6	Y7
PreK/3 Yr Olds	24	24	24	24	24	24	24
PreK/3 Yr Olds - Girls Track	0	0	0	0	0	0	0
PreK/4 Yr Olds	24	24	24	24	24	24	24
PreK/4 Yr Olds - Girls Track	0	0	0	0	0	0	0
K/5 Yr Olds	48	48	48	48	48	48	48
K/5 Yr Olds - Girls Track	24	24	24	24	24	24	24
Total	120	120	120	120	120	120	120
<i># of Pods</i>	5	5	5	5	5	5	5
<i>Students per Pod</i>	24	24	24	24	24	24	24
Level 2	Y1	Y2	Y3	Y4	Y5	Y6	Y7
1st Grade	24	48	48	48	48	48	48
1st Grade - Girls Track	0	24	24	24	24	24	24
2nd Grade	21	24	48	48	48	48	48
2nd Grade - Girls Track	0	0	24	24	24	24	24
3rd Grade	0	21	24	48	48	48	48
3rd Grade - Girls Track	0	0	0	24	24	24	24
Total	45	117	168	216	216	216	216
<i># of Pods</i>	2	5	7	8	8	8	8
<i>Students per Pod</i>	23	23	24	27	27	27	27
Level 3	Y1	Y2	Y3	Y4	Y5	Y6	Y7
4th Grade	0	0	21	24	48	48	48
4th Grade - Girls Track	0	0	0	0	24	24	24
5th Grade	0	0	0	21	24	48	48
5th Grade - Girls Track	50	50	50	50	36	24	24
Total	50	50	71	95	132	144	144
<i># of Pods</i>	2	2	3	4	5	6	6
<i>Students per Pod</i>	25	25	24	24	26	24	24
STUDENT OVERVIEW	Y1	Y2	Y3	Y4	Y5	Y6	Y7
TOTAL STUDENTS	215	287	359	431	468	480	480
TOTAL PRE-K	48	48	48	48	48	48	48
TOTAL K-5	167	239	311	383	420	432	432
TOTAL PODS	9	12	15	17	18	19	19

Section 1.3. ACADEMIC FOCUS AND PLAN

YWLAf has chosen to use the Montessori model for the new elementary school because of its child-centered approach and a research-proven history of success in motivating children to learn, become independent, and grow into critical thinkers. The Montessori model is a child-centered framework that recognizes the child as both naturally eager for knowledge and capable of initiating the learning process when provided with a supportive, thoughtfully prepared environment that includes sequential, hands-on learning materials. Developed by Dr. Maria Montessori, the Montessori approach is an educational blueprint for cultivating confident, agile thinkers by allowing children to independently discover, explore, and solve problems. Montessori is a method of learning and teaching intentionally designed to prepare children for success in an increasingly complex world.

STEAM project-based learning integrates with the Montessori approach as both are hands-on, inquiry-based, and experiential educational models. STEAM illuminates the intrinsic relationship between science, technology, engineering, the arts, and math through investigative probing that reveals how the subjects intersect. Together, Montessori, which is foundationally multi-disciplinary, and STEAM shape a deep learning program that progresses in complexity and depth as a child advances academically.

Academic Focus & Instructional Model

The Montessori Elementary @ Highland Park design will include an innovative implementation of Montessori educational principles within a public charter school environment serving low-income children who face academic disadvantages. Using Montessori practices, teachers will engage students in accelerating achievement that meets and exceeds Tennessee's academic performance standards.

- **Active, Self-Directed Learning:** Responding to the learning needs of young children means creating an environment where they can safely and actively explore a variety of concepts, negotiate social interactions with teachers and peers, take an active role in maintaining their space. Instead of requiring students to sit still and be quiet, ME@HP classrooms will include self-directed, teacher-assisted movement through a series of learning activities where children can learn foundational concepts at their own pace with opportunities to revisit unmastered material in a variety of different learning formats and activities until they are prepared to move on to more abstract, advanced concepts. This approach is critical for children who are likely to enter kindergarten with learning deficits.
- **Immersive Learning Environment:** Classrooms will include research-based and thoughtfully curated learning materials within a child-friendly environment that creates space for self-directed discovery as the foundation of learning. Specialized, research-based learning materials create immersive learning environments. The school schedule will be calibrated to allow for extended learning periods where children work one-on-one or in small groups with a teacher, individually, or in small peer groups on learning projects. This differs markedly from a traditional school schedule where students are rushed through a series of daily subjects and do not typically have a chance to revisit previous topics or standards that they did not fully master.
- **Multi-Age Groupings:** Following Montessori principles, Montessori Elementary @ Highland Park classrooms will be organized into multi-age/grade classrooms called learning pods. Level 1 Learning Pods will incorporate 3 and 4 year old pre-K students and Kindergarteners. Level 2 Learning Pods will incorporate 1st, 2nd, & 3rd graders. Level 3 Learning Pods will include 4th & 5th graders, as the curriculum becomes more rigorous and children are developmentally well-prepared to engage in self-directed learning of increasingly abstract and challenging concepts. The multi-age groupings create additional learning opportunities for children, who benefit from peer-to-peer and small group learning. Multi-age groupings also allow for seamless, continuous, and fully-integrated Response to Intervention & Instruction (RTI2).

All aspects of the school model are intentionally calibrated to achieve the following school goals:

- Foster Academic Excellence
- Cultivate Independence and Self-Direction
- Instill Critical Thinking and Problem-Solving
- Build Social-Emotional Skills and Resiliency

Curriculum & Learning Environment

ME@HP has adopted the Montessori model as a pedagogical and curricular framework. Within the context of the Montessori Method, the engine that drives student learning is the triad of the teacher, student, and learning environment. Two elements of Montessori classrooms differentiate them from traditional classrooms: the evidence-based Montessori Learning Materials and the child-centered instructional approach.⁹

Montessori Learning Materials: The carefully-designed learning materials are calibrated to optimize independent student learning via hands-on, physical representations of abstract concepts. The following components of Montessori materials make them especially powerful learning tools:

- Each learning material isolates just one concept.
- Each item incorporates a “control of error” element that allows for self-correction.
- Learning proceeds from concrete to abstract concepts.

Instructional Approach: In traditional classrooms, the teacher is the central figure who sets the pace for learning for all students in the classroom, makes decisions about when, where, and how students will engage with the curriculum, often provides the sole instructional support for an entire classroom of children. Likewise, in most traditional classrooms, the schedule is set by the teacher for children to progress through a variety of short-duration learning events. When the time is up for a certain activity, children have to move on whether they are ready to or not, whether they have understood or mastered the content or not. Children often struggle to learn how to make academic decisions or assess their own learning needs because they rarely have the opportunity to make decisions or assessments of their own learning.

When children are driven through a rapidly-cycling variety of activities, they do not always have the opportunity to focus, practice concentration, or fully explore any topic. The Montessori model changes that. Pursuing individualized learning objectives, keyed to academic competencies, which are established by their teachers, children identify and pursue their own learning within classroom norms. Within the context of freedom within structured limits, the role of the teacher is best described as a learning guide. Rather than being responsible for controlling and directing the entire classroom, teachers can focus their efforts on observing and maximizing the learning of each student individually. Instructors guide children who are hesitant or unsure of how to select or engage with learning materials, they redirect the energy of children who are disturbing others back to the learning process, they introduce new materials to children through individual or small group instruction, and they continuously assess student learning and unobtrusively intervene to ensure that each child has multiple pathways to learning and academic success.

The curriculum will follow the Montessori Scope and Sequence.¹⁰ Within that overarching framework, school personnel will map all State of TN curriculum standards, developing additional modules whenever necessary to ensure mastery of State of TN standards for English Language Arts, Mathematics, Science, Social Studies, Writing, Arts Education, Digital Readiness / Computer Science, Health Education, Physical Education, and K-5 STEM Standards. The Montessori curricular framework that we are adopting aligns well with the State of TN’s K-5 learning standards. Digital Readiness and computer science are cross-cutting curricular elements that will be interwoven in developmentally-appropriate ways across the curriculum.

⁹ <https://www.nature.com/articles/s41539-017-0012-7>

¹⁰ <https://montessoricompass.com/scope-and-sequence/>

ME@HP Curriculum Overview ¹¹	
Content Area	Description
Practical Life	The Practical Life curriculum, a key component of the Montessori Method, provides young children with a variety of learning experiences that cultivate a child's capacity for order, movement, purposeful activity and social relations. Practical Life builds gross and fine motor skills through the use of "real-life" objects and tasks, provides children with a sense of purpose as a contributing member of a social community by engaging them in contributions to shared experiences, and establishes and reinforces social and emotional capacities to manage interpersonal relationships. Grounded in a very common-sense approach to preparing children for the realities of daily life, the Practical Life curriculum helps children develop self-esteem, self-discipline and executive cognitive functions (attention, focus, resilience, etc.), self-confidence, and control of movement. The Practical Life curriculum is essential to building students' sense of self-efficacy, competence, independence, and willingness to embrace challenges and take initiative. Children are engaged in developmental- and age-appropriate practical life lessons ranging from help with tidying the classroom and preparing snacks to caring for classroom gardens, counting money, planning community service projects, entrepreneurship, etc.
Sensorial	The Sensorial curriculum is key to the early childhood and early elementary scope and sequence. Building on the Practical Life lessons, Sensorial content further supports development of fine motor skills, focused concentration, and use of the senses to observe, synthesize, and learn new information independently. Using a variety of specially-designed learning materials, students will engage in learning tasks that will hone their habits of mind and prepare them for achievement in core curriculum areas. The developmental benefits of the Sensorial Scope and Sequence include bolstering children's capacities to focus their attention more carefully on the physical world, exploring with each of their senses the subtle variations in the properties of objects. These experiences help children to pay attention, to focus their awareness, and to learn how to observe and consider what comes into their experience.
English Language Arts	In keeping with the Montessori approach, early literacy learning is presented from concrete to abstract. Children explore and gain understanding of the conventions of print, phonetics and phonemics, how words and their graphic representations convey meaning, and grammatical and syntactic structure. Young children initially learn letters by their sounds and use a hands-on "movable alphabet" to form simple words and sentences. Students learn to read by actively creating text, so that writing and reading skills are formed in an iterative, mutually-reinforcing cycle. As children achieve the developmental and cognitive readiness, they progress to writing with a pencil and practicing letter and word formation. As children gain fluency in identifying and decoding, they move on to phonetic readers and then books. As students ramp-up their literacy skills, the focus transitions from <i>learning to read</i> to <i>learning through reading</i> with the emphasis shifting to the development of comprehension and inference skills, and children then begin to read in many different subject areas. Communicating via written and spoken language is also an explicit focus of the Montessori model.
Mathematics	Rather than focusing on rote memorization, time-trials, and other anxiety-inducing approaches to math learning, the Montessori model seeks to engender deep understanding of mathematical concepts and principles and to foster students' capacities to harness their mathematics knowledge and skill to solve authentic problems. While it is certainly crucial that students have foundational math skills and knowledge, the Montessori method situates math learning and practice within the context of understanding natural laws, scientific concepts, and practical, everyday uses. Dr. Montessori's learning materials related to mathematics are perhaps the best known and most widely-used. These learning materials were carefully crafted to provide a concrete, visual, and manipulatable representation of mathematical concepts and processes. Children move from concrete

¹¹ Adapted from <https://themonessorischool.us/program/curriculum/#1554997665808-abddef51-6e35> and <https://montessoricompass.com/scope-and-sequence/>

	mathematical concepts such as quantity, size, counting and measurement to more advanced, abstract concepts across the elementary experience. Most importantly, children have multiple opportunities to consistently apply and practice their math skills through tasks such as charting the daily temperature, measuring various ingredients during food preparation or hands-on activities, calculating the space needed for various plants in a garden plot, and other meaningful tasks.
Science	Science in Montessori is known for introducing children to advanced topics in the early years, preparing them for a lifetime of discovery. Topics include the basic principles of astronomy, botany, chemistry, physics, and zoology, and health. The Montessori materials and lessons are designed to encourage a sense of wonder and inspire each child's innate curiosity. The Montessori science curriculum seeks to cultivate children's natural curiosity and allows them to discover answers to their "why" questions. Students learn science by engaging in the scientific process: hypothesis, procedure, observation, data analysis and conclusion. This teaches the thinking behind using a logical method of discovery or testing, and to use data to evaluate results in order to arrive at a thoughtful conclusion. Hands-on experience with the natural world and with scientific materials and apparatus help to promote learning such things as animal classification, chemical processes, earth forces, botanical components and rock types. Sustainable science is a large part of the curriculum in learning about plants and water systems.
Social Studies: <i>Culture</i> <i>History</i> <i>Geography</i>	Within the Montessori classroom, social studies integrates history, economics, civics, science, and geography within an exploration of world cultures. Children learn about a variety of world cultures by exploring their history, literary works, and how those interrelate with their geography. Children learn about components of our physical world including geology and geography and how those intersect with culture and history. Students also examine the interconnections between culture, history, the environment, and cultural developments and scientific / historical turning points such as the origin of agriculture, early civilizations, classical cultures, world languages and their relationships to our language today. The social studies curriculum is carefully designed to reinforce knowledge and skills across the curriculum. For example, geography studies increase children's spatial awareness, map-reading, and orientation skills. History fosters an understanding of the passage of time and the iterative and cyclical development of human innovations and political/cultural movements that continue to shape our world today. The Montessori social studies curriculum moves beyond children memorizing facts and dates of discrete events and seeks to foster a well-developed historical perspective that prepares students to be active citizens with the capacity to evaluate information, differentiate theory and fact, and understand current events through a social, cultural, and historical perspective.
Art, Music, & Movement	Montessori students are encouraged to express their feelings, experiences, and creativity through art, music and movement. This helps to refine fine motor, gross motor, auditory discrimination, and self expression skills. The Fine Arts curricular approach seeks to strike a balance between skill instruction and free exploration of different art forms as a means of self-expression. Children will explore a variety of art forms including architecture, painting, sculpture, graphic design, music, and dance/movement. Children will explore different artists and artistic forms/techniques, learn key concepts and vocabulary associated with various artistic disciplines, and hone their sensorial skills.
Health / Physical Education	At the elementary level, the health and physical education curricula focus on building an understanding of basic health concepts and personal health behaviors to establish healthy habits. Elementary physical education focuses on building children's motor skills, balance, and physical activity while also emphasizing social-emotional skills such as good sportsmanship, team play, collaboration, and a positive attitude. The emphasis is on physical activity as a means to a physical, mental, and emotional well-being. While children will have opportunities to engage in a variety of games and skills, the focus is on health rather than evaluation of physical prowess.

Research-Basis for the Academic Plan

The research basis for the Montessori educational model begins with the ground-breaking work of Dr. Maria Montessori (1870-1952). Medically trained in psychiatry and pediatrics, Dr. Montessori noticed when ministering to her young patients with learning disabilities that, in tandem with medical care, they needed a systematic approach to learning that met their unique learning needs. In 1900 Dr. Montessori was appointed to a school for children with developmental disabilities, and she began to formulate and apply her unique pedagogical approach. The insights she gained during this period enables her to further hone and refine her pedagogical model. In 1907, she had the opportunity to adapt her approach to serve another vulnerable population: children dwelling in a deeply impoverished “slum district” of Rome. She established her first “Children’s House” (*Casa dei Bambini*) for children ages 3-7 years. She continued to refine what has come to be known the “Montessori Method” through careful scientific experimentation and observation.¹²

Through her methodological, research-grounded pedagogical process, Dr. Montessori identified critical developmental learning stages which, when activated via an immersive, carefully-prepared environment, and with support from instructional staff prepared to observe and guide children’s learning, empowered children to optimize their academic potential while gaining the self-confidence and self-direction to sustain a lifetime of achievement and personal growth.

Publishing in the Journal *Science*, a team of researchers has identified key benefits of the Montessori Method.¹³ The study followed a group of 3-12 year olds who were enrolled in a high-quality, public Montessori magnet school and a control group of students who participated in traditional public education. The experimental and control groups were drawn from families of similar socio-economic circumstances who participated in a magnet school enrollment lottery. The research study incorporated assessments of academic achievement, cognitive performance, social, and behavioral skills. The study concluded that, “Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools.” Key findings include the following¹⁴:

- Compared to peers with similar socio-economic circumstances, 5 year old Montessori students were better prepared with foundational literacy and numeracy/mathematics skills; at 12 years old, Montessori students authored “significantly more creative” essays using more varied and sophisticated sentence structures.
- Children in Montessori schools articulated a greater sense of “justice and fairness”, interacted in an “emotionally positive” way, and were less likely to engage in “rough play” during break times.
- Children in Montessori schools displayed an increased capacity to assert themselves in a positive, constructive way in difficult social situations.

A comprehensive review of evidence-based evaluations of Montessori educational models was published in the Journal *Nature*,¹⁵ citing the following findings:

- Academic learning gains were found to be particularly significant for mathematics and science, perhaps because of the properties of the Montessori learning materials and also the additional time allocated for mathematics and science during the early childhood and elementary curriculum.¹⁶

¹² Foschi, R. Science and culture around Montessori’s first “children’s houses” in Rome (1907–1915). *J. Hist. Behav. Sci.* 44, 238–257 (2008).

¹³ Lillard, A. S. & Else-Quest, N. Response to Lindenfors and MacKinnon. *Science* **315**, 596–597 (2007).

¹⁴ <https://www.theguardian.com/education/2006/sep/29/schools.uk>

¹⁵ <https://www.nature.com/articles/s41539-017-0012-7>

¹⁶ Dohrmann, K., Nishida, T., Gartner, A., Lipsky, D. & Grimm, K. High school outcomes for students in a public Montessori program. *J. Res. Child. Educ.* **22**, 205–217 (2007).

- Studies of creative thinking indicate that children steeped in the Montessori approach have greater capacities for “divergent” and “integrative” thinking compared to children participating in traditional education.¹⁷
- The Montessori Model is also credited with bolstering students fine motor skills.¹⁸
- Young adolescents participating in the Montessori model exhibit greater self-motivation than their peers in conventional schools – even when matched on a comprehensive array of socio-economic variables.¹⁹

Of particular note, research has found that the Montessori model has a beneficial effect for all children, regardless of their socio-economic status. A study of students in Hartford, Connecticut found that lower-income Montessori students achieved much higher math and literacy scores than their counterparts who were also from low-income homes.²⁰

Closing the achievement gap – the disparity in academic outcomes between white, middle-class students and low-income students of color – has been a priority of the education reform movement. However, the opportunity gap– the disparity in learning opportunities, resources and experiences available to low-income students – has a tremendous impact on the achievement gap. Part of the opportunity gap is that many low-income students only have access to the...model of education common in traditional public schools, which doesn’t necessarily meet their needs or interests. When school systems embrace public school choice, it often results in the creation of a variety of public schools with specialized learning models, thereby helping to narrow this aspect of the opportunity gap.

--Emily Langhorne, “The Montessori Comeback,” Forbes, March 2019

Instructional Goals & Methods

The overarching instructional goals for Montessori Elementary @ Highland Park include the following:

- At least 60% of classrooms achieve a TVAAS rating of a 4 or higher.
- At least 25% of classrooms achieve a TVAAS rating of 5.
- School-wide, Montessori Elementary will achieve a TVAAS rating of 5 by year 3 of operation.

While these instructional goals directly align with the performance metrics established by the State of Tennessee and Hamilton County Schools, Montessori Elementary will achieve these outcomes through non-traditional instructional methods steeped in the Montessori Model. While traditional instructional models focus activity around the teacher who directs and controls children’s activities, within the Montessori model, teachers are guides, facilitating each child’s self-directed experience of the curriculum. Montessori teachers are highly-skilled experts who individualize instruction for every child to keep each student challenged and engaged.

Because the children are in a period when they have immense energy and curiosity, the secret to maintaining their interest is to keep them challenged.

–Paula Polk Lillard, Montessori Today: A Comprehensive Approach to Education from Birth to Adulthood

¹⁷ Besançon, M. & Lubart, T. Differences in the development of creative competencies in children schooled in diverse learning environments. *Learn. Ind. Diff.* 18, 391–399 (2008).

¹⁸ Rule, A. & Stewart, R. Effects of practical life materials on kindergartners’ fine motor skills. *Early Child. Educ. J.* 30, 9–13 (2002).

¹⁹ Rathunde, K. & Csikszentmihalyi, M. Middle school students’ motivation and quality of experience: A comparison of Montessori and traditional school environments. *Am. J. Educ.* 111, 341–371 (2005).

²⁰ <https://www.usnews.com/news/national-news/articles/2018-01-02/studies-shed-light-on-merits-of-montessori-education>

Grounded in the Montessori pedagogy but fully-embracing Tennessee's Ready Student Model²¹, instruction will be highly individualized for all students, with students engaging in individual and small group learning experiences with supportive, iterative instruction, and careful observation from instructional staff.

Rather than all children moving in lock-step through rigid curricular content, Montessori students work at their own pace moving to accelerated topics when they are ready and revisiting fundamental concepts as much as needed to achieve mastery. Within Montessori classrooms, most instruction happens in small, ad-hoc student groups that the teacher brings together based on their learning capacity rather than their age or grade. After topics are introduced within the small group setting, children apply or practice the skill that they learned individually or in self-selected groupings.²²

Academic Plan Alignment with Target Student Needs

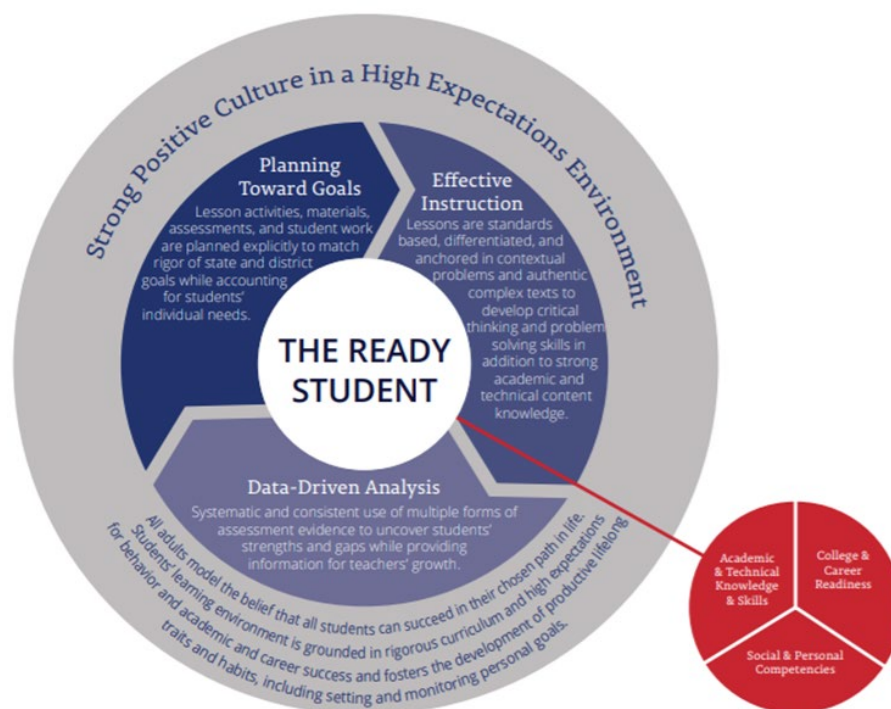
The ME@HP has been thoughtfully designed to align with the needs of the target student population.

Based on YWLAF's experience in implementing CGLA, Hamilton County's first public charter school, we anticipate that the students we serve are likely to experience some or all of the following risk factors:

- Academic learning deficits
- Limited early childhood education opportunities prior to enrollment at ME@HP
- Adverse Childhood Events associated with the social determinants of poverty
- Limited learning materials and supports at home
- Household instability and housing, food, and healthcare insecurity

ME@HP will align with student needs in establishing an orderly, peaceful, and empowering learning environment where students have the safe space to make learning choices for themselves, practicing self-determination, building social-emotional skills, and experiencing learning gains based on the child-centered curriculum. The multi-age Learning Pod configuration and daily extended learning periods enable children to progress through the curriculum at their own pace.

The Ready Student Model



²¹ https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf

²² <https://www.leportschools.com/blog/five-differences-that-enable-montessori-elementary-students-to-thrive/>

5 Hallmarks of the Montessori Method ²³	ME@HP Alignment with Target Student Needs
Teachers are guides, not lecturers. They individualize instruction to keep each child optimally challenged. In traditional elementary education, much instruction happens at an all-class level; students generally move through the same curriculum at the same pace....In a Montessori classroom, an advanced student will be challenged to perform at his best: it's not unusual for a 3rd grade Montessori student to tackle what would typically be considered 5th grade math, for example. At the same time, a child who struggles can get the extra support he needs, without suffering the negative effect on his self-esteem that comes from needing remedial work in a traditional elementary school setting.	• ME@HP will have two instructional staff per learning pod, to support individualized instruction. • The individualized curriculum, multi-age learning groups, and standards-based assessment means that students can move through the curriculum at their own pace, making rapid progress in subjects where they are academically advanced and taking more time to learn content that is more challenging.
Children have choices, there's no one-size-fits all curriculum. Students are encouraged to be curious; they are engaged and love learning. ...Autonomy is a huge factor in motivation, and Montessori elementary enables children to have a say in their learning. Of course, each child has to learn certain skills; mastering arithmetic isn't optional. But instead of forcing each child to complete the same worksheet, the Montessori elementary classroom ensures repetition by offering a variety of materials for practicing a given skill:...This is a common refrain for Montessori elementary schools: the children love learning, because they have a chance to be actively engaged in the process.	• ME@HP will provide students have multiple pathways to learning and multiple opportunities to document mastery of the subject matter to the instructional staff. • The instructional strategies will give children a sense of ownership and self-efficacy over their learning and academic achievement. • The curriculum is carefully sequenced to establish a continuum of learning, across content areas, from early childhood through early and later elementary grades.
The classroom is full of materials instead of textbooks and worksheets. Children learn to solve problems and think, instead of repeat memorized jargon. ...Dr. Montessori viewed the early elementary years as a critical stage in the mind's development, when the concrete thinking of the preschool years matures into abstract thinking. ...children use materials to understand how the world works...children acquire a mindset of thinking about things and figuring them out, rather than memorizing words or processes	• The Montessori learning materials are carefully calibrated to assist children in moving from concrete to abstract concepts across curricular content areas. • The learning materials provide a visual model for understanding, enabling students to gain deep insights into complex concepts particularly in mathematics.
The day has two 2 extended work periods, instead of a schedule where activities are constantly changed. Protecting children from interruptions when productively engaged is key to their development of concentration and interest in their work. It's one of the often-overlooked benefits for Montessori elementary students: author Paula Polk Lillard notes upon observing in a Montessori elementary class that the children "have time to think. That is what impresses me most, I realize. These children are thinking."	• ME@HP will provide students with opportunities for extended, focused learning that will enhance learning gains and also foster concentration and capacity to focus attention. • Students will gain self-motivation and executive functioning skills by exercising decisions over their own learning within a safe and structured environment. • Children have more time to work and continue to explore challenging and/or advanced curricular content.

²³ <https://www.leportschools.com/blog/five-differences-that-enable-montessori-elementary-students-to-thrive/>

Children learn with and from each other, in a mixed-age environment. Instead of competing with each other, they grow into a community, and practice all-important social skills every day. ...In Montessori elementary, children interact with each other, across age groups, all day. You'll often see 2-4 children working together on projects, negotiating roles and learning social skills in a safe, supervised setting as they choose co-workers and figure out that they can work with a range of companions, not just with their closest friends.

- ME@HP will foster future-readiness skills of collaboration, communication, and cooperation.
- Peer-to-peer learning is a powerful instructional strategy that benefits the student who provides peer instruction as much as the students who receive it.
- Learning and social-emotional skill building is not separated and, thus, students are experienced at negotiating social interactions within the context of learning and collaborating on projects.

Academic Plan Alignment with TN Academic Standards

The academic plan, while grounded in the Montessori pedagogy, will be implemented to explicitly address all State of TN Academic Standards expected for students in grades PreK-5.

Plan for Blended Learning

The Montessori pedagogy emphasizes use of tactical, natural learning materials that empower students to gain a concrete understanding of abstract concepts. It is not our intention to include computer-based or other blended learning mechanisms within the Level 1 or Level 2 classrooms.

Use of “screen time” to promote learning through blended learning opportunities will be utilized in the Level 3 Learning Pods (4th & 5th graders). During Level 3, students will develop technology skills needed for success in middle and high school. Students will receive instruction in safe and responsible use of technology and will utilize prescribed computer resources to conduct background research and complete learning tasks.

Response to Instruction and Intervention

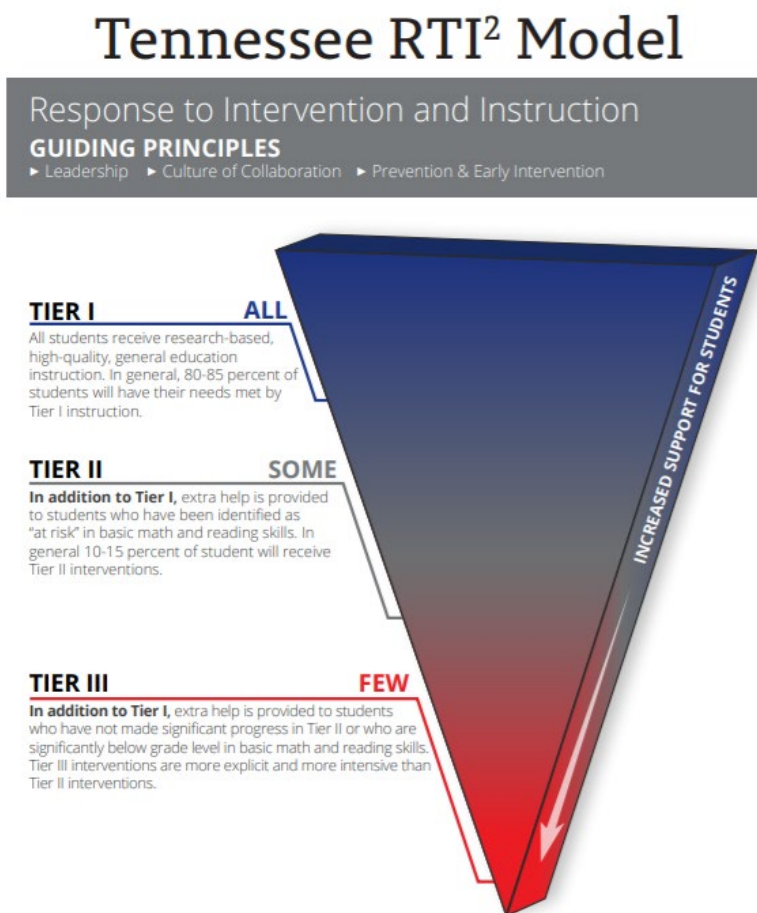
At the core of Montessori Elementary @ Highland Park is the bedrock belief that all students are natural learners, capable of engaging with the regular curriculum and achieving state standards and learning expectations. High quality core instruction will provide a strong basis for learning for all students. The intentionally individualized nature of the learning program presents multiple avenues for achieving mastery of standards. Multi-age classrooms ensure that students are grouped with their peers and progress across multiple standards while also allowing additional time and space for students to revisit and attain mastery of unmet standards without stigma. In other words, students can continue to make progress across all competency areas while also recursively revisiting and improving mastery of previous concepts.

The Planning Team anticipates that Montessori Elementary @ Highland Park will serve students who may have specific learning disabilities as well as students who may face learning disparities. Montessori Elementary @ Highland Park will follow the State of Tennessee's *Response to Instruction and Intervention Framework* in providing high-quality, differentiated instruction that supports all learners in achieving state standards.

Under the leadership of Dr. Elaine Swafford and an elementary school leadership team, the school will engage students in learning through innovative and carefully designed learning activities, utilizing the active learning model with research-based, hands-on learning materials.

The child-centered learning environment is ideal for students who face learning differences, and the multi-age classrooms ensures that students can continue to receive support until they master content without experiencing stigmas associated with repeating grades.

Data on each student's progress towards achievement of state standards will be a constant focus of the school leadership team and instructional staff. Teacher observations will identify and immediately implement tiered RTI responses before the student begins to experience academic struggles.



Section 1.4. ACADEMIC PERFORMANCE STANDARDS

Academic Achievement Goals

Given the indicators of need among target area students, Montessori Elementary @ Highland Park has established ambitious but attainable benchmarks for student achievement during the school's initial start-up phase. The Governance Board and school leadership team will revisit and adjust benchmarks annually with the expectation of ongoing continuous improvement. The school's instructional goals and academic benchmarks are as follows:

1. **Accelerate student achievement to enable student learning gains across curricular content areas.**
 - Each year, 70% of students will realize learning gains of at least 10% in core academic subjects of math, reading, English language arts, science, and social studies on assessments aligned with TN Ready assessments.
 - By the end of year 2 and annually thereafter, at least 35% of students who have been at Montessori Elementary for at least 2 years will be performing at Level 3 (on track) or Level 4 (Mastered) in at least 2 core academic subjects.
 - Each year, at least 35% of students who score at Level 1 (Below) on the 1st benchmarking assessment will move to Level 2 (Approaching) or higher by the TN Ready Exam.
 - By the end of year 3, Montessori Elementary @ Highland Park students will meet or exceed standardized state assessment scores compared with other Hamilton County Schools located in the Opportunity Zone.
2. **Bolster literacy and communication skills as the foundation for learning and success.**
 - Each year, 70% of students will realize literacy gains of at least 10% on reading assessments.
 - By the end of year 2 and annually thereafter, at least 40% of students who have been at Montessori Elementary for at least 2 years will be reading at or above grade level.
 - By the end of year 2 and annually thereafter, at least 40% of students who have been at Montessori Elementary for at least 2 years will be writing at or above grade level.
3. **Foster habits of mind and social-emotional skills to instill self-motivation and regulation, cultivate executive critical & creative thinking, and prepare children for lifelong learning within cooperative, team-based environments.**
 - Each year, students will document age-appropriate improvements in executive functioning, active participation in learning, perseverance, etc.
 - Beginning in year 3 and continuing every 2 years thereafter, students will show growth in terms of intrinsic motivation using the Children's Academic Intrinsic Motivation Inventory (CAIMI)²⁴ or similar assessment.
 - Each year, students will demonstrate skill gains in critical thinking and problem solving as measured by pre- and post-assessments using the California Critical Thinking Skills Test²⁵ or similar assessment.

Setting, Monitoring, & Revising Academic Achievement Goals

Initial goal-setting has been accomplished by the Planning & Design Team, but on-going responsibility for monitoring, revising, and setting new goals will rest with the school's leadership team. The Montessori Elementary School Director will report progress towards achieving goals at least quarterly at Governance Board meetings including plans for any corrective actions as needed.

Corrective Action Planning

Corrective actions will be collaboratively designed and implemented, led by the Leadership Team and overseen by the Governance Board. Corrective actions to be considered or selected will be driven by school or student data metrics and grounded in research-based practice. Corrective actions may include focused professional

²⁴ <http://stelar.edc.org/instruments/children%E2%80%99s-academic-intrinsic-motivation-inventory-caimi>

²⁵ <https://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Skills-Tests/California-Critical-Thinking-Skills-Test-CCTST>

development efforts, revisions to the school schedule or calendar, adjustments to instructional methodologies, personnel changes, or other adjustments. At Montessori Elementary @ Highland Park, the focus of all activity is to promote student learning, and the school will utilize assessment data on an ongoing basis to refine and ensure that all aspects of the school design are calibrated to maximize student academic outcomes and personal growth.

Student Attendance

Montessori Elementary @ Highland Park's goal is to have an average daily attendance of 98% of students. The school will serve students who are at-risk academically, so attendance is crucial to enable students the time and consistency they need to overcome academic deficits and achieve college / career path readiness.

Strategies to Promote Attendance:

- **Recognizing Attendance & Participation:** Student attendance and participation will be overtly recognized and students will be able to accrue appropriate rewards or privileges based on attendance. Specifics will be finalized by the school leadership team, however examples may include a special field trip or activity, a special meal with school administrators and family, etc. Outstanding attendance will be recognized as part of school routines and ceremonies (e.g., morning assembly, semester celebrations, etc.). School personnel will work with partners to provide appropriate rewards for attendance (e.g., restaurant gift certificates, bicycle or sports equipment, trophies or plaques, etc.).
- **Wrap-Around Services:** Through the Counseling Center, students and families will have access to wrap-around services. Attendance issues stem from a variety of reasons including homelessness or housing insecurity, challenging foster or family care placements, children having to act as caregivers for siblings or elders, lack of transportation, or a myriad of other obstacles often associated with poverty. The availability of wrap-around services on-site and readily available for student access is imperative.
- **Clearly Communicating Attendance Policy:** The student & family handbook (see Attachment B) includes a clear statement of the absence policy including allowable absences, parent-excused absences, and the implications for excessive absences.

Student Matriculation

Montessori Elementary @ Highland Park will utilize a standards-based assessment system. Students will receive traditional letter grades (A, B, C, D, or F) based on their demonstrated / documented mastery of standards-based competencies in each course; the standards-based system will be translated into the traditional grade scale. Teachers will utilize rubrics which will be shared with students so that students know and understand what it takes to achieve at each level. Instructional staff will work individually or in small groups with students who are struggling with certain competency standards to provide additional, tiered instruction. With support from the teacher, students will continue learning and practicing until they achieve proficiency or beyond. The flexibility afforded by the Montessori model's multi-age classrooms will afford students additional time for mastery of foundational concepts without attaching stigmas to children who need additional time to achieve full mastery.

Montessori Elementary @ Highland Park has a robust plan to support and provide remediation for students with learning deficits and will follow the Response to Instruction & Intervention (RTI²) model. The school curriculum, course framework, and schedules have been purposefully designed to optimize opportunities for scaffolding, individualizing instruction, and providing remediation, enrichment, or extending learning based on students' level of competency. The assessment structure and data-driven, collaborative planning model ensure that every instructional staff member knows the skill gaps of each student and that teachers and coaches are collaboratively planning to address those gaps. Every aspect of the school model has been calibrated to accelerate learning among underserved students and ensure that they are well-prepared to meet or exceed all 5th grade standards outlined by the State of Tennessee by the end of 5th grade before exiting the school to begin middle school.

Section 1.5. PHASE-IN/TURNAROUND PLANNING

Not applicable – Montessori Elementary @ Highland Park is a new school.

Section 1.6. HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS

Not applicable – Montessori Elementary @ Highland Park will serve grades K-5.

Section 1.7. ASSESSMENTS

Montessori Elementary @ Highland Park students will participate in all state-mandated assessments. While the Montessori pedagogical approach will be used, Montessori Elementary @ Highland Park will administer all state-mandated assessments in compliance with the TN Ready testing protocols and TN Comprehensive Assessment Program (TCAP). Montessori Elementary @ Highland Park will administer benchmarking assessments created by instructional staff based on common core standards and the TN Ready exam. Benchmarking assessments will be administered in September, December, and February to identify learning and skill gaps and measure progress towards achievement of core standards. The Montessori curriculum has robust learning standards which will be mapped to TN Ready curriculum frameworks and standards. In any areas where there is misalignment between the Montessori and State of TN curricular standards, school personnel will augment the curriculum to ensure that students experience all learning content on schedule and are well-prepared to meet or exceed state standards.

Across all coursework, Montessori Elementary @ Highland Park will deploy standards-based grading. Unlike traditional grading systems, standards based grading enables student, parents, and teachers to gain a more granular view of student learning and progress. Standards-based grading is aligned with what students know and are able to do – and also what students have yet to master. This allows for more targeted re-teaching, tutoring, and coaching to support students who need additional help to master certain standards. Students and teachers can focus on specific areas of need for each student and also build on areas of student strength and understanding to foster learning across all standards.

BENEFITS OF STANDARDS-ORIENTED ASSESSMENT

- **Enables data-driven decision making and practice** by providing a continuous, accessible stream of information about student performance that can be readily accessed to inform the academic approach (intervention / remediation, scaffolding, enrichment, etc.) and support academic goal-setting.
- **Encourages persistence** among students who are struggling academically by documenting incremental achievement gains, removing time as a factor in assessment, and taking a non-punitive approach to differing paces of learning.
- **Defines expected learning outcomes** in a way that is transparent to students, parents, teachers, administrators, and other stakeholders.
- **Promotes a cooperative relationship** between teachers and students.
- **Fosters collaboration** among students, parents, and school staff, creating a “web” of support for scaffolding students and bridging achievement gaps.
- **Raises expectations** for performance as the student progresses and matures.
- **Pinpoints intervention and academic support** on specific areas of student weakness.
- **Establishes high expectations** for all students and provides incentives for motivated students to achieve at the advanced levels.

Standards-Based Grading Rubric: Student learning expectations will be keyed to TN Ready standards. Using a rubric, students will be assessed on their degree of mastery across academic standards and will receive a score and feedback based on the degree to which they have mastered required standards in every course. Students' overall grade is calculated using the Montessori Elementary @ Highland Park grading policy. Through this grading platform, students, parents, and teachers can see in real time specific feedback about what each student understands and has learned.

Teachers will use a uniform, school-wide rubric to indicate student mastery on each course standard. A uniform rubric will enable students, teachers, and parents to compare achievement across coursework. The school-wide rubric is as follows:

Performance Level / Color Indicator	Criteria	Alignment with Bloom's Taxonomy
0: No Effort / Red	- No effort or evidence	NA
1: Below Basic / Red	-Evidence of knowledge	<u>KNOWLEDGE</u> : Recall, List, Locate, Name, Define, Describe, Observe
2: Approaching Mastery BASIC/Yellow	-Evidence of comprehension -Needs coaching/feedback to reach standard/learning goal -Developing mastery	<u>UNDERSTAND</u> : Explain, Describe, Summarize, Predict, Demonstrate
3: Mastery PROFICIENT/Green	-Student can execute/ show evidence of mastery -Meets standard/learning goal	<u>APPLY</u> : Solve, Calculate, Interpret, Examine
4: Beyond Mastery/Blue	-Goes beyond standard /learning goal -Evidence of thinking at an advanced level	<u>ANALYZE</u> : Classify, Connect, Criticize, Organize; <u>SYNTHESIZE/EVALUATE</u> : Judge, Conclude, Debate, Justify, Persuade; <u>CREATE</u> : Design, Compose, Plan, Construct

To encourage students to strive for continuous improvement while also underscoring the importance of putting forth their best effort, students will be given multiple opportunities to demonstrate mastery of a standard. The multiple assessment opportunities will be graded according to the following combination: 75% of newest assessment score and 25% of the average from previous assessments scores.

Assessment of Executive Function & Engagement: In addition to measuring student academic progress, Montessori Elementary @ Highland Park will also assess students based on the "habits of mind" – engagement, cooperation, executive function, resilience, and interpersonal skills critical for success throughout their academic and future workforce participation. School leadership will establish a rubric that all teachers will use to measure skills such as perseverance, engagement, self-regulation, interpersonal and communication skills, emotional intelligence, and intellectual curiosity. Performance related to these functions will be assessed by teachers and factored into course grades along with academic performance.

Letter Grades / PowerSchool Reporting: Student performance outcomes will incorporate both achievement of academic standards as well engagement & executive function. Academic performance will comprise 70% - 80% and executive function / engagement will comprise 20% - 30% of the final grade for each course. (Specific percentages may vary slightly among courses.) Students will receive a traditional numerical grade in PowerSchool. Grades in PowerSchool will be updated every three weeks and will be available for students, parents, teachers, and school leaders to review regularly. The numerical grade will depend on academic standards mastered throughout the year. The scale below will be used for conversion of standards-based grading outcomes into a traditional letter / numerical grading format.

Letter Grade	Numerical Value	Standards-Based Outcome
A	95	Represents achieving an average of 3.5 – 4.0 in all standards, mastery of at least 90% of all standards, and a minimum of 1 in all standards.
B	90	Represents achieving an average 3.0 – 3.4 in all standards and mastery of 80% of all standards.
C	80	Represents achieving an average 2.1 – 2.6.9 in all standards.
D	70	Represents achieving an average 1.75 – 2.0 in all standards.
F	59	Represents achieving an average below 1.75 in all standards.

The Montessori Elementary Principal, with oversight from the School Director, will have primary responsibility for testing coordination within the building. The Principal will also lead all data collection and collaborate with the School Director to analyze and interpret data through regular reports for all stakeholders. Data will be crucial to Montessori Elementary @ Highland Park's rapid-cycle quality improvement processes which will use data in an iterative matter to plan instruction, assess student learning, support teacher professional development, and respond to student learning gaps. Professional development will include training and ongoing coaching for teachers and school staff in analyzing, interpreting, and using student performance data.

Tracking & Communicating Achievement Data: School staff, students, parents, and teachers will be able to track learning outcomes through weekly reports. In addition, students and parents can access PowerSchool to view student attendance records and overall grades for each subject. Students and parents will receive login credentials to continually track student progress. In addition to the online tracking, the school will have a staff space set aside as a data room where staff can convene for shared planning and integration informed by school data.

The Statistician, a network-level position, is responsible for ensuring / supervising data integrity, managing ongoing data analytics, producing routine reports on a regular basis to inform planning and instruction, and providing special reports as needed.

While students and parents will have constant access to achievement data online, quarterly achievement reports will be prepared for each student. The Quarterly Achievement Report will provide a snapshot of student progress – hard copy and online – which will form the basis for student achievement conferences with parents.

School data will be disaggregated in a variety of ways including sorting data by individual students, individual teachers, classrooms, grade levels, content areas, and student sub-groups including students with IEPs and English Language Learners. Data will be reviewed at least monthly and presented to teachers for shared discussion and development of Response to Intervention & Instruction strategies. Data will also inform teacher professional development for individual teachers, grade bands, and vertical content areas. School leadership will engage will engage appropriate professional development based on the identified needs of students and teachers.

Teachers will also be empowered and expected to monitor student progress by taking detailed, carefully-observed notes throughout the day to document and monitor student learning. ME@HP will establish a standardized format for daily note-taking, and time for this activity has been built into teachers' daily schedules and will be the topic of professional development.

Section 1.8. SCHOOL CALENDAR AND SCHEDULE

Annual Academic Calendar

Montessori Elementary @ Highland Park's academic calendar will mirror the calendar for the Chattanooga Girls Leadership Academy, including 181 instructional days in the regular school calendar for students and an additional 30 half-days of summer programming for students who need additional learning time. Please see Attachment A for a sample annual academic calendar. The academic calendar has been purposefully calibrated to meet the

learning needs of students who are expected to enroll with learning gaps or deficiencies and need focused, sustained time to achieve proficiency and progress to advanced performance. The school schedule, including the flexibility inherent in the Montessori-style integrated academic model optimizes the strategic use of learning time to support the vision, mission, and education program to drive gains in academic achievement.

Structure of the School Day & Week

A typical school day will begin with breakfast at 8:00am with an official start of the school day at 8:30am. Each day will start with Morning Assembly which will include announcements, the Pledge of Allegiance, and team-building and motivational activities. Morning Assembly will be an opportunity to emphasize the school's mission, vision, core values, and to reinforce the school climate as a respectful and peaceful learning environment.

Academic activities begin at 8:45 with the first of two extended learning blocks during which children will engage with the curriculum through small group and self-directed learning time. The Morning Learning Block will be 180 minutes each day. After morning block, classrooms will rotate through 30-minute lunch periods with the other 30 minutes of this schedule period devoted to developmentally-appropriate literacy enrichment – this may include writing, reading circles, sustained silent reading, read-aloud, or literacy coaching, depending on each child's needs. Following the Lunch & Literacy period, students will alternate Physical Education/Health and a rotation of Electives offerings (Art, Music, etc.). The afternoon learning block and cool-down will encompass 60 minutes of intensive learning time. The final period of the day comprises embedded RTI² opportunities for additional learning as well as extracurricular activities. Montessori Elementary will offer 345 instructional minutes per day and 1,725 instructional minutes per week.

In each grade level, students will participate in 28.75 total hours of learning each week. Tiered interventions, learning extension, tutoring, and coaching are integrated across all instructional time.

- As part of the "Lunch & Literacy" Block, 150 minutes per week (30 minutes x 5 days per week) are allocated for developmentally-appropriate literacy enrichment using tiered content options based on student learning needs.
- Including all instructional blocks, a total of 1,575 minutes per week (315 minutes x 5 days per week) are allocated for curricular learning. Because of the student-directed and highly-individualized nature of the Montessori instructional model, it is difficult to pinpoint the precise amount of time a student will spend on each academic subject. However, we anticipate that students, on average, will spend approximately 400 minutes on English Language Arts, 400 minutes on mathematics, 300 minutes on science, 300 minutes on social studies, and 175 minutes on sensorial & practical life curricular activities.
- As part of the total instructional time, 60-90 minutes per week are allocated for Outdoor Learning / Physical Education & Health, including developmentally-appropriate activities and content. Younger children in Level 1 (PreK-K) and Level 2 (1st-3rd grade) Learning Pods will participate in Outdoor Learning / PE/Health 3 times per week (30 minutes x 3 days – 90 minutes total) while older children in Level 3 (4th – 5th grade) Learning Pods will participate in Outdoor Learning / PE/Health 2 times per week (30 minutes x 2 days – 60 minutes total).
- Also within the instructional time, 60-90 minutes per week are allocated for Related Arts. Younger children in Level 1 (PreK-K) and Level 2 (1st-3rd grade) Learning Pods will participate in Related Arts twice per week (30 minutes x 2 days – 60 minutes total) while older children in Level 3 (4th – 5th grade) Learning Pods will participate in Related Arts three times per week (30 minutes x 3 days – 90 minutes total).
- 225 minutes per week (45 minutes x 5 days) are allocated for RTI² tiered intervention and/or co-curricular activities (see details below).

Montessori Elementary Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-8:30am	Breakfast				
8:30am-8:45am	Morning Assembly & Classroom Transition				
8:45am-11:45am	Morning Learning Block / Work Cycle				
11:45am-12:45pm	Staggered 30-minute Lunch Periods & 30-minute Literacy Enrichment				
12:45pm-1:15pm	Staggered 30-minute Outdoor Learning / Physical Education & Health				

	<i>3 Times Per Week for Level 1-2 Pods & Twice Per Week for Level 3 Pods</i> Alternating 30-minute Related Arts Rotations / Outdoor Learning <i>2 Times Per Week for Level 1-2 Pods & Three Times Per Week for Level 3 Pods</i>
1:15pm-2:00pm	Afternoon Learning Block / Work Cycle
2:00pm-2:15pm	End of Day Cool-Down & Practical Life Activities
2:15-3:00	Tutorial / RTI ² & Co-curricular Activities

Teacher Schedules

Within the context of an early childhood and elementary education learning environment, teacher schedules will largely mirror the children's daily schedule. The daily work schedule for a teacher begins at 7:45am with 45 minutes of planning and preparation time. School leaders may occasionally use this time for staff meetings or announcements, but generally this time will be reserved for final preparations within the learning environment and preparation for the day. Teachers will have a 30 minute lunch period while their students are eating lunch, an additional 30 minutes of planning time during the day while students are engaged in outdoor /electives learning time. Students' days conclude with a 45-minute period dedicated to RTI² and Co-curricular activities; these sessions will be staffed by a rotating docket of classroom assistant teachers, elective teachers, school staff, and qualified volunteers. This will afford teachers a daily 45-minute window that can be used for a variety of professional learning community groupings including Lead Teacher Meetings, Learning Pod Level Meetings, and Montessori Best Practices Groups once per week and Learning Pod Team (Lead & Assistant Teacher) meetings twice weekly. Learning Pod Team meetings will be used to carefully analyze and synthesize notes on each students' learning progress, review data, and plan for iterative scaffolding, additional support, or guidance into more advanced topics, as appropriate for each student in each content area. Teachers' work day ends at 3:30. Teachers are expected to use the final 30 minute period for updating student notes and learning reports and planning. Occasionally, this time may be used for school-wide staff meetings or professional development groupings, as appropriate.

Montessori Elementary Weekly Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45am	<i>All Instructional Staff - Classroom / Learning Preparation & Planning</i>				
8:30am-8:45am	Morning Assembly & Classroom Transitions (Teachers Present)				
8:45am-11:45am	Morning Learning Block / Work Cycle				
11:45am-12:45pm	Staggered 30-minute Lunch Periods & 30-minute Literacy Enrichment				
12:45pm-1:15pm	Staggered Outdoor & Related Arts Learning Time <i>Pod Teachers & Assistants - Planning & Professional Development Time</i>				
1:15pm-2:15pm	Afternoon Learning Block / Work Cycle End of Day Cool-Down & Practical Life Activities				
2:15-3:00	Tutorial / RTI ² & Co-curricular Activities				
3:00pm-3:30pm	All Instructional Staff – Planning, Student Reports, & Professional Development				

Co-Curricular Activities

Montessori Elementary @ Highland Park will offer a robust array of co-curricular activities, driven by student interest and school / community capacity. However, initially the following co-curricular clubs and activities have been strategically identified to harness student interests while building critical skills: Choir, Chess Club, Debate Team, Theatre / Improvisation, Robotics/STEAM, Garden Club, Intramural Sports, and others to be determined. These will be ramped up over the initial 5-year scale-up period.

Summer Programming

In addition to the regular academic year, ME@HP will operate a 30-day summer program with 4 hours of programming per day. The summer program will be required for all students who are academically struggling including those who are behind their grade level in math or reading proficiency and those who scored at Level 1 or 2 in any core subject (Math, English/Language Arts, Science, or Social Studies).

Section 1.9. SPECIAL POPULATIONS AND AT-RISK STUDENTS

As described in Section 1.2, Montessori Elementary @ Highland Park will serve children with diverse learning needs. The Planning Team has taken these factors into consideration in all aspects of the school design. The plan to support special populations and at-risk students was informed by the expertise of Dr. Elaine Swafford, a nationally-recognized leader in educating students with multiple socioeconomic and academic risk factors. Montessori Elementary @ Highland Park's School Design Team and founding Governance Board include several educators with robust experience in meeting the needs of special student populations. YWLAF and CGLA have significant experience in meeting the learning needs of special populations and at-risk students within the same communities served.

Given the scope of academic deficits anticipated for the target school population – and the tenets of the Montessori model, all aspects of the school plan are geared towards instituting a supportive learning environment where instruction is individualized for all students based on their learning needs and capacities. One of the criteria for hiring leadership staff will include experience and expertise in meeting the learning needs of special populations and at-risk students. This will also be a focus area for professional development of school staff. YWLAF is making an intentional investment in hiring instructional staff during the pre-opening year to provide significant opportunity for professional development with special education and behavioral management being a focus area.

Montessori Elementary @ Highland Park will have a highly-qualified special education teacher beginning in year 1 and anticipates adding a second special education teacher in year 5. These are estimates based on enrollment assumptions. Actual hiring schedule will be informed by student enrollment and needs. Likewise, related service personnel such as SLPs, OTs, PTs, or support personnel for students with physical disabilities will be engaged on a contractual basis, as needed to meet the needs of enrolled students.

The daily schedule which affords a 3-hour uninterrupted learning block in the morning and a 60-minute afternoon block that includes a daily cool-down and practical learning “jobs” assigned to students on a rotating basis. These extended blocks are ideal for students with differentiated learning needs, and the self-directed approach enables advanced students to move on from a topic when they achieve mastery while students who need more practice can continue to build foundational skills. Likewise, the multi-age peer groupings enable gifted and advanced students to hone their knowledge and interpersonal skills as leaders of small peer learning groups while students who need more assistance receive individualized or small-group instruction from instructors who are well-prepared to observe student learning needs and design innovative instructional strategies to scaffold students. Overall, the small learning community, staffing structure, and school schedule provide additional support and differentiated instruction for all students whether they are struggling or excelling academically.

RTI² and Data-Driven Instruction

The iterative and ongoing use of data to inform instruction and evaluate the academic progress of ALL students is a hallmark of the ME@HP model. Student data will be reviewed on an individual basis (e.g., measuring individual student progress) and also disaggregated to analyze and evaluate progress of various student groups such as students with IEPs and English Language Learners.

Special Education

Montessori Elementary @ Highland Park will fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA). The Individual Education Plan (IEP) requirement will be met through embedding individual goals within the framework of our curriculum and school design. All students will receive instruction in an inclusive setting to maintain and support students within the most inclusive learning environment. Multi-layered intervention and support services, challenging expectations, and research-based instructional practices will ensure that all students' unique learning needs are effectively met.

Montessori Elementary @ Highland Park students eligible for exceptional education services will fully participate in our standards-based curriculum in a full inclusion setting, maintaining the least restrictive educational environment and providing access to the general curriculum for each student. Montessori Elementary @ Highland Park will identify students with special needs during the enrollment / intake process - either through parent responses on enrollment documents, family interviews, or initial assessments for all incoming students. Special care and consideration will be taken to avoid misidentification of students. New students identified as being eligible for services in their previous school and who have an existing IEP in place will have a special education certified case manager assigned to them upon enrollment. Students who become eligible for services during enrollment at Montessori Elementary @ Highland Park (as determined through comprehensive evaluation) will also have a case manager assigned to them who will initiate the development and implementation of an appropriate IEP based on identified learning and/or behavioral needs.

Case managers will monitor each special education student's individual needs and progress as set forth in her or his IEP in the context of the Montessori Elementary curriculum and in accordance with federal requirements. Case managers will also schedule and facilitate IEP meetings as needed throughout the school year, ensuring that the appropriate team members, including parent(s), are notified and present for the meetings. Each student's progress toward his goals will be reviewed by the case manager and IEP team quarterly. Performance and developmental goals and pertinent accommodations will be monitored and revised as needed, as determined by the review team.

All processes and procedures to exit students who demonstrate sufficient progress will be carefully considered and closely aligned with IDEA law.

All faculty and staff will be aware of the instructional modifications articulated in each student's IEP and receive on-going professional development to effectively provide these modifications using research-based methodology. Both general and special education instructors will receive on-going training in strategies for differentiating curriculum, instruction and assessment for students with special needs as well as on current legislation regarding special education requirements and provisions. General and special education instructors will work collaboratively to provide multiple layers of support in order for students to achieve at the highest academic levels possible. If the delivery of related support services (e.g., speech and language, vision, and/or hearing) is written into a student's IEP, these services will be provided within classroom routines by learning pod lead & assistant teachers, with input from the Special Education teacher.

Special education instructors will work collaboratively with general education instructors to plan and teach classroom lessons with appropriate delivery and on-going assessment for every student. Collaborative team teaching will be the model for inclusive instructional delivery at Montessori Elementary @ Highland Park, with both general and special educators actively involved in all aspects of curriculum planning, instructional delivery, and on-going assessment. Students who are experiencing difficulties in the general classroom will have additional academic and behavioral supports.

Parents and families of students with special needs also play a vital supporting role in their child's academic success. Montessori Elementary @ Highland Park's learning community embraces families, actively engaging, supporting, and empowering them to participate fully in the educational life of their children. We will utilize

translators, whenever necessary, to ensure that there are no communication barriers with parents who have limited English proficiency. Dr. Swafford and the ME@HP leadership team will also work closely with Hamilton County and actively participate in coordination with the LEA to ensure the most effective services and optimal learning outcomes for students with disabilities.

The goal for every student, including those with disabilities or learning differences, is full inclusion with the general curriculum, forming foundational skills necessary to achieve key learning benchmarks and age-appropriate state standards so that they complete elementary school fully-prepared for success in middle and high school.

English Language Learners

At CGLA, English Learners (ELs) comprise 9% of the student population, and we anticipate a similar enrollment population for Montessori Elementary @ Highland Park. In early childhood and elementary education, all children are exploring emerging literacy, and the Montessori model and diversified instructional approach ensures that English Learners will have access to the same immersive learning experience across the curriculum. Students eligible for ELL services will receive on-going, age-appropriate support from an ESL endorsed teacher in accordance with HCDE district policy and in view of the World-class Instructional Design and Assessment (WIDA) standards adopted by the state of Tennessee in 2013.²⁶

Montessori Elementary @ Highland Park will use the following tools, as appropriate, for assessing English language proficiency:

- Home Language Survey – to identify all students potentially in need of ESL services
- W-APT – to measure English Language proficiency and assess need for EL services
- ACCESS for ELs

Individual Learning Plans will be maintained and followed for each child, and parents of a student identified as requiring EL services will be notified of EL placement and will be regularly updated about the student's progress.

EL services, following an immersion model, will be delivered during the regular school day as an integrated element of all school routines. The goal for English language learners is not only that they achieve English language acquisition, but also fully participate in all aspects of the Montessori model. School leadership will ensure that each student receives the appropriate minimum service time.

Students may exit EL services based on proficiency in all areas of language including listening, speaking, writing, and reading. Montessori Elementary @ Highland Park will use multiple assessments to ensure a student is ready to exit EL services and will continue to monitor progress after exiting. WIDA scores will be the key indicator: only students who earn both a composite and literacy score of 5.0 on the WIDA ACCESS for ELs assessment will be considered ready to exit EL services. Montessori Elementary @ Highland Park will monitor students who exit ELL for a period of 4 years after meeting the exit criteria to ensure that they have achieved mastery of English and to intervene quickly if additional support is needed.

At-Risk Students

The Montessori Model includes a variety of strategies to ensure that students have access to timely and effective academic intervention and remediation necessary to ensure that they are able to achieve learning standards and document their learning via state assessments. Montessori Elementary's student-centered model is designed to pinpoint student academic deficiencies and deploy a variety of interventions to address each students' unique needs and risk factors.

The Montessori Elementary assessment model and strategies for student remediation are inextricably intertwined. The assessment system has been designed to maximize opportunities for learning and remediation while minimizing penalties for past underperformance. Students have multiple opportunities and pathways to succeed,

²⁶ <https://www.wida.us/standards/eld.aspx>

thus they will be more likely to challenge themselves because they know they will not be unduly penalized if they struggle with academic content. They will also have more learning time due to the extended learning blocks and student-directed learning pace. The following strategies are key components of Montessori Elementary's plan to provide intervention and remediation for struggling students.

Strategy	Description
Initial Assessment & Diagnostics	Initial diagnostics will inform the student orientation planning process and the development of intervention activities and priorities.
Professional Development	The initial professional development priorities for teachers will include the following: scaffolding and differentiating instruction, implementing a response-to-intervention approach in the classroom, student conferencing strategies, and other topics identified as high-priority based on the student population and results of initial diagnostics.
Intervention, Extension, and Academic Support	Time for intensive intervention and academic support is built into the school schedule. Embedded daily & weekly tiered-intervention periods afford students the opportunity to receive intensive support while remaining on-track in their coursework.
Literacy & Sustained Silent Reading	Students will participate in developmentally-appropriate literacy enrichment as part of the academic learning blocks and also during the "Lunch & Literacy" period. Literacy enrichment will include sustained silent reading where students select a book of their choice. This period of literacy and sustained silent reading is important for building students' vocabulary and reading comprehension.
Academic Support Structures Built into School Day	Academic support structures are built into the school day. Teachers will have the option to refer students for required final-period tutoring on a daily basis. Regular teacher-student interaction will ensure that students are aware of their skill levels and know about the academic support resources available to them.
Staffing for Student Support	Montessori Elementary will have highly-skilled educators available to support students academically. The staffing model includes two teachers per learning pod.

Web-Based Remediation & Blended Learning: Students in the Level 3 Learning Pod (4th – 5th graders) will engage in technology-assisted learning. Level 3 students will have access to technology-assisted, age-appropriate blended learning resources. These will include such options as Discovery Education, LANGUAGE! Live, Lexia, Khan Academy, Odysseyware, etc. Teachers will deploy these resources as part of the classroom learning environment and students can access them via RTI² Intervention/Tutorial periods and during regular academic learning blocks. The student's learning progress using these software resources will be accessible to both the primary classroom teachers, academic coaches & support personnel, and parents to complete a circle of complementary oversight that will result in a more highly individualized plan for addressing students' needs and cohesive instructional support.

Gifted Students

Students identified as eligible for receiving gifted services will have ample opportunity to challenge themselves and have their needs met within the rigorous, self-directed curriculum and enrichment opportunities provided through Montessori Elementary @ Highland Park's Montessori-based model. Students with a previous identification as gifted will be identified through the student enrollment and intake process. Students who do not have a previous identification as gifted may be referred by teachers or school administrators for evaluation which will follow TN Department of Education standards and protocols.

For students identified as gifted, multiple opportunities for accessing accelerated educational services are embedded within the curricular framework, including the option of moving students ahead in the matriculation of coursework, challenging themselves to higher levels of performance within the rigors of the existing curriculum and designing independent study opportunities for students to pursue independently or in small groups as part of the multi-age learning environment. Student progress will be carefully monitored to ensure that students are continuously engaging with challenging and enriching curriculum that extends their learning.

Section 1.10. SCHOOL CULTURE AND DISCIPLINE

Montessori Elementary @ Highland Park will be a learning community that is intentionally inclusive and celebrates the diversity of all children and families. The Montessori model is grounded in an ethos of reciprocal respect. All members of the learning community are expected to show respect for themselves, others, and their environment. The Montessori pedagogy includes significant freedom for children within a carefully curated and maintained set of learning parameters. Students may learn individually and within small group clusters. Children will be provided with support and guidance to work out interpersonal conflicts amongst themselves with intervention from instructional staff only when needed. The Montessori model was developed and is research-proven to be effective in building pro-social skills and emotional intelligence. We anticipate that most children who enroll at Montessori Elementary @ Highland Park will face unique learning challenges, whether they have special education needs or disabilities, limited English proficiency, or academic deficiencies. For that reason, creating a respectful and safe learning environment where each child can explore, discover, and learn in a comfortable environment is essential. For additional information, the Student & Family Handbook, which includes the student discipline policy, is included as Attachment B.

Building & Sustaining the School Culture

Dr. Swafford is widely-recognized for building a strong culture of leadership and academic excellence at the Chattanooga Girls Leadership Academy. Establishing a positive school culture requires aligning expectations and efforts of all stakeholders – school leadership, community partners, instructional staff, parents and families, and the students themselves. The expectations for school culture will be consistently communicated from initial contact the community outreach and student recruitment phase through the enrollment process, in student and family orientation activities, daily during Morning Assembly, and routinely at school functions celebrating academic achievement and exemplars of ME@HP core values: Respect, Responsibility, Self-discipline, Independence, Creativity & Innovation, Self-motivation, Collaboration, and Leadership.

During ME@HP's initial start-up period, building the school culture will be an on-going process with core values and behavioral expectations reinforced regularly during the daily Morning Assembly. Students who enter mid-year will participate in the same enrollment process and a modified family & student orientation to make sure they understand the ME@HP culture.

Montessori Elementary @ Highland Park will build and sustain a vibrant school culture rooted in the following core values:

Characteristics of Children in the Montessori Classroom ²⁷	
Respect	<i>The basis of the Montessori classroom is mutual respect. A classroom based on mutual trust creates trustworthy children. Respect and trust go hand in hand. By respecting the individual children in their care, Montessori teachers continue to aid the intellectual, emotional and moral development of their students.</i>
Responsibility	<i>In Montessori education children take responsibility for their own learning. This style of learning is now referred to as "constructivist." But children cannot construct their own learning until they are responsible for making their own choices. If they are forced to learn</i>

²⁷ <http://montessorichildrensctr.com/articles-links-of-interest/10-characteristics-of-children-in-a-montessori-classroom/>

	<i>and do not know why they are doing it they merely go through the motions. They feel as if they have no control over their lives and learning can become something that they endure, rather than something that they accomplish by their own self – effort.</i>
Self-discipline	<i>To accomplish self-discipline is one of the great tasks of life. Responsibility requires discipline. In order to discipline yourself you must have the freedom to make choices. They must have the opportunity to control themselves, by themselves. They must not be constantly controlled by others, because this imposes discipline from the outside and does not give the child the opportunity to learn it by him or herself.</i>
Independence	<i>In order to be independent the child must be free to make choices, make mistakes, learn from those mistakes and have the opportunity to self-correct. We guide them in their growth as we prepare a learning and social environment in which they are able to make their way toward independence.</i>
Creativity & Innovation	<i>The creative powers of the children help them solve problems throughout their stay in the Montessori classroom. These problems can be social, emotional, intellectual or physical in nature. By allowing the children to grapple with these problems and ideas we help them enlist their own creativity. When children are not permitted to deal with their own problems as they arise, but have adults solve them for them, they have difficulty experiencing their own creative solutions. To teach children in only one way, and ask for only one answer, will prevent them from using their minds in an inventive way.</i>
Self-motivation	<i>Children are self-motivated when they are allowed to make choices and have some sense of control over what they elect to do. This does not mean that they do whatever they please. In the Montessori classroom we are looking for intrinsic motivation as opposed to extrinsic motivation. Children work because they want to – not to get a grade, to please an adult, or because they will get in trouble or fail if they don't do what the teacher requires. ("Montessori Today, P. 90.)</i>
Collaboration	<i>Montessori students often work collaboratively within their multi-age classroom groupings, learning with and from one another. Because children have different talents, skill and interests, the groups that form together to help each other are constantly changing. The nature of a collaborative environment is that it feels very reasonable and safe. A child can always turn to another child for help. This is made easier in the multi-aged classroom. It also helps older children when they explain things to younger students. It clarifies their knowledge when they have to articulate it to someone else.</i>
Leadership	<i>Children who have been allowed to take responsibility for their work and have developed an essential level of self-discipline and responsibility experience high self-esteem and are prepared for life. They have the requisite skills to go on to higher education, to be successful at what they attempt, and to step forth into the world with the leadership and problem-solving skills that they will need to successfully face the tasks that await them.</i>

Student Discipline

Montessori Elementary @ Highland Park be a vibrant, positive school environment focused on bolstering students' academic achievement and on fostering emotional intelligence and pro-social development among all students. Achieving school goals requires an orderly and productive school environment. The Discipline Policy is included as part of Attachment B and includes details on offenses, consequences, and processes. While the Discipline Policy communicates clear and appropriate consequences for offenses, the focus of school leadership and the responsibility of all staff will be to set expectations and create the optimal circumstances to promote good behavior, use instructional and behavioral approaches that redirect student energy into learning, emphasize restorative justice methods, and build students' capacities to self-regulate their behavior. At Montessori Elementary @ Highland Park, school discipline is inextricably grounded in the school culture, so all staff and all students are expected to participate in maintaining a safe, orderly, and positive learning environment.

All school employees are expected to clearly communicate and hold students accountable for the behavior. Teachers and all school staff will participate in on-going professional development related to behavior

management and developmentally-appropriate practices for creating a safe, vibrant, and community-oriented school climate. Minor infractions will be handled by instructional or administrative staff as appropriate. In keeping with the philosophy of restorative justice, the focus will be on intervening to build a students' capacity to self-regulate rather than punitive measures or segregating the student from the learning environment. Student behavior (positive and negative) will be tracked in teacher notes and shared with parents as a weekly compendium, with daily updates. The School Principal will be responsible for overseeing disciplinary policies and procedures.

Lead and Assistant Teachers in each Learning Pod will monitor student behavior and will implement interventions as appropriate. Disciplinary / behavioral interventions at the Pod level may include a meeting with the teachers to re-establish expectations and set short-term corrective actions related to self-regulation, responsibility, and academic commitment. Special education staff will be consulted for any disciplinary matters regarding students with disabilities or special education needs. Additional strategies may include referrals to the school counselor / social work staff, faculty or peer-guided mediation (if appropriate), or referrals to school leadership. Network personnel including the CEO/Superintendent and Chief of Staff will provide ongoing coaching and mentoring for school leadership in disciplinary procedures. Persistent disciplinary issues may result in loss of privileges. Any serious disciplinary issues will be referred immediately to the School Director or Principal. Serious offenses or intervention for students who do not show growth in their self-regulations skills will involve school and network leadership as well as parents or guardians.

Section 1.11. MARKETING, RECRUITMENT, AND ENROLLMENT (PRIOR TO OPENING)

The Montessori Elementary @ Highland Park is designed to expand educational choices for families of elementary-aged children and to establish a feeder school pattern for CGLA and Chattanooga Prep. Outreach and marketing related to school enrollment will focus on (1) younger siblings or extended family members of students already attending CGLA or Chattanooga Prep and (2) families of young children within the target neighborhoods.

The initial plan for establishing an elementary school and feeder pattern was first conceived in 2014 as part of CGLA's comprehensive strategic planning process facilitated by national consulting firm Ian Symmonds & Associates. Identified as a 5+ year aspirational goal for the organization, the Governing Board and CGLA's leadership team have worked intentionally over the past 5 years to build organizational capacity to support the addition of an elementary school. The Strategic Planning committee that initially defined the goal of establishing an elementary school included several members of the board of the Charter Sponsor, the Young Women's Leadership Academy Foundation, members of CGLA's Governing Board, and local community members and educational thought leaders.

YWLA and CGLA leadership have been continuously exploring and testing the feasibility for a new elementary school since the goal was first articulated in 2014. Numerous conversations with students and families have underscored the need and enthusiastic community support for a charter elementary school providing an innovative educational option for low-income families.

Montessori Elementary @ Highland Park has an explicit mission to serve children from low-income households who often face numerous challenges to academic success. Our outreach and recruitment strategies will focus outreach efforts on families in poverty and families of color, including English learners. The Montessori model provides an ideal pedagogical approach for children with diverse learning needs, where each child can receive individualized support across the curriculum. Including information about the Montessori model and benefits will be a key component of school marketing and recruitment.

All students will be given an equal opportunity attend Montessori Elementary @ Highland Park. Admission and enrollment policies and practices will be nondiscriminatory and will be fully compliant with T.C.A. § 49-13-107. Montessori Elementary @ Highland Park will follow all federal and state laws as well as constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, nation origin, religion, ancestry, or need for special education services. To ensure compliance with state and federal regulations, information regarding disabilities, race, color, national origin, ancestry, or need for special education services will be collected during the recruitment, application, or enrollment process for information purposes only and will not be used in determining eligibility. As a public charter, Montessori Elementary @ Highland Park will not charge tuition unless the Governance Board approves a transfer student from another school district, pursuant to the provisions of T.C.A. § 49-6-3003. Please see the enrollment policy in Attachment D.

Informing Parents & the Community

Dr. Elaine Swafford is heavily involved in the community in helping to build partnerships and provide educational leadership. Dr. Swafford has been involved in the Chattanooga 2.0 planning committee, which is helping to redefine our community's focus on public education and future workforce needs. Dr. Swafford has also participated in many other community and regional organizations and provides regular speaking engagements focused on education and addressing the needs of the community. Because of her strong leadership at CGLA and public education, she was recently named to the state Charter School Board of Directors. Other organizations she has been involved with have included: United Way (board member); UTC Chancellor's Roundtable; UTC College of Engineering & Computer Science Advisory Board; Downtown Rotary (Chair); Girls Inc. Board (Chair); Salvation Army (board member); Chattanooga Area Chamber of Commerce (board member); Partnership for Families, Children, and Adults (board member); and many others. Dr. Swafford's network of local and state educational connections will provide a broad distribution channel for informing parents, families, and the community about ME@HP.

CGLA's efforts to engage and inform parents and the community are ongoing. Dr. Elaine Swafford maintains a busy schedule of local, regional, and national speaking engagements related to urban education and CGLA's achievements and aspirations as a model for educational excellence for disadvantaged and underserved communities. She will continue to include information about the proposed charter elementary school to increase awareness. In addition, YWLAF will direct strategic communication strategies to the following key stakeholder groups for the purposes of informing and soliciting feedback, input, and support for Montessori Elementary @ Highland Park.

Target Audience	Strategic Communication
CGLA Parents & Families	• Parent Newsletter story • Presentation at PTA meeting • Brochures distributed at Family Night activities
Chattanooga Prep Parents & Families	• Parent Newsletter story • Presentation at PTA meeting • Brochures distributed at Family Night activities
Highland Park Neighborhood Association	• Dialogue with Neighborhood Association President • Presentation at Community meeting
Families of Children Enrolled in Early Childhood Education Programs	• Dialogues / meetings with early childhood educational staff • Brochures about ME@HP • Invited presentations to parents or informational items in parent newsletters
Community-Serving Organizations	• Individual meetings and dialogue • Public presentations and information sessions • Roundtable planning sessions
Faith-Based Organizations Serving the Target Population	• Individual meetings and dialogue • Invited presentations to parents or informational items in bulletins
Potential Corporate Sponsors and Civic Groups	• Individual meetings and dialogue

	• Invited presentations to employee groups • Facility tours • Fundraising interactions
Potential Donors	• Facility tours • Fundraising interactions

CGLA benefits from a broad and dedicated network of community partners. Examples of key CGLA partners include TVA, Unum, EPB, SunTrust Bank, Hutton Company, YMCA, Mustang Leadership Partners, Chattanooga Area Food Bank, UTC Department of Health & Human Performance, UTC College of Engineering and Computer Science, Hunter Museum of American Art, TN Riverpark, TN Aquarium, Chattanooga Lookouts, Thompson Engineering, Whole Foods, 100 Black Women of Chattanooga, Brewer Media, Chattanooga State Nursing Program, La Paz, Green Spaces, Girls Preparatory School, Mark Making, Learning Blade, Co.Lab, Crabtree Farms, Chattanooga Zoo, and Redemption Point Church. We anticipate a similarly robust roster of community partners for ME@HP. Please see Attachment E for documentation of support from prospective partners.

Recruiting the Inaugural Student Cohort

Upon approval of the Montessori Elementary @ Highland Park charter application, a formal recruitment effort will be initiated. In the initial planning & preparation year, all school staff and founding board members will be heavily engaged in marketing, outreach, and recruitment. Primary, ongoing responsibility for student recruitment will be held by the School Director and Principal with support from Dr. Swafford and the Network Leadership Team. In order to ensure that eligible families are aware of the Montessori Elementary @ Highland Park opportunity, the eligibility criteria and the application process, we will utilize the following recruitment strategies:

Montessori Elementary @ Highland Park Recruitment Strategies
Collaborative recruiting with the Chattanooga Girls Leadership Academy and Chattanooga Prep to outreach to families already interested in public charter educational opportunities.
Public service announcements on local radio and television stations. Announcements will be produced in both English and Spanish.
Information sessions & dissemination of marketing & recruitment materials via by partner organizations.
Follow up home visits to interested prospective families.
Montessori Elementary @ Highland Park website , where students and parents can find school information, eligibility rules, and application procedures and materials (including a downloadable application).
Brochures and postcards mailed to parents.
Flyers and posters posted in community shops and public centers. All print documents will include information in English and Spanish.
Paid advertisements including Facebook, TV and radio commercials; print ads in publications such as the <i>Chattanooga Times Free Press</i> , <i>the Pulse</i> , and <i>the Courier</i> ; strategically-placed billboards.
Outreach and information for community early childhood education centers serving the target population including (with collaboration from Center leadership) presentations, signage, informational brochures, etc.
Open house sessions hosted by school leaders.

We will engage a variety of community partners to support recruitment efforts including neighborhood associations, Chattanooga Housing Authority, target area early childhood education centers, churches, civic organizations, and community-based organizations. Recruitment will be coordinated with CGLA and Chattanooga Prep to reach target area families interested in public educational choice.

Application Plan, Pre-Admission Activities, & Timeline

For the inaugural school year, 2021-22, applications will be accepted between April 1st and May 5th, 2021. To ensure a fair and equitable process, applications will not be accepted after the close of the application period. However, Montessori Elementary @ Highland Park reserves the right to extend the application process in the event that the school or, in future years, a grade, is undersubscribed. Applications will be available in a variety of locations including the Montessori Elementary @ Highland Park website, the CGLA website, the CGLA and

Chattanooga Prep school offices, and CGLA partner sites. The application and admissions process includes the following key components:

Admission Component	Description	Timeframe
Parent Outreach & Information Sessions	A parent, guardian, or adult advocate of a prospective student must register for and attend at least one of these sessions prior to submitting an application for admission. The sessions will convey information about public charters, the Montessori model, the academic program, and parental engagement requirements.	December - January
Application Materials	The package will include an application form, permission to request school records, and a clear statement of the enrollment process (including the lottery process if the school or a grade is oversubscribed). The form will be available in Spanish and there will be numerous opportunities for parents/guardians to meet with a school representative or volunteer for assistance in completing the application.	January - March
Notification of admission status	Students who are admitted to the school will be notified via telephone and with a follow-up official letter of admission. Parents must sign and return a written statement of acceptance of admission. <i>If the school is oversubscribed, a lottery will be held in accordance with the process described below, after which those selected through the lottery as well as those on the waiting list will be advised of their status.</i>	April - June

Section 1.12.COMMUNITY INVOLVEMENT AND PARENT ENGAGEMENT (AFTER SCHOOL OPENS)

Montessori Elementary @ Highland Park's recruitment efforts will be made easier by its affiliation with CGLA. CGLA's well-honed recruitment and enrollment process have established a well-documented blueprint for success. After Year One, recruitment of students will be an ongoing process and similar strategies will be used annually with refinements as needed. As the school becomes operational, word of mouth and dissemination of school achievements in local media will complement formal recruitment processes. Siblings and family members of CGLA and Chattanooga Prep students will provide a natural recruitment pool, and the schools will coordinate recruitment efforts to maximize the impact.

Montessori Elementary @ Highland Park will seek to establish for each student a "circle of support" that affirms and reinforces academic goals, social-emotional development, executive function skills, and postsecondary and career preparation. Our Montessori school model is a critical component of that circle of support, but schools alone cannot change the trajectory of a students' life. To complete the circle of support, Montessori Elementary @ Highland Park will engage families and communities to enrich and support outcomes for each student.

Parent & Family Engagement

Grounded in research and informed by dialogue with prospective parents, families, and students, Montessori Elementary @ Highland Park has planned to replicate the following successful parent & family engagement strategies. Partnership with parents is carefully cultivated through the student enrollment process and throughout the academic year. Below are some of the key strategies ME@HP will deploy to engage parents:

- **Recruitment & Informational Sessions:** The student recruitment and school enrollment processes will include significant opportunities for parents to learn about the school and dialogue with network and school personnel.
- **Parent Orientation and Open House:** Parents will be required to attend an annual parent orientation held at the beginning of each school year, which outlines responsibilities and roles of ME@HP parents. Parents will

also be invited to an annual Open House event, which provides an opportunity to tour the school, meet with each of their child's teachers, and hear important updates regarding their child's academic program.

- **Learning & Progress Reports:** ME@HP will provide parents with weekly student learning reports as well as daily updates of any more serious matters (behavioral issues, etc.). Progress reports will be provided at the mid-point of each grading period. Parents will be informed of their child's progress and will have the opportunity to meet with teams of teachers to discuss their child's learning.
- **Weekly and Monthly Communications:** Parents will be notified of important school news (i.e. parent workshops, testing dates, tutoring, and sporting events) through weekly reports and flyers and monthly parent newsletter sent home with students.
- **Meetings:** Teachers or administrators may also schedule additional parent meetings, as needed, to address academic and other needs of students. Parents must also attend a year-end meeting to discuss their child's annual progress and to prepare for transition to the next school year.
- **Monthly Workshops:** ME@HP will partner with CGLA to offer monthly family workshops covering literacy and academic topics. All parents are invited and encouraged to participate in these activities.
- **Parent Survey:** An annual survey will be deployed to assess parents' satisfaction, and school staff maintain open communication with parents on a consistent basis. The survey results are used to guide improvement and changes to the model, as needed.
- **Parent Teacher Organization (PTO):** ME@HP will plan and launch a PTO within the initial 2 years of implementation, and the PTO will create multiple avenues for parent/family involvement, establish communication channels with parents, and enable ME@HP to further impact and grow the support of parents and family members.
- **School Governance:** The ME@HP Governance Board will include, within 6 months of student enrollment, at least one family representative who will be a voting board member.

Parent & Community Services

With the significant needs faced by our school community, it is YWLAF's goal to create a community "hub," providing resources and programs to support students, families, and the community. During its decade of service to our community, CGLA has built base of partners across the community. We have also implemented many community engagement activities to serve the needs of our community. The table below highlights key of programs and initiatives initiated at CGLA that will expand their benefit to Montessori Elementary parents and community members.

Community Impact	
Health & Wellness	In May 2019, CGLA was selected by the BlueCross BlueShield Tennessee Health Foundation to receive a \$5 million grant award to create the BlueCross Healthy Place at Highland Park, an expansive community park incorporating a multi-purpose field with bleachers, concessions, and restrooms; a community walking track with fitness zones; community playground; outdoor basketball and tennis courts; a challenge zone; and a 40-yard dash track to encourage physical activity. During the 2019-20 school year, this park will be constructed, and YWLAF will be working to expand it's Get Fit CGLA program to continue to promote health and wellness across the school and community utilizing this new outdoor recreation resource. The Get Fit program launched in the 2016-17 school year with support from BCBS, which provides a Wellness Coach to coordinate program activities for students, faculty, staff, and family members; enhanced health and wellness content in P.E. classes; fitness classes and fitness center open after school for students, faculty, staff, and family members; workplace wellness program promoting and incentivizing a healthier lifestyle for faculty and staff; annual summer sports camp supporting fitness development for CGLA student athletes; quarterly family health nights to include cooking and nutrition classes and health screenings; online fitness and nutrition tracking program for students, faculty, staff, and families; free health screenings and referrals to healthcare resources to address identified needs; and annual community health fair.
Mobile Pantry	To combat inequitable food access for students and families at CGLA, we have partnered with the Chattanooga Area Food Bank (CAFB) to launch a Mobile Pantry Program, which impacts over 100 students and their families each month. Any CGLA student and family is eligible to participate, and

	eligibility will be extended to ME@HP students and families. Each student and family receives 33 pounds of food each month (equivalent of 27.5 meals), which includes fresh produce, milk, shelf-stable grains, and shelf-stable proteins. Mobile Pantry distributions take place on a scheduled day each month after school to encourage family involvement. Mobile Pantry staff also distribute recipes and produce information to educate and raise awareness of the benefits of healthy eating, and the CAFB's Supplemental Nutrition Assistance Program (SNAP) Coordinator attends distributions to assist families with applying for SNAP assistance. The SNAP Coordinator speaks Spanish and works with CGLA's Latino families to increase SNAP enrollment and access to food for Latino families who have historically not signed up for the program.
Healthy Meals and Nutrition	CGLA partners with the YMCA of Metropolitan Chattanooga to host a summer nutrition program site on CGLA's campus each summer, and the YMCA also provides support for snacks for the afterschool program. In addition, CGLA partners with local restaurants and organizations to host nutrition and cooking classes for students and families (Whole Foods and 1885 restaurant have partnered on this initiative). CGLA is also providing etiquette training for all students so they are poised to attend dinners and special events. Similar opportunities will be extended to ME@HP students and families.
Health Clinic	CGLA launched a school Medical Clinic in August 2019, which is focused on addressing basic healthcare needs, illnesses, injuries, and preventative health to help to reduce student absenteeism and improve academic outcomes. The clinic addresses the most common health needs and illnesses faced by students, faculty, and staff, such as seasonal illnesses, asthma, diabetes, health screenings (i.e. diabetes and blood pressure), and preventative health (guidance and support for living a healthy life and preventing chronic conditions). Dr. Saundra Williams is the Director of the medical clinic. She has extensive experience working in primary health care and pediatric settings, including a community health clinic. In addition, Dr. Williams is supported by a Medical Assistant who assists with day-to-day operations of the clinic, scheduling, and medical records management. The clinic partners with UTC to provide clinical rotation opportunities for UTC Family Nurse Practitioner (FNP) students, which provides these students with experience working in an urban healthcare setting. Erlanger is also interested in partnering to provide clinical opportunities for residents. The clinic will be open Monday-Friday during school hours, with additional operational hours before and after school to meet scheduling needs. ME@HP students will also have access to the Medical Clinic.

YWLAf has engaged over 100 community and funding partners who have been critical to CGLA's journey, and we anticipate engaging many of the same partners once we open ME@HP. Our core partners on best practices and school design planning include:

- **CGLA:** As CGLA's founding sponsor, YWLAf works in close partnership with CGLA to support fundraising needs. Dr. Swafford serves as CEO of CGLA and YWLAf and has led the planning process for the launch of ME@HP, which will be a feeder school for CGLA. CGLA will play a critical role in the school's launch and will provide multiple opportunities for collaboration and joint projects with students.
- **Chattanooga Prep:** ME@HP will serve as a feeder school for Chattanooga Prep and will work with Chattanooga Prep leadership on enrollment and recruitment efforts as students prepare for the middle school transition.
- **City of Chattanooga:** During the early planning process for the new school, Dr. Swafford met with the City of Chattanooga early learning staff to discuss the potential for support of the PreK3 and PreK4 classrooms. These discussions will continue as we explore funding options for PreK classrooms.
- **YMCA:** We will partner with the YMCA to provide breakfast, lunch, and snacks for ME@HP. CGLA has a longstanding relationship with the YMCA to provide food services. We will also explore fitness/wellness programs available through the YMCA that may benefit the students at ME@HP.
- **Model Schools:** Our planning team has visited several model schools to support the planning of ME@HP, including schools in Chattanooga (i.e., St. Nicholas and The Montessori School), Atlanta, Nashville, New

Orleans, Memphis, and Charlotte. These schools have been wonderful resources for best practices and will be important continued partners as we work on final planning for the school's launch.

Section 1.13. EXISTING ACADEMIC PLAN (FOR EXISTING OPERATORS)

The Young Women's Leadership Academy Foundation (YWLA) is the founding sponsor for CGLA and is now sponsoring a 2nd school, the Montessori Elementary @ Highland Park which will be located adjacent to the CGLA campus in the Highland Park neighborhood of Chattanooga / Hamilton County, TN. CGLA serves girls in grades 6-12, offering a STEM-focused curriculum and learning environment. Montessori Elementary @ Highland Park is not a replication of CGLA's success model but is, rather, an extension into elementary education to establish a feeder pattern of public charter schools specifically designed to meet the diverse needs of low-income children in our community. CGLA's successful model has informed the academic plan for Montessori Elementary @ Highland Park yet the different grade levels to be served necessitate some changes in the approach and features, summarized below.

ME@HP: Key Differences from CGLA	Description & Rationale
Co-Educational Enrollment	Within the context of an elementary learning environment, YWLA will implement a co-educational enrollment model for ME@HP whereas CGLA, which serves middle – high school students, is a single-gender learning environment. Research shows that during middle and high school, a single gender option is best for many students, especially girls, as physiological and social pressures constrain academic and leadership development for some. For early childhood and elementary education, co-educational environments are not as potentially distracting and it is an important developmental period for children to practice social interactions with diverse peers. Although ME@HP will be co-educational in general, we will pilot a single-gender track for girls during the initial start-up period.
Montessori Model	A significant body of research indicates that the Montessori educational approach yields measurable, positive outcomes for students in terms of academic achievement, social-emotional skills, academic habits of mind. The benefits of Montessori education seem to be most pronounced for early childhood and elementary-aged children. The Montessori model, with an emphasis on hands-on, STEAM learning, aligns well with the innovative curricular approaches used by CGLA and Chattanooga Prep. ME@HP graduates will be well-prepared to matriculate within the charter feeder pattern – or anywhere in Hamilton County.

Section 1.14. PERFORMANCE MANAGEMENT (FOR EXISTING OPERATORS)

The overarching mission of Montessori Elementary @ Highland Park aligns with CGLA's mission: to open a world of possibility for children who face disadvantages. Educational goals focus on empowering children to overcome any learning deficits that they might face and moving to and beyond mastery of state learning standards. Moreover, the school model is designed to support whole-child learning. Achievement of state standards is a key indicator; however, our goal is also to foster social-emotional growth, self-reliance and independence, and resilience.

The Young Women's Leadership Academy Foundation (YWLAf) is a local non-profit organization with deep roots in the Chattanooga / Hamilton County community. The organization's founder, Dr. Sue Anne Wells, and Network Chief Executive Officer, Dr. Elaine Swafford, are nationally-recognized innovators in public education for disadvantaged youth. The founding Governance Board members have significant experience in education-related non-profit board service and reflect expertise critical for ensuring ME@HP's success. This deep expertise at the leadership level will provide a strong foundation for monitoring school performance on an ongoing basis. The following mechanisms will provide for on-going evaluation of individual school and network performance and undergird rapid-cycle quality improvement when needed. The assessment strategy will enable both formative assessment – are we doing the right things in an effective manner – and summative assessment – are we achieving the performance targets and outcomes desired.

- **School Assessment:** Dr. Swafford will be heavily engaged in directly overseeing planning and implementation during ME@HP's start-up period. She will select school leadership and provide coaching and mentoring to the leadership team. In collaboration with the Governance Board, Dr. Swafford will outline short-, intermediate-, and long-term school-wide performance metrics which will be monitored quarterly. When indicated, corrective actions will be planned in collaboration with the ME@HP Leadership Team with more rapid-cycle evaluative measures enacted when needed to make sure corrective actions are effectively implemented and are having the desired impact.
- **Classroom Assessment:** Like CGLA, ME@HP will maintain a data room to track students' progress – individual and classroom performance – continuously in "real time." The network-level "Statistician" position will compile routine reports for the CEO/Superintendent. Data will be disaggregated by classroom and used to inform instructional assignments and performance management.
- **Individual Student Assessment:** ME@HP is grounded in a vision that every student can excel academically with the right support and guidance. Individual student achievement data will be monitored on a recursive, ongoing basis to inform instruction, identify learning gaps or unaddressed challenges, and ensure that each student gains the fundamental skills they need to be successful as they matriculate through elementary school.

With the addition of Montessori Elementary @ Highland Park, YWLAf's network will grow to encompass two local schools – ME@HP and CGLA. The schools will operate under the auspices of independent Governing Boards, and Dr. Swafford will serve as the YWLAf Network CEO / Superintendent. Dr. Swafford's leadership will ensure consistent, recursive monitoring of assessment and identification and nimble implementation of corrective actions whenever needed at the school, classroom, or individual child levels. This growth from one to two schools has been carefully and planned and is part of YWLAf's long-term strategic plan. YWLAf does not anticipate further network expansion to include additional schools. We are well-prepared to implement and monitor an additional elementary school.

SECTION 2: OPERATIONS PLAN AND CAPACITY

Section 2.1. GOVERNANCE

The founding sponsor for Montessori Elementary @ Highland Park is the Young Women's Leadership Academy Foundation (YWLAFF), a tax-exempt organization incorporated under section 501(c)(3) of the IRS code. YWLAFF has secured and will hold title to school facilities and has provided resources to support the planning and development process for the charter application. The founding board for Montessori Elementary @ Highland Park will be comprised of board members representing the diverse skill sets needed to establish a new school. See the chart below for a listing of board members and their associated areas of expertise. All board members are well-acquainted with CGLA and the needs of our community.

After the charter application has been approved, the Governance Board will serve as the oversight body for implementation and ongoing operation of the school model. When Montessori Elementary @ Highland Park is operational, YWLAFF will shift to a primarily property management, strategic direction, and fundraising role to ensure the both CGLA's and Montessori Elementary @ Highland Park's long term financial sustainability. The Young Women's Leadership Academy Foundation will pay the salary for the Network CEO/Superintendent and hold title to all network real property. Dr. Elaine Swafford will serve as the Network CEO/Superintendent.

The governance philosophy will reflect the founding vision of YWLAFF to unlock a world of opportunities for children who face disadvantages associated with poverty and will align with the mission, vision, and values of Montessori Elementary @ Highland Park. During the initial planning year and years 1-2 of school operations, the Governance Board will grow, through strategic board recruitment, to include 12-24 members, and membership will reflect the operational competencies required for the school's success. Board members will be recruited to ensure the following perspectives and areas of expertise and influence are represented:

- Academic excellence for elementary education and especially the Montessori model
- Community outreach and inclusive practices
- Leadership and innovation
- School finance, operations, and management
- Serving at-risk and special school populations
- Development and fundraising

While day to day decisions and management will be delegated to the school's leadership team, the Governance Board reviews and has approval authority for policy, financial, and operational decisions and for setting the overall direction of the school. Therefore, the charter school Governance Board is one of the most critical elements of the school's success. The relationship between the Montessori Elementary leadership team and the Governance Board is one of shared commitment to the school's success but with very distinct roles and responsibilities. The Montessori Elementary @ Highland Park Governance Board assumes the following key responsibilities:

Governance Board Responsibilities	
Participate in Board orientation and training.	Board members will participate in an orientation to the school's mission, vision, values, and the demographics of need among students and families the school serves. Board members will participate in ongoing training, at least annually, in collaboration with individuals or organizations such as the TN Charter School Association.
Provide financial and operational oversight.	Board members, led by the Treasurer / Finance Committee Chair and Finance Committee will review financial information regularly. Board members will

	supervise school operations and ensure that the school model is being implemented with fidelity.
Promote Montessori Elementary @ Highland Park's vision and mission.	Board members will promote Montessori Elementary @ Highland Park's vision, mission, and core values. They will raise awareness about the school and advocate to address the needs of students and families.
Lead strategic planning and policymaking.	Board members, led by the Governance Committee, will lead strategic planning and policymaking for the school including oversight and approval of student and staff handbooks, parent & family requirements, HR policies and procedures, etc.
Oversee accountability plan and evaluate school progress and success.	Board members will evaluate school progress and success based on the school goals and metrics listed in Section 1.4, financial targets (expenditures and revenues) listed in Attachment O & P.
Support fund raising and resource development.	Board members, led by the Development Committee, will support development and fundraising by making a personal contribution to the school and participating in fundraising efforts including donor contacts and solicitations and fundraising events.
Assure compliance with statutory and regulatory requirements.	Board members will oversee school compliance with statutory and regulatory compliance in collaboration with the Executive Director.
Hire and evaluate the school Executive Director and Principal	The board, led by the Governance Committee, will recruit, select, and hire a school leader. The board will evaluate the success of the school leader based on a rubric outlining the expectations for leadership and metrics for school success. The Governance Committee will evaluate the school leader quarterly during the first year of service and twice annually thereafter.
Resolve complaints and concerns raised by various stakeholders	The board will work with the school leader and Executive Director to resolve complaints from any stakeholder fairly and judiciously. A formal process will be established for escalating concerns to the Board Chair who will convene the Governance Committee to determine an appropriate course of action.
Assess board performance and expand board membership.	Board members will evaluate board performance through an annual survey that includes board participation / engagement / performance across the metrics for measuring school success. The survey will elicit information for board members to inform selection of board training, recruitment of new board members, communication strategies, etc. The Governance Committee will lead board efforts to identify, recruit, elect, and orient new board members.

Founding Governance Board

The Governance Board's composition and structure has been carefully designed to ensure diverse perspectives and communities, inclusion of key stakeholders, fill organizational needs in particular areas (e.g., finance, fundraising, academic support, etc.). The Governance Board will meet regularly and in full compliance with State of Tennessee statutes on Open and Public Meetings and Inspection of Public Records. All board meeting agendas will be posted in advance of the meeting and will be open to the public, unless the board calls an executive session.

Full Name	Current Job and Employer	Area of Focus/Expertise
CHAIR: Dr. Sue Anne Wells	Co-Founder, YWLAF and CGLA President, Mustang Leadership Partners, LLC	School & non-profit start-up; organizational development, strategic planning, fundraising & financial management, charter school operations
VICE-CHAIR: Dr. Shewanee Howard-Baptiste	Associate Professor, University of Tennessee at Chattanooga	Community Service, Health Education, Youth Development

TREASURER: Tammy Swenson	Executive Vice President for Business and Finance and Athletic Director, Chattanooga State Community College	School Finance, Audit, & Business Management, Athletics
SECRETARY: Susan Stein	Owner, SCS Designs Interior Design Consulting	Development; facilities design
MEMBER-AT-LARGE: Keith Sanford	President and CEO, Tennessee Aquarium	Finance, Community Service / Outreach,
MEMBER-AT-LARGE: Stacey Roddy	Retired Educator, Hamilton County Schools	Math & Science Curriculum, Public Education
Donna Coleman	Community Development Volunteer	Development/Fundraising, Community Service/Outreach
Keith King	Manager, BlueCross Healthy Places	Marketing, Public Relations, Community Service/Outreach

Please refer to the following governance documents included as Attachment F:

- F1.** Articles of Incorporation
- F2.** Proof of non-profit and tax exempt status
- F3.** By-laws
- F4.** Code of Ethics
- F5.** Conflict of Interest Policy
- F6.** Board member resumes (including references)
- F7.** Board policies (including policies on open meetings and open records)

Section 2.2. START-UP PLAN

Montessori Elementary @ Highland Park has already achieved key milestones associated with school start-up. The need for the school is so urgent, that school founders and Planning & Design Team members have already made significant progress towards a highly-successful school opening in July 2021 with classes beginning August 2022. The following key actions have already been completed or initiated:

Montessori Elementary @ Highland Park Start-Up Actions to Date	
Facilities	- Facilities have been purchased (see Section 2.3 for details) - Facilities renovation plans have been initiated and are in progress
Fundraising	- The YWLAF and ME@HP Boards have jointly initiated fundraising efforts - A Grantwriting Consultant has been engaged and has submitted funding requests to support capital and start-up expenses for ME@HP
Community Outreach	- Numerous formal & informal community meetings have been held to inform the planning process and gain collaborations and support from multiple stakeholders - A website has been established to provide information and provide a public communication portal with school organizers
School Planning	Planning & Design Team has established a comprehensive school plan and prepared the charter school application.

Montessori Elementary @ Highland Park's Planning and Design Team has developed a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. Responsible personnel are identified using the following key:

YWLAF	Young Women's Leadership Academy Foundation (sponsoring entity)
CEO	Superintendent/CEO, Dr. Elaine Swafford
GB	Governance Board (governing entity)
MEDIR	Montessori Elementary Director of School

DOHR	Director of Operations & HR
DOD	Director of Development
GW	Grant Writer

Month	Task	Responsibility
January 2020	Apply for Non-Profit Status for school	YWLAF
	Execute contract with Grant Writer	CEO
	Continue to build community relationships with community partners, donors, prospective board members	YWLAF, CEO
February 2020	Submit Charter Application	YWLAF
	Apply for funding/Research Funding Sources	YWLAF, CEO
	Continue to build community relationships with community partners, donors, prospective board members	YWLAF, GB, CEO
	Create Marketing Committee & initiate marketing efforts	YWLAF, GB, CEO
	Post Job Descriptions and begin search for start-up team	YWLAF, GB, CEO
	Review resumes for candidates and narrow pool	YWLAF, GB, CEO
	Begin to finalize site work	YWLAF, GB, CEO
April 2020	Start interview process from candidate pool	YWLAF, GB, CEO
	Apply for funding	YWLAF, GB, CEO, GW
June 2020	Transition responsibility for ongoing governance from the founding sponsor, the Young Women's Leadership Academy Foundation (YWLAF) to the founding Governance Board (GB)	YWLAF, GB
	Hire first level of start-up team	GB, CEO
	Begin Start up schedule for school opening Summer 2018	GB, CEO, CPP, MEDIR, MEDIR, DOHR,
September 2020	Start up team training and travel	GB, CEO, MEDIR
	Review and finalize budget with start up team	GB, CEO, MEDIR
October - December 2020	Lay out School Plan with potential school leaders	GB, CEO, MEDIR
	Convene Board and Advisory	CEO, MEDIR
	Review Charter Agreement	YWLAF, GB, CEO, MEDIR
	Contact State for cafeteria bids	DOHR
	Determine purchasing needs: i.e. technology, furnishings, etc.	CEO, MEDIR, DOHR
	Start up team training and shadowing	CEO, MEDIR
	Layout school plan with school leaders	GB, CEO
	Continue to train staff and finalize school plan	CEO, MEDIR
	Post Job Descriptions for faculty and staff	MEDIR, DOHR
	Finalize student recruitment plan and recruit	CEO, MEDIR
	Determine selection criteria for faculty and staff	CEO, MEDIR
	Advertise for staff and teachers	DOHR, MEDIR
January 2021	Meet with Board/Advisory	GB, CEO, MEDIR

	Complete Vendor contracts	CFO, DOHR
	Finalize purchasing needs	MEDIR, CFO, DOHR
	Begin Cafeteria Bids	DOHR
	Continue hiring for staff and teachers	MEDIR, DOHR
April 2021	Begin weekly meetings with staff and faculty	CEO, MEDIR
	Meet with Board/Advisory	CEO, MEDIR
	Complete hiring process for teachers and staff	MEDIR, DOHR
	Purchase equipment for staff and faculty	CFO, MEDIR, DOHR
	Site operational for start-up year	All
	Install food equipment	DOHR
May 2021	Host parent visits	CEO, MEDIR
	Finalize all staff and faculty offers	CFO, MEDIR, DOHR
	Escalate Recruitment efforts	CEO, MEDIR
	Meet with Board/Advisory	CEO, MEDIR
	All furniture installed	MEDIR, DOHR
June 2021	Teacher training two days a week	CEO, MEDIR
	Home visits to families	CEO, MEDIR
	Parent/Student transition meetings/Summer Enrichment	CEO, MEDIR
July 2021	Teacher training four days a week	CEO, MEDIR
	Placement assessment for students	MEDIR
August 2021	SCHOOL OPENS for 2021-22 School Year	ALL

Anticipated Challenges & Plans to Overcome Them

The ME@HP Planning & Design Team represents considerable experience and expertise in establishing charter schools in Hamilton County, in start-up planning and forecasting, in financial planning and fundraising, in meeting the academic and individual development needs of economically disadvantaged children, in teaching and learning, and in assembling and facilitating successful teams for innovative leadership. This unique combination of expertise and insight has driven and informed a robust planning process. The Planning & Design Team anticipates the following challenges and has developed an array of strategies to overcome each one.

Anticipated Challenge	Strategies to Overcome Anticipated Challenges
Recruiting an Exemplary School Leadership Team	The school leader and leadership team are critical to the school's implementation and success. The involvement of seasoned school leader, Dr. Elaine Swafford will be an asset in identifying and recruiting a school leader and leadership team. See Section 2.4 for details.
Recruiting & Hiring Instructional Staff	Faculty are perhaps the most critical component of students' academic success. Montessori Elementary @ Highland Park's innovative, Montessori pedagogy and rigorous curriculum requires teachers with a depth of content knowledge, creativity, and empathy for the diverse needs of students. Montessori Elementary @ Highland Park will utilize several strategies to meet this challenge. Dr. Elaine Swafford has significant expertise in recruiting and mentoring a talented, innovative teaching workforce. Connections with schools statewide and with national organizations will create recruitment opportunities. See Section 2.4 for details.

Recruiting Students	Montessori Elementary @ Highland Park will be the first Montessori-based public school in Hamilton County. The multi-age classrooms, extended learning blocks, self-directed learning, standards-based assessment, and other innovative school elements will be unfamiliar and, possibly, intimidating for students and families. Montessori Elementary @ Highland Park founders and planning team members have been engaging in on-going outreach and marketing to community members and prospective families. With the community response to these efforts so far, we do not anticipate difficulty in recruiting the annual student targets each year. See Section 1.11 for details.
Creating a Cohesive Student Learning Community	Montessori Elementary @ Highland Park students will enroll from numerous school zones throughout the district. Given the disparities in access to and quality of early childhood education opportunities available to families within the target area, we anticipate that children will enroll with vastly divergent levels of school readiness and fundamental skills needed for learning. To address this challenge and establish a positive and harmonious school environment and cohesive community of learners, Montessori Elementary @ Highland Park will invest considerable effort and resources into building community and establishing positive, respectful interactions among students and school staff. See Section 1.10 for details.
Overcoming Student Academic Deficiencies & Skill Gaps	The Montessori Elementary @ Highland Park model takes into account the anticipated academic deficits and skill gaps with which incoming students will likely struggle. The school model includes systemic, multi-level strategies to address these challenges. The curriculum, instructional strategies, tutoring and intervention, assessment model, school climate are all targeted to help students move to proficient and advanced academic performance.
Fundraising	Montessori Elementary @ Highland Park seeks to promote significant achievement gains for an underserved, at-risk population of students. That will require additional resources, particularly in the initial years of school implementation when intentionally low enrollment targets will limit the public funding the school will receive. Montessori Elementary @ Highland Park has been engaged in fundraising activities in anticipation of ME@HP's application approval. The Board has outlined and initiated a \$9.5 million capital campaign to support the facility investment and start-up operations. Based on activity to date, we project that the campaign will be at 50% fulfillment in April of 2020. The Board has an active Development Committee that is engaged in ongoing development activities.

Section 2.3. FACILITIES

In June of 2019, the Young Women's Leadership Academy Foundation, CGLA's founding sponsor, purchased the property located at 700 South Hawthorne Street, Chattanooga, TN. This is the site of the former Highland Park Elementary School. Montessori Elementary @ Highland Park is strategically located in Highland Park, easily accessible to urban communities throughout Hamilton County. Montessori Elementary @ Highland Park is adjacent to the Chattanooga Girls Leadership Academy (CGLA) which will allow for sharing of facilities and human resources while also enabling each school to achieve economies of scale related to food services, core learning facilities, and outdoor space.



Foundation and school leadership team members are working with architects and construction professionals to ensure that space is available for staff during the planning year in 2020 and for the school to open for students in August of 2021. The Facilities Plan includes the following Phases:

- **Phase 1: Demolition of former Highland Park Grammar School - To be completed by March 2020.** This school building has significant structural issues and will be torn down to provide space for the construction of the new school.
- **Phase 2: Construction of ME@HP Facility – To be completed by June 2021.** The new school will be approximately 52,000 square feet and will be designed in alignment with the Montessori model with 21 classrooms/pods serving PreK3-5th grade students; special rooms for the arts, music, and dance; library; cafeteria and kitchen; large assembly room; outdoor learning garden; playground; and a variety of staff/teacher offices and multipurpose rooms.



All facilities will comply with Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures, and all health and safety

requirements per T.C.A. § 49-13-107. The Montessori Elementary @ Highland Park's physical plant and facilities encompass 52,000 square feet of space and include the following:

Learning Space	Space Allocation
Classrooms: Build out and design of 21 classrooms, including outfitting each space with Montessori educational materials; preschool or elementary sized furniture; a mini library; consumable educational supplies; technology; teacher workspace; and administrative supplies.	19,140sf

Cafeteria/Industrial Kitchen/Assembly Room: Buildout and design of a 11,000 square foot multi-use space, including food preparation equipment/supplies; child-sized tables and chairs; food service supplies such as trays, plates, utensils; presentation equipment/supplies; and technology.	11,000sf
Gymnasium: Build out and design of a 4,000 square foot physical education/wellness facility, including athletic flooring; physical education instruction equipment/materials; and technology.	4,000sf
Playground: Build out and design of an outdoor educational play environment, including features, such as a pagoda-style treehouse; music/sound station; art station; connectors and bridges; climbing boulders; and activity panels.	TBD
Outdoor Classroom/Garden/Green House: Build out and design of a multi-use outdoor learning space, including weather-resistant tables and chairs; outdoor chalkboard; bench seating; plants/trees; presentation space; gardening equipment/materials/supplies; fencing; small pond; and gazebo.	TBD
Dance, Music, and Visual Arts Classrooms: Build out and design of three 1,100 square foot classrooms, which includes outfitting each space with equipment, materials, instruments, supplies, technology specific to each discipline.	3,300sf
Teacher Innovation/Collaboration Space: Build out and design of a 1,000 square foot space, including tables and chairs; copier; technology; laminator; educational supplies; and storage equipment.	1,000sf
Multi-Media Resource Center/Library: Build out and design of 2,400 square foot multi-media space, including child-sized tables and chairs; technology; and storage/shelving for equipment/materials/books.	2,400sf

Organizational Capacity

The school sponsor, Governance Board, and executive leadership all have extensive experience in property acquisition and management including major projects involving renovations and build-out. Executive Director, Dr. Elaine Swafford, has specific experience in overseeing a major building renovation for CGLA and Chattanooga Prep start-up and will remain heavily involved in facilities planning.

Section 2.4. PERSONNEL / HUMAN CAPITAL

Network & School Leadership Team Structure

The network's and school's proposed leadership team structure is designed to maximize innovation and build economies of scale within a local charter feeder pattern network comprising the Chattanooga Girls Leadership Academy and Montessori Elementary @ Highland Park.

Network CEO/Superintendent: Dr. Elaine Swafford. Dr. Elaine Swafford, a proven school leader with an impressive track-record of accelerating student success, will serve as the Superintendent/CEO with oversight over both schools. Dr. Swafford is an educational change-agent who has 30 years of educational experience including success in leading comprehensive school turn-around efforts. Dr. Swafford is a proven educational leader with professional experience in leading school change and growth, managing charter schools, serving low-income children and families, and promoting postsecondary achievement among disadvantaged students. Dr. Swafford's accomplishments with the Chattanooga Girls Leadership Academy also provided the inspiration and roadmap for the establishment of Chattanooga Prep, a charter school partner. Dr. Swafford's visionary leadership has guided a school turn-around at CGLA moving the school from the brink of closure in 2011-12 to earning Reward School status for 2 consecutive years and being named Tennessee Charter School of the Year in 2019. Please see Dr. Swafford's resume in Attachment H and additional details of CGLA's student achievement and school performance in Section 4 and Attachments R and T. An Organizational Chart is included in Attachment G. Dr. Swafford will remain an employee of the Young Women's Leadership Academy Foundation, the school sponsor. The Superintendent/CEO will have the following responsibilities:

- Serve as the public face of network schools.
- Hire, assess, and make recommendations for renewal / dismissal for the Principal.
- Oversee facilities acquisition and major capital improvement projects.
- Maintain positive working relationships with the community at large, including parents and community partners.
- Serve as the primary liaison to the Hamilton County Department of Education (the Chartering Authority) and the TN Department of Education.
- Lead strategic planning for the network and both network schools.
- Oversee implementation of all school operations and processes including staffing, student recruitment, academic planning, financial management, and operations.
- Supervise all advancement activities including strategic communications, public relations, and fundraising.

Network Chief of Staff: To be Hired ASAP. The Chief of Staff serves as the lieutenant to the CEO / Network Superintendent and has oversight of the Network's teaching and learning environments. Serving as the Network's head academic officer, the Chief of Staff – with coaching and modeling from the CEO – supervises instructional quality, curricular implementation with fidelity to each school's mission and academic focus, student assessment and reporting, professional development, and the learning environment. School Leaders for both CGLA and Montessori Elementary will report directly to the Chief of Staff. The Chief of Staff will also participate in Network Operations management under the direction and supervision of the CEO including involvement in budget planning, development, community engagement, and operational oversight.

- The Chief of Staff supervises each school's implementation and ensures that the school mission, vision, and academic plans are implemented with fidelity to the founding vision.
- Reporting directly to the CEO/Network Superintendent, the Chief of Staff provides leadership in developing, continuously assessing and refining, and sustaining the highest quality academic programs.
- The Chief of Staff identifies challenges or gaps and works directly with school leadership to overcome any identified challenges rapidly to maximize student learning.
- The Chief of Staff, working closely with the Superintendent, maintains a culture of collaboration between the Network and school leadership.
- The Chief of Staff is the lead academic officer reporting to the CEO/Network Superintendent and works cooperatively with all Network and School leadership staff to advance the education mission of the Network and each school.
- The Chief of Staff represents the CEO/Network Superintendent in meetings and interactions with internal and external constituencies and provides interim Network leadership in the absence of the CEO / Network Superintendent.

Network Chief Financial Officer: Jeanne Hinchee. The Chief Financial Officer is a critical member of the Network Executive Leadership Team with responsibility for leading, coordinating, and facilitating all aspects of financial management for the Network, Montessori Elementary, and CGLA. The CFO will lead budgeting and financial forecasting to align with Network and school strategic priorities. The CFO will oversee financial and facilities management network-wide. The CFO will collaborate on strategic and operational planning, business decision-making, procurement & purchasing, IRS and audit functions, and facilities forecasting, project management, and maintenance. The CFO maintains strong relationships with each school leadership team and Governance Board and serves as an Ex Officio member of the finance committee of each school. Specific duties include the following:

- Oversee financial management procedures that comply with all applicable federal, state, and local laws and in accordance with the *Tennessee Internal Schools Uniform Accounting Policy Manual*.
- Implement all policies, rules, and regulations pertaining to the supervision and administration of internal school funds under the CEO's supervision and in accordance with established policies and rules of the Governance Board.
- Plan and monitor implementation of school budgets in consultation with each schools' Governance Board Finance Committee and leadership staff.
- Oversee financial operations including management of accounts payable and receivable, banking, accounting, grant and gift account management, and payroll functions.

- Establish and monitor procurement procedures to ensure appropriate stewardship of Network and school funds to meet the needs of students.
- Provide regular and periodic financial reports as required by the Governance Board, the chartering authority, and the TN Department of Education or other state regulatory body.
- Facilitate training of school employees, as considered necessary, to implement fiscal and operational procedures, policies, rules, and regulations as established by the Governance Board.
- Submit all financial records, books, ledgers, computer files, reports, and supporting documentation, as directed by the CEO or the Governance Board.
- Review annual audit reports with the School Director and ensure that remedial action is taken to resolve any audit findings and recommendations.
- Oversee facilities management in terms of capital planning, project management, and maintenance management.

Network Chief Operations Officer: Justin Booker. The Chief Operations Officer oversees fundraising, marketing and strategic communications, community engagement, and information technology functions. Leading a diverse team of professionals in coordinated and comprehensive external affairs initiatives including capital and annual fundraising, strategic internal and external communications, responsive community engagement that creates opportunities for students and aligns with each school's vision and mission. The Chief Advancement & Innovation Officer also oversees information technology management and compliance across the network and school sites.

- Supervise and provide guidance and oversight for external affairs and fundraising functions.
- Establish and manage both school's marketing and community outreach mechanisms including website, social media presence, branded materials, etc.
- Oversee Information Technology including academic and administrative information systems, technology purchasing and inventory control, and establishing and overseeing protocols for IT security across school functions.
- Coordinate and facilitate community engagement activities including meeting with stakeholders and partners to assist with STEM / PBL activities, school-based events, and other collaborative activities.

Network Director of School Operations & Human Resources: Shadrina Booker. The Director of Operations and Human Resources is manages critical operational functions of the YWLAF Network's two schools. The Director of Operations & HR manages student recruitment & enrollment, teacher / staff recruitment, human resources functions, the student nutrition program, transportation services, registration, and enrollment/attendance management. Specific duties include the following:

- Oversee operational management for transportation.
- Oversee operational management for food services on campus.
- Comply with purchasing procedures prescribed by the Governance Board, including bid policies.
- Oversee recordkeeping for equipment located at the school, including equipment security, inventory control, care, and utilization.
- Notify the Principal and appropriate local law enforcement agency when equipment is stolen, misplaced, or destroyed or upon becoming aware of any evidence of fraud related to internal school funds.
- Ensure that all facilities-related documents (insurance documents, building codes, certificates of occupancy, etc.) are up to date.
- Develop and implement policies and procedures that ensure that the facility meets health and safety standards.

ME@HP School Leader – Montessori Elementary Director: To be Hired ASAP After Charter Approval. Montessori Elementary's School Director will possess the experience and qualifications that exemplify learning-centered school leadership.²⁸ The School Director is the academic leader and will establish a leadership team and will serve

²⁸ Murphy, J., et. al. Learning-Centered Leadership: A Conceptual Foundation. Nashville: Vanderbilt University and The Wallace Foundation, 2006. 1 Mar. 2008 <<http://www.wallacefoundation.org/NR/rdonlyres/90FFFEBA-722E-457F-B4DF-559A9995CA90/0/LearningCenteredLeadership.pdf>>.

as head academic officer, modeling instructional leadership in words and practice by ensuring that school programs, procedures, and practices focus on learning and achievement for all students. This position underscores the school's commitment to providing students with a rigorous, challenging, motivating, and relevant Montessori curriculum; implementing a cutting-edge, highly personalized, and data-driven assessment system, and supporting teachers in creating a vibrant, supportive professional learning community. Within the context of the Tennessee Standards for Instructional Leaders,²⁹ the School Director will be expected to do the following:

- Implement with fidelity the Montessori educational model to bring about the continuous growth in the academic achievement of all students.
- Create a school culture and climate based on high expectations conducive to the success of all students.
- Facilitate Montessori instructional practices that are based on assessment data and continually improve student learning.
- Improve student achievement by developing and maintaining high quality professional development.
- Facilitate learning and teaching through the effective use of resources.
- Facilitate continuous improvement in student achievement through processes that meet the highest ethical standards.
- Respond to and influence the larger political, personal, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.
- Oversee curriculum planning and design including curricular mapping across grades and disciplines and mapping to state standards.
- Oversee all aspects of student testing and evaluation including implementation of the standards-based assessment model and reporting of student achievement data.
- Plan and implement professional development activities including coaching and modeling, orientation / summer institutes, school-wide sessions, and departmental / grade-level training.
- Evaluate instructional staff including support for annual goal setting and professional development planning for each teacher, observation of classroom / instructional practice, reviewing student achievement metrics, and recommending and overseeing professional development of instructional support activities for teachers in identified areas of need.
- Oversee planning, implementation, and quality of academic intervention and support activities.

ME@HP School Principal: To be Hired in the Pre-Opening Year. The ME@HP Principal will work closely with the School Director. This position is critical to the implementation of counseling, guidance, and support services that will promote high achievement, leadership skills and healthy social development among students. The responsibilities of the Principal will include the following.

- Support recruitment, selection, and hiring of instructional staff including responsibility for setting instructional staffing priorities, developing and advertising position descriptions, setting hiring standards, and chairing instructional staff selection committees.
- Oversee planning, implementation, and quality of academic intervention and support activities in collaboration with the School Director.
- Assume primary responsibility for student testing and assessment, including implementation of the standards-based assessment model and reporting of student achievement data, with oversight from the School Director.
- Assume primary responsibility for staff classroom observations, student achievement monitoring, and managing daily school operations and scheduling.
- Hold responsibility for student and family outreach and recruitment including designing documents and materials, planning and conducting outreach activities, implementing the application process, making home visits, screening for eligibility, etc.

²⁹ Tennessee State Board of Education. Education Leadership Redesign: Tennessee Instructional Leadership Standards. Nashville, Tennessee State Board of Education, 2008. 1 Mar. 2008
<<http://www.tennessee.gov/sbe/2008Januarypdfs/IV%20F%20Education%20Leadership%20Redesign%20%20TN%20Instructional%20Leadership%20Standards.pdf>>.

- Plan and oversee implementation and outcomes of student support services (leadership development, wrap-around services, health & wellness, etc.).
- Oversee implementation of the school cultural and behavior management model.
- Oversee and evaluate family engagement programs including family nights, open houses, and family engagement efforts.
- Collaborate with the School Director to identify, coordinate, organize, and facilitate professional development activities.

Recruiting & Hiring the School Leader and Key Staff Positions

Expanding the YWLAF Network by creating the Montessori Elementary will create a unique educational opportunity for children who face a variety of challenges to achieving high academic standards. The school vision, mission, goals, and objectives all focus on enhancing students' academic achievement and creating a supportive learning environment that meets their needs. All Montessori Elementary @ Highland Park staff members - instructional and non instructional - play important roles in supporting and encouraging students' academic achievement and healthy social development.

Montessori Elementary staff members are expected to set and reinforce high expectations for students; adhere to the highest levels of professionalism; model the benefits of life-long learning; and contribute to the vibrancy of the school community. In addition, each Montessori Elementary staff member will commit to meeting the following expectations:

- Abide by all federal, state, and local laws
- Maintain a professional relationship with all students and parents
- Engage with colleagues with a spirit of collaboration and cooperation
- Refrain from the use of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice and the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations in the Montessori Elementary @ Highland Park charter
- File necessary reports of child abuse in accordance with applicable laws

Employment Contracts

All staff will sign an annual employment contract at the beginning of each academic year. Annual contract renewal will be based on job performance and a documented record of success and continuous improvement.

The chart below describes the general hiring process that Montessori Elementary @ Highland Park will use to fill all staffing positions, with specifics of the search process tailored to address the school's needs. During the start-up period, the following staff will be selected as rapidly as practicable after charter approval is secured:

- **Montessori Elementary School Director:** The Governance Board and CEO will conduct a search for a seasoned school leader with experience in Montessori education, particularly within the context of a public school setting serving academically disadvantaged students.
- **Principal & Dean:** The CEO and ME School Director will conduct searches to recruit a Principal and Dean who have significant relevant experience in serving the target population.
- **Operations / Administrative Key Positions:** The ME School Director, in collaboration with the CEO and key Network personnel, will recruit and select school-level administrative staff positions.
- **Instructional Staff:** The ME School Director will recruit and select instructional staff leaders during the initial years of ME@HP operation.

Montessori Elementary Hiring Process	
Initiate Hiring Process	Identify staffing needs and develop or update position descriptions based on job profiles that include required qualifications and experience.
Marketing and Recruitment	Market position openings through a variety of venues. • Post job announcements on the CGLA and Montessori Elementary websites. • Post job announcements on local, regional, and national education websites.

	- Disseminate information about job opportunities through partnerships with local and regional colleges and universities and professional associations. - Advertise job announcements through professional organizations including Teach for America, NEA, Montessori education organizations, charter school associations, etc.
Conduct Preliminary Screening	Applications received for open positions will be screened by appropriate member(s) of the Network and school leadership team to ensure that candidates meet minimum educational and experience requirements. A writing sample and personal statement will be required as part of the application package.
Conduct Initial Interviews	First round interviews are conducted by a hiring committee chaired by the hiring manager which will make recommendations to the ME School Director.
Check References	The hiring manager will check and document professional references for each applicant.
Conduct Second Interviews	If / as needed, promising applicants will be invited to sit for a second interview with the hiring committee, CEO, ME School Director, and additional stakeholders (e.g., parent representative, technology integrationist, etc.). If not included in the first round of interviews, 2 nd interviews will provide a forum for candidates to demonstrate their expertise through conducting a teaching demonstration, providing a leadership dialogue, or meeting with a broader group or staff and/or board members for an informal discussion.
Conduct Criminal Background and other Safety Checks	In accordance with the laws of the State of Tennessee, Montessori Elementary @ Highland Park will require that all employees pass a criminal background check. Prior to employment, all prospective employees will be checked against the Sex Offender Registry, Dependent Abuse Registry, and the Department of Children's Services for clearance.
Make Final Decision and Extend Offer	The CEO will make the final hiring decisions for Network-level staff and the ME School Director. For leadership school-level staff (those reporting directly to the School Director), the ME School Director will make a final recommendation for hiring with CEO approval required. For all other school-level personnel, the ME School Director will make final hiring decisions taking into account the recommendations from the hiring committee and hiring manager. All staff are hired under one year contracts.

Leadership Staff: Administrative staff will hold the appropriate certifications and endorsements as defined by the TN Department of Education. In addition to general certification and endorsement requirements, the following are strongly preferred administrative staff qualifications:

- experience in a school leadership role or participation in a leadership development program
- experience working within a Montessori or innovative academic setting
- experience in working with adult learners and / or leading teams in reform efforts
- experience in a charter school or a school or district wide reform plan
- experience with managing and interpreting data to inform decision-making and promote achievement of goals and objectives

Non Instructional and Support Staff: At a minimum, non-instructional and support staff will hold a high school diploma, as well as any additional certifications or credentials applicable to their position. Staff hired for these positions will be required to:

- possess exceptional communications skills,
- demonstrate a history of excellent attendance from previous employment, and
- indicate a special interest in helping to accomplish the school vision and mission.

Instructional Staff: All Montessori Elementary instructors will hold a current valid Tennessee teaching license.

Montessori Elementary @ Highland Park Faculty Will Embody the Following Hallmarks of Excellence:	
Expert Content Knowledge	Montessori Elementary's highly-integrated curriculum makes it imperative that instructional staff have a comprehensive, deep understanding of content so that they can help students create connections across disciplines, relate new concepts and ideas to others, foster in-depth explorations of content, facilitate multiple learning pathways for students, and recognize how ideas and skills are transferrable to everyday life. ³⁰
Rich & Diverse Pedagogical Toolbox	Montessori Elementary faculty will need to possess and apply a diverse set of instructional strategies, including differentiated instruction, standards-based curriculum development, critical thinking processes, use of data to inform instruction, etc.
Professional Training and Credentials	Montessori Elementary faculty will meet all state licensure requirements. All instructional staff will hold a degree from an accredited four-year college or university, and instructors with master's degrees are preferred.
High Expectations for Student Achievement	All Montessori Elementary faculty and staff will support the core belief that all students are capable of making substantial academic progress and enrolling in college upon graduation. On a daily basis, instructors will communicate their expectations for student progress and provide detailed verbal and written feedback regarding student progress.

Years of research indicate that teacher quality is a key factor—perhaps the single most important factor—in student achievement.³¹ Research also indicates that lower achieving students are the most likely to benefit from increases in teacher effectiveness.³² In light of this research, Montessori Elementary will place an emphasis on recruiting, selecting, and hiring a high quality faculty and staff. The instructor recruitment process described below is designed to reach a broad and diverse applicant pool. Montessori Elementary hiring policies will be consistent with the following principles:

- Montessori Elementary is an equal opportunity employer.
- Montessori Elementary does not sponsor foreign applicants. All applicants must be U.S. citizens or possess a valid U.S. work visa.
- Applicants for certified or administrative positions must possess a valid Tennessee teaching license.
- References and background checks are required and verified for all applicants.
- All applicants must be fingerprinted upon acceptance of employment. The \$48.00 fingerprinting fee is non-reimbursable.
- Salaries are commensurate with degree and verifiable teaching experience.
- Montessori Elementary does not discriminate on the basis of race, color, creed, national origin, sex, age, disability condition, or veteran status.

Personnel Compensation & Retention

Montessori Elementary @ Highland Park's ambitious mission and school model requires instructional leadership and classroom innovators and compensation will be competitive with regional compensation practices for school leaders with similar levels of authority, autonomy, and demonstrated excellence. Faculty benefits packages will likewise be competitive with local and regional standards. Benefits are detailed in Sections 3, 4, and 5 of the sample Faculty & Staff Handbook which is included as Attachment I and are also described in Attachment P.

³⁰ Shulman, L. "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review* 57.1 (1987): 1-22.

³¹ Darling-Hammond, L. "Teacher Quality and Student Achievement: A Review of State Policy Evidence." *Education Policy Analysis Archives* 8 (1) (2000). Hanushek, E. "The Trade-off Between Child Quantity and Quality." *Journal of Political Economy* 100.1 (February 1992): 84-117. Sanders, W. "Value-added Assessment," *The School Administrator* (1998): 24-27. Sanders, W. and S. Horn. "Research Findings from the Tennessee Value-Added Assessment System (TVAAS) Database: Implications for Educational Evaluation and Research," *Journal of Personnel Evaluation in Education* 12.3 (1998): 247-256. Rivkin, S., E. Hanushek, and J. Kain. "Teachers, Schools, and Academic Achievement." National Bureau of Economic Research, Working Paper No. 6691, 1998.

³² Sanders and Horn 247-256.

Supporting & Retaining Personnel

Supporting and retaining talent is a critical element of the Montessori Elementary model for success, so we will employ the following strategies:

Montessori Elementary School Director: Supporting and retaining an effective school leader is key to organizational success. The following strategies will be used to support and retain the school leader:

- The CEO will provide ongoing mentoring and coaching for the School Director, and the CGLA Principal will provide peer mentoring and guidance on a mutual basis.
- The CEO and ME School Director will collaboratively develop a professional development plan each year which will include participation in training, leadership development, etc. This will be part of the annual goal setting and performance review process.

Leadership Team: The Montessori Elementary leadership team will serve in unique roles within the school's innovative model of academic and wrap-around supports. The following strategies will be used to support and retain leadership team members:

- The CEO and ME School Director will provide ongoing mentoring and coaching for Leadership Team staff.
- Staff fulfilling similar functions at CGLA will provide an informal peer mentoring network. Occasional joint meetings will foster connections among peers.
- The ME School Director and each leadership team member will collaboratively develop a professional development plan each year which will use previous year's performance data and feedback to develop a plan for training, leadership development, and annual goal-setting.
- Leadership team members are expected to participate in school-wide training either as a trainer or as part of the school's professional learning community.
- Leadership team members will be eligible for performance-based bonuses based on availability of funds.

Instructional Staff: The preparedness and effectiveness of Montessori Elementary's instructional staff is paramount to achieving the school's mission, vision, and goals for student success. The school model reflects a significant investment in establishing a vibrant professional learning community of scholar-educators. The following support strategies will foster instructional excellence to retain highly-effective teachers.

- **Robust Professional Development:** Teachers will participate in at least 120 hours of professional development each year (see details in Section 2.5). Ongoing professional development time and strategies are built into the school calendar and schedule.
- **Supportive Professional Learning Community:** The development of a mutually supportive professional learning community is a cornerstone of the Montessori Elementary model. School-wide professional development and team-building as well as content area instructional teams and grade-level instructional teams will provide an array of teaming and peer support opportunities for teachers. Scheduling is designed to optimize collaborative planning and professional development. The Dean of Faculty will coordinate a "Buddy Teachers" system to pair experienced teachers with novice teachers to provide a supportive professional mentoring relationship.
- **Team / Collaborative Teaching:** Montessori Elementary's team teaching model for every classroom and extended learning period scheduling allow for consistent, ongoing RTI² and individualized instruction from classroom instructors. In-class support enables instructional staff to share in the responsibility for differentiated instruction and classroom management in a non-traditional instructional format.
- **Non-Evaluative Coaching Immersion:** In August each year, the CEO and ME School Director will coordinate a 4-week coaching immersion experience for teachers. The in-classroom observation and coaching will provide real-time, constructive, actionable feedback to improve classroom practice and implement the Montessori instructional model with fidelity. The coaching immersion is non-evaluative; teachers receive significant constructive feedback and support, but the objective is to provide support and identify needs for professional development.
- **Teacher Recognition:** On a monthly basis, a teacher will be recognized for doing "Whatever it Takes" to promote student learning and achievement. The "Whatever It Takes" (WIT) award is given to a teacher who

has gone the extra mile in exemplifying Montessori Elementary's core values and pursuing our goals. WIT award winners will receive a \$25 gift card or similar modest token of gratitude. All teachers who score at Level 4 or 5 on TVAAS assessments will receive a financial bonus. The exact amount will vary based on availability of funds and number of recipients, but the intention is to provide a bonus of up to \$2,500 for Level 5 TVAAS performance.

Plan for Staff Assessment & Performance Feedback

Montessori Elementary's organizational mission and goals demand a highly-qualified school faculty and well-prepared professional staff. Montessori Elementary has an expectation that all teachers have an intrinsic motivation to engage in continuous, ongoing learning and professional growth. Instructor assessment and performance feedback is a continual process involving multiple annual check-ins and opportunities for documenting professional growth. The ongoing process will culminate in a formal annual end of year performance review. Performance reviews will occur on a fiscal year basis for all employees. All Montessori Elementary instructors will be evaluated by the ME School Director to assess (1) classroom performance, (2) instructional planning and assessment, (3) communication with parents, and (4) contribution to the Montessori Elementary mission and community. The annual performance review, which is a summative evaluation, is used to review performance and professional growth, provide notice regarding employment contract renewal, and establish an annual professional development plan that includes individual goals, performance targets, and action plans.

Annual Performance reviews are informed by:

- Classroom / Administrative observations
- Student evaluations of instructor
- Parent feedback
- Instructor self-evaluations
- Student learning assessments

Performance Evaluations

All members of the Montessori Elementary community will demonstrate and continue to build capacity to meet standards for school leaders associated with high levels of student achievement. Montessori Elementary will use a state-approved model that is consistent with Board Policy 5.201 for evaluating administrative and supervisory personnel and approved standard forms in evaluating classified personnel. The ME@HP is responsible for ensuring that all administrative and supervisory personnel are evaluated.

Licensed Teaching Personnel: Montessori Elementary will use the Project Coach model of teacher evaluation. All evaluators will receive training and will use the system to report on teacher performance. Evaluators will include the CEO, ME School Director, and Principal. Teachers will also participate in non-evaluative coaching and feedback separate from the Project Coach assessment model. This will provide teachers with support and also ensure accountability.

Regular teacher assessments and feedback throughout the year will culminate in an annual performance review conducted by the ME School Director or Principal. As part of the annual performance review, a growth plan will be developed for all teachers. The plan will be developed collaboratively by the teacher and the immediate supervisor and/or ME School Director. The plan shall include identified area(s) for growth, action plan, and progress reporting procedures.

Non-Licensed Personnel: All non-licensed administrative/classified personnel will be evaluated annually, at the completion of the first year of employment and every year thereafter. The immediate supervisor of a non-licensed employee will conduct the evaluation. Evaluations will be used as an aid in improving an employee's performance and as a basis for continuing employment. Evaluation reports shall be discussed with the evaluated employee. Each employee shall be given a copy of the evaluation and shall sign the supervisor's copy as evidence it has been discussed.

School Leadership & Administration: The ME School Director and Principal will be evaluated using the Principal Evaluation module of the Project Coach program. The Project Coach program includes for review of professional performance across the following domains: teacher evaluation, culture for teaching and learning, leadership & growth, and management. The assessment model allows for ongoing, iterative review and feedback, following the schedule shown below:

Principal & Dean Assessment Timeline	
1 st Semester	Goal-Setting Conference Informal Observation Formal ½ day observation
Mid-Year	Mid-year conference
2 nd Semester	Informal Observation Formal ½ day observation Year-end summative conference

Progressive Discipline and Dismissal

Progressive discipline may be initiated for various reasons, including, but not limited to, violation of Montessori Elementary's policies and guidelines or standards of conduct as found in the Code of Ethics of the Tennessee Education Association (www.teateachers.org), or for poor job performance. The severity of the action generally will depend on the nature of the offense and on the employee's record and may range from a verbal warning to immediate termination.

Progressive Discipline may progress through the following sequential steps:

1. Verbal Warning
2. Written Warning
3. Suspension
4. Discharge

Any and all steps may or may not be utilized depending upon the individual circumstances and the nature of the infraction. Moreover, exceptions or deviations from the above-described procedure may occur whenever Montessori Elementary deems appropriate. The Montessori Elementary School Director or Principal have the authority to exercise progressive discipline. Dismissal also requires approval of the Network CEO/Superintendent.

Montessori Elementary will strive to create a vibrant professional learning community including many support structures for staff professional growth. However, student learning and achievement is the school focus and poor staff performance in promoting student achievement will result in dismissal or non-renewal of employment. Teachers will be hired on annual employment contracts and will not be eligible for tenure. When student and/or personnel assessment data indicates a lack of professional growth or effectiveness, employees will be subject to dismissal or non-renewal. Non-renewal may occur at any point of the academic year if students' learning needs are not being met. Evaluation, assessment, and feedback will be ongoing throughout the academic year. A summative annual performance evaluation is completed by the end of April. To the extent possible, school leadership will make reasonable efforts to give at least 30-day notice of non-renewal to any employee.

Montessori Elementary's Faculty Handbook is included as Attachment I.

Staffing Plan

The chart below summarizes the school-level Full Time Equivalent (FTE) personnel across personnel categories. The staff effort reflected below indicates the percentage of time that any shared positions will dedicate to Montessori Elementary.

Position	Year 0 Pre-Opening	Year 1	Year 2	Year 3	Year 4	Year 5
ME School Director	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Principal	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
School Counselor	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Lead Classroom "Learning Pod" Teachers	9 FTE	9 FTE	12 FTE	15 FTE	17 FTE	18 FTE
Assistant Classroom "Learning Pod" Teachers	9 FTE	9 FTE	12 FTE	15 FTE	17 FTE	18 FTE
Special Education Teacher	--	1 FTE	1 FTE	1 FTE	1 FTE	2 FTE
ELL Teacher	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Electives Teacher	--	2 FTE	2 FTE	2 FTE	3 FTE	3 FTE
Clerical	--	2 FTE	2 FTE	2 FTE	2 FTE	3 FTE
Social Work Intern	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Title I / Attendance Manager	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE

Section 2.5. PROFESSIONAL DEVELOPMENT

Recognizing that a highly-skilled, achievement-oriented staff is an essential element in Montessori Elementary's success, the Planning and Design Team has developed a multi-faceted plan that incorporates best-practices for professional development. Montessori Elementary's design includes many innovations that will present learning and professional growth opportunities. Establishing a vibrant professional learning community is a key Montessori Elementary premise. Empowering excellent teachers to grow professionally has been a long-term hallmark of CGLA under Dr. Swafford's leadership.

To achieve our goals and outcomes for teachers and students, Montessori Elementary will implement a variety of professional development mechanisms that will ensure on-going support and continuous professional growth among teachers.

Professional Development at Montessori Elementary is...

- **Sustained:** Throughout the school year, teachers will meet in a variety of small learning communities for professional development. A total of 120 minutes per week is set aside for teacher planning and professional development. In addition, a robust professional development calendar supports and engages teachers in professional growth throughout the year.
- **Intensive:** Summer sessions, student holidays, and embedded planning and development time ensure that professional development is intensive as there will be larger blocks of time throughout the year set aside for professional development.
- **Aligned with Practice:** Professional development will be informed by the needs of teachers, staff, and students and will be aligned with Montessori Elementary practices and data. Staff will use student data in assessment-related professional development sessions. In-classroom, non-evaluative coaching and modeling will be widespread.
- **Embedded within the School Structure:** The school year and school day are structured to maximize professional growth opportunities for teachers. Team teaching; departmental and grade level teams; school-wide professional development, and summer institutes create an integrated network for professional growth.

Montessori Elementary's professional learning community will involve multiple groupings of teachers, staff, and administrators to maximize learning for students. Learning community members assist one another in examining the standards and outcomes that students are required to achieve, planning effective lessons and instructional strategies, developing and refining assessment strategies and rubrics, critiquing student work, and offering advice and support regarding the challenges of teaching.³³

Responsibility for Professional Development

The ME School Director, with oversight and mentoring from the CEO, is responsible for professional development in the building, with strong implementation support from the Principal. The ME School Director supervises implementation of the Professional Learning Community meetings, plans school-wide orientation and in-service training, engages external trainers, and approves professional development plans for all school staff as part of the annual performance review process.

Professional Development Schedule & Focus Areas

Teacher effectiveness is one of the most important variables in student learning. Thus, Montessori Elementary's design will maximize opportunities for teacher collaboration and professional development. Montessori Elementary faculty will participate in 6 days per year of intensive teacher professional development as well as 7 Administrative In-Service days for individual and collaborative planning. All instructional staff are expected to participate in 120 hours of professional development each year including required school activities and additional professional learning opportunities aligned with their needs and professional goals. Montessori Elementary's innovative school model and the multi-faceted challenges facing the school population will provide robust opportunities for professional learning and growth. The following topics will be emphasized across professional learning strategies.

Professional Development Topics	
Understanding Students & the Community	• Framework for Understanding Poverty • Community tour & home visits • Student interviews & focus groups • Parent/Guardian/Mentor Frequent Contact • Communication (Staff/Students)
Data, Planning, & Assessment	• Standards-based assessment • TN Ready Preparation • Assessment – Data – Instruction Cycle
Diversity & Inclusion	• Inclusion and instructional support strategies for students with IEPs and English Language Learners • Implementing IEPs in the classroom • Communication and discipline for student with disabilities • Family communications
School Culture & Behavior Management	• Cultural Norms & Classroom Equity • Achievement Culture
Instructional Practices	• Montessori Pedagogical Practices • Student-Centered Teaching • Relentless Focus on Literacy & Foundational Skills • Curriculum Integration
Compliance & Reporting	• FERPA • Reporting suspected sexual abuse

³³ "Learning Communities." National Staff Development Council. 1 Mar. 2008
<<http://www.nsdc.org/standards/learningcommunities.cfm>>.

Montessori Elementary will utilize a variety of professional learning opportunities to maximize outcomes for teachers, school staff, and students.

Professional Development Strategies and Schedule	
Orientation	The faculty & staff orientation will take place annually in Summer and include at least 5 days of collaborative planning, preparation, and professional learning. Sessions will focus on an orientation to school culture and norms; assessment, planning, and classroom interactions; school policies & procedures; assessment and data systems; and other tasks identified through an assessment of teacher and staff learning needs.
Mid-Year Hires	For teachers hired mid-year, ME@HP will offer an accelerated orientation with additional peer coaching and support.
Coaching Immersion	Annually in August, all teachers will participate in a 4-week, non-evaluative coaching immersion experience which will provide individualized coaching and support for each teacher. An interventionist or instructional expert will provide in-classroom observation and coaching to improve classroom practice. The coaching immersion will follow a rubric that incorporates hallmarks of instructional excellence related to planning, cultural norms / equity, student-centered teaching, and formative & summative & assessment. Teachers will receive real-time immediate feedback as well as a follow-up debrief and written notes from the coach. However, the coaching immersion will be supportive rather than evaluative. The immersion will occur in August to establish expectations for classroom practice and provide support for teachers from the beginning of the academic year.
Daily Planning & Professional Development	The daily schedule has been designed to include several planning and professional development periods on a daily basis. Teachers will have 45 minutes in the morning for planning and classroom preparation, 45 minutes in the afternoon for professional learning community group meetings (e.g., Lead Teacher Meetings, Learning Pod Level Meetings, and Montessori Best Practices Groups once per week and Learning Pod Team meetings twice weekly). Teachers' final 30 minute period for updating student notes and learning reports and planning. Occasionally, this time may be used for school-wide staff meetings or professional development groupings, as appropriate.
Summer Institute	Each Summer, Montessori Elementary will participate in school-/network-wide professional development summer institute which will include a combination of ME PD, shared PD with CGLA, and independent PD offered through HCDE or a partnering organization.
HCDE opportunities	Montessori Elementary staff will be encouraged to participate in HCDE-sponsored professional development opportunities whenever possible.
Professional Development Partnerships	Montessori Elementary will actively seek out partnerships with organizations to facilitate professional development opportunities for teachers. Partnerships with organizations such as the Public Education Foundation, the University of Tennessee at Chattanooga, and others will offer a variety of professional development opportunities for the Montessori Elementary community at-large, small groups of staff, or individuals.

Cultivating Future Leadership Capacity

The Montessori Elementary model relies not only on the exemplary professional practice of all staff, but also on the ability of the staff to function as a team in order to achieve the school's goals and outcomes as articulated in the charter's accountability plan. Key school features such as the Montessori curriculum, intensive student support services, and the school culture model make it imperative that school staff work together to achieve school goals. Montessori Elementary staff at all levels, including instructional staff, will be expected and encouraged to engage in activities to foster their leadership capacity. Opportunities will include professional development related to leadership, opportunities to serve in leadership roles (e.g., grade chairs, committee roles, etc. Montessori Elementary will also implement a Teacher Fellows program to build capacity among teachers to become team and department leaders to provide a professional pathway into educational leadership. Internal and external experts will support the development and implementation of the Fellows program.

Section 2.6. INSURANCE

Please see details of Montessori Elementary @ Highland Park's proposed insurance coverage in Attachment J.

Section 2.7. TRANSPORTATION

Transportation Plan

Montessori Elementary @ Highland Park will contract with a licensed, bonded, and fully-insured vendor to provide transportation to and from school on a daily basis as well as for expeditionary learning, summer programming, and other school activities. The transportation vendor will be selected via an RFP and bid process. The Executive Director and board will award the contract based on price, services and credentials, and vendor references. Requirements for the vendor to comply with all state and federal laws and regulations will be stipulated in the RFP to solicit bids as well as the executed contract.

Transportation is a major cost for a charter school and has been budgeted appropriately. The transportation budget is informed by the actual costs of transportation to the Chattanooga Girls Leadership Academy which serves the same target area. The budget includes an allocation for contracted transportation services based on the assumption that regular student transportation will include 4 bus routes to and from school 5 days per week. Although the routes are not expected to change significantly over the years, the budgeted funds escalate along with the increasing number of students each year.

Transporting Students with Disabilities

Montessori Elementary @ Highland Park's inclusion model will ensure that transportation is not a barrier for any student to attend, including students with special transportation needs resulting from a disability or other factor.

Oversight of Transportation Plan

The Director of Operations & HR will be responsible for providing daily oversight of transportation services.

Section 2.8. FOOD SERVICE

Upon approval of the charter application, YWLAF will issue and evaluate an RFP from qualified food service providers. As part of the RFP requirements for selecting a food services vendor, applicants will be required to document a thorough understanding and a track-record of compliance with all applicable state and federal regulations and USDA nutritional guidelines. Vendors must be USDA-approved to be eligible to participate in the bid process. Vendor selection will include a commitment to providing high-quality, nutritious meals to students.

Contracted food services will include food preparation (on and/or off site), food delivery / service, and clean-up. YWLAF will explore all options including sharing a food services vendor with the Chattanooga Girls Leadership Academy to provide the best possible food service to students while affording each organization an economy of scale.

Plan to Meet the Need of Low-Income Students

We anticipate that the vast majority of Montessori Elementary @ Highland Park students will be eligible for free or reduced price lunches (FRPL). School staff will work with students and families through the student enrollment and orientation process to secure needed forms and documents to verify FRPL eligibility. All students and families will be required to participate annually in a mandatory school registration day with multiple time options for attendance to accommodate different family schedules. We will abide by all USDA guidelines in the preparation, service, and administration of the food services.

Section 2.9. ADDITIONAL OPERATIONS

YWLAf, Montessori Elementary's founding Governance Board, and the YWLAf/CGLA's Leadership Team are well-versed in the additional operations necessary for a school's success.

Technology

The application of technology is pivotal to the achievement of the school's academic goals. Montessori Elementary @ Highland Park leverages technology to achieve results for every student. Within the academic program, technology is used as a building block in four areas:

1. Academic skill development
2. Innovative instruction
3. Educational support systems
4. Assessment including state-mandated assessments

As outlined in the chart below, the Planning & Design Team has carefully planned for needed technology resources and built technology assumptions and costs into the school model and budget forecast.

Montessori Elementary @ Highland Park Technology Resources	
Networking & Infrastructure	The facility remodel will incorporate networking and infrastructure to allow for a robust technology and seamless wireless presence throughout the facility. After the one-time infrastructure investment, ongoing system administration costs are built into the operational budget.
Classroom Technology	Smart boards and/or projection equipment in upper-level learning pod classrooms, and teachers will have access to clickers and other interactive student learning technology.
Instructor & Administrator Resources	All school staff will be issued an appropriate device – a desktop computer, laptop, etc. based on their job duties.

Student information management

Montessori Elementary @ Highland Park will adhere to the rules established governing parents' and students' rights to privacy of information as detailed in the Family Educational Rights and Privacy Act of 1974 (FERPA). All parents and students will be advised of their rights under the provision of FERPA.

School health and nursing services

Montessori Elementary @ Highland Park will comply with the Coordinated School Health Program. CGLA and Montessori Elementary @ Highland Park will share a school clinic staffed with a Family Nurse Practitioner. CGLA launched the Medical Clinic in August 2019, which is focused on addressing basic healthcare needs, illnesses, injuries, and preventative health to help to reduce student absenteeism and improve academic outcomes. The clinic addresses the most common health needs and illnesses faced by students, faculty, and staff, such as seasonal illnesses (i.e. allergies, flu, strep throat, colds, bronchitis, acute sinusitis, respiratory infections, viral infections, fever, ear infections, etc.), asthma, diabetes (assisting with monitoring and administering insulin), physicals (for participation in athletics), health screenings (i.e. diabetes and blood pressure), and preventative health (guidance and support for living a healthy life and preventing chronic conditions).

Dr. Sandra Williams is the Director of the medical clinic. She has extensive experience working in primary health care and pediatric settings (including a community health clinic). In addition, Dr. Williams is supported by a Medical Assistant who assists with day-to-day operations of the clinic, scheduling, and medical records management. CGLA partners with UTC to provide clinical rotation opportunities for UTC Family Nurse Practitioner (FNP) students, which provides these students with experience working in an urban healthcare setting. Erlanger is also interested in partnering with CGLA to provide clinical opportunities for residents. The clinic is open Monday-Friday during

school hours, with additional operational hours before and after school to meet scheduling needs. The Medical Clinic has already had impactful results in serving CGLA students. The clinic saw 206 students through mid-September 2019; 96% of those students seen in the clinic were able to stay in school for the day. During the 2019-20 school year, we will continue to focus attention on expanding the impact of the medical clinic as a tool to improve students' overall health outcomes, improve attendance, and reduce chronic absenteeism as a result of medical needs. We will also continue to focus on expanding our partnership with Clinica Medicos, which is a referral clinic for students requiring more comprehensive medical support and testing. ME@HP students will also have access to the medical clinic which is located in the adjacent CGLA school facility.

Safety and Security

Montessori Elementary @ Highland Park will adopt and implement a school safety plan in accordance with the guidelines articulated by the Tennessee Department of Education. To facilitate Network-wide coordination, Montessori Elementary @ Highland Park will adapt and adopt administrative emergency procedures established for the Chattanooga Girls Leadership Academy. School plans related to safety and security will include but not be limited to the following:

- Design and location of restrooms
- Access to windows
- Control of the building entrances and exits
- Process for visitors to check in and out
- Exterior lighting
- Building evacuation plan
- The number and types of communication devices available during a crisis
- Detailed Administrative Emergency Procedures guide
- Technology and cybersecurity
- Property and facilities security

The school safety plan will be developed through a school safety planning task force that includes school personnel, parents, students, and representatives from first responder agencies (e.g., police, fire, and emergency medical agencies). All members of the school community will receive a copy of the written safety plan. The school safety plan will be incorporated into training for all employees and practiced through a calendar of rehearsals and drills.

The CEO will oversee planning and monitor readiness for school safety operations. Montessori Elementary @ Highland Park's Planning & Design Team has already established a preliminary school crisis plan that is included in Attachment I, the Faculty & Staff Manual. The school leadership team will refine and finalize details of the plan during the initial planning year. All staff will be trained on the plan as part of the annual staff orientation.

School Maintenance

Based on the experiences of the CEO in implementing and supporting school maintenance for the adjacent Chattanooga Girls Leadership Academy site, the school maintenance plan includes the following components.

- The Facility Manager, under the supervision of the Network CFO, will oversee and secure / coordinate services for all school maintenance needs.
- Custodial staff will provide custodial service and routine maintenance and maintenance / small repair.
- Fully licensed, bonded, & insured contractors will be secured using an appropriate mechanism to provide services including but not limited to the following:
 - Major repairs to systems (HVAC, Electrical, Plumbing, IT/Network, Roofing or Major Structural Repairs)
 - Grounds
 - Pest Control
 - Security & Alarm Systems
- The budget provides for maintenance related staffing, funds allocated for routine maintenance, and contingency funds for unforeseen maintenance issues.

Section 2.10. WAIVERS

N/A – Montessori Elementary @ Highland Park does not intend to request any waivers for state board rules or statutes.

Section 2.11. NETWORK VISION, GROWTH PLAN, & CAPACITY

As the founding sponsor for CGLA, the Young Women's Leadership Academy Foundation, is now seeking to sponsor the establishment of an associated elementary school which will grow our locally-founded and operated, non-profit network to a total of two schools. The idea for Montessori Elementary @ Highland Park was conceived as part of YWLAF's / CGLA's 2014 strategic plan and was included as an aspirational goal for the 5+ year timeframe. The vision and desired outcome of the strategic planning committee was to establish an elementary school option for low-income families that could augment the trajectory of success by reaching students earlier, at the PreK and elementary grades, before they experience such challenging learning deficits, and to establish a feeder pattern for CGLA. Neither YWLAF nor CGLA intends to pursue further growth of this network.

YWLAF, CGLA's founding sponsor, has a strong, well-documented capacity to operate high-quality, highly-effective schools that are able address the learning challenges of low-income students and empower them to achieve proficiency and mastery within the context of a challenging, innovative curriculum. Under Dr. Swafford's leadership, CGLA has overcome initial struggles during its early years to become a high-performing school. CGLA earned a Level 5 TVAAS ranking for 2018-19, received a Reward School designation, increased ACT composite scores by 6.7 points in 6 years, supported students in earning ACT composite score of 20.4 – higher than the state and district average, and maintained a graduation and college-going rate of more than 90% of students over the last 3 years. These metrics underscore the significant, impactful difference that CGLA's innovative school model can make for students who face socio-economic and academic disadvantages. Additional details can be found in Section 4 and Attachments R and T.

Grounded in this deep, locally-rooted expertise, YWLAF and CGLA have worked purposefully over the last 3-5 years to establish a firm foundation for ME@HP's success. While this will be YWLAF's first additional school as an existing operator, Dr. Swafford's leadership in sustaining CGLA's dramatic turn-around and her leadership role in the planning and start-up phase of Chattanooga Preparatory School ensure that YWLAF and CGLA are well-aware of potential risks and have plans in place to avoid or overcome them.

Potential Risks or Challenges	Plan to Avoid or Overcome
Leadership / Team Building	Finding the right school leader and establishing a strong leadership team can be a challenge for any new school. Dr. Elaine Swafford will provide overall direction, leadership, coaching, and team-building for both CGLA and Montessori Elementary @ Highland Park. Dr. Swafford is nationally recognized as an expert on accelerating learning and achievement for children from disadvantaged socio-economic backgrounds. Under her leadership, CGLA has empowered girls to achieve significant learning gains and standardized test scores that exceed state and local scores for disadvantaged students. Dr. Swafford will select and oversee the school leader and will provide ongoing coaching, support, mentoring, and team-building throughout the start-up period.
Student Recruitment & Community Outreach	Student recruitment and community outreach can pose challenges for start-up schools, especially schools that embrace innovative curricular and pedagogical models like Montessori Elementary will do. The strong family and community network that YWLAF

	has cultivated over the last decade will offset this challenge. Student recruitment will be facilitated through our existing network and marketing channels as well as through partnerships with Chattanooga Prep, early learning centers, and other community-based organizations.
Fundraising	Schools must raise significant funds during the start-up phase, as funds are needed during the planning year and initial years of operation while BEP funds may be limited while enrollment ramps up. Montessori Elementary will benefit from YWLAF and the network's significant fundraising capacities. Based on activity to date, we project that half of the \$9.5 million capital campaign for the new facility will be secured by April 2020. The fundraising plan includes a healthy revenue mix including grants, major donors, and individual giving. The network has existing resources and plans to expand needed resources to ensure fundraising success.
Facilities	YWLAF has already identified and secured a school site located at 700 South Hawthorne Street, within the Highland Park neighborhood of downtown Chattanooga. The location is adjacent to the CGLA and Chattanooga Prep campuses and falls within District 4. The location was the home to the historic Highland Park Elementary School. The facility was decommissioned and has been vacant for many years. Due to the condition of the original structure, the building will be demolished and a new structure will be constructed. The building is scheduled to be complete for incoming students by August of 2021.
Governance	Establishing a cohesive and experienced charter school Governance Board is a challenge for most new schools. Montessori Elementary @ Highland Park will be well-served by its founding Governance Board which has significant experience in charter school governance, deep understanding of the needs of the target population, and a commitment to supporting and fundraising for the success of this new school. Of the founding Governance Board members, all have experience in supporting non-profit organizations that provide services directly related to Montessori Elementary's mission.

Section 2.12. NETWORK MANAGEMENT

The network's leadership team has been structured to cover all key functions and provide overall leadership and support while also providing direct assistance to school staff. Attachment M includes organization charts for the Network. Given the experience of the key staff and close geographical proximity of the two schools, the network is positioned to provide strong oversight and ensure that both schools are operated with fidelity to their missions and the school hallmarks included in the charter agreements. Both CGLA and Montessori Elementary will be locally governed; there will not be a charter management organization involved. The roles & responsibilities of key Network staff are included below.

Network Superintendent / Chief Executive Officer: Dr. Elaine Swafford
Dr. Elaine Swafford, a proven school leader with an impressive track-record of accelerating student success, will serve as the Superintendent/CEO with oversight over both schools. Dr. Swafford has earned a national reputation as a change-agent in the education of low-income children. The CEO / Network Superintendent is the academic and operations leader for the Network, charged with effective execution of policies adopted by the Governing Board and responsible management of school and network resources. The Superintendent has overall administrative responsibility for the planning, operation, supervision, and evaluation of the academic program, services, facilities, and finances. The CEO is the primary liaison to the YWLAF (Network) board and both ME@HP and CGLA Governance Boards. The CEO supervises the Network leadership team and evaluates performance annually. The CEO will be heavily involved in the start-up period and will directly supervise the following Network and School Personnel. The CEO serves as an <i>ex officio</i> member of each school's Governance Board. Supervision: The CEO/Superintendent reports to the YWLAF, CGLA, and ME@HP Governance Boards.

Network Direct Reports: Chief of Staff, Chief Financial Officer, Chief Operations / Advancement Officer, Director of Operations & HR, Statistician
Network Executive Leadership Staff
Chief of Staff: To be Hired. The Chief of Staff supervises each school's implementation and ensures that the school mission, vision, and academic plans are implemented with fidelity to the founding vision. Reporting directly to the CEO/Network Superintendent, the Chief of Staff provides leadership in developing, continuously assessing and refining, and sustaining the highest quality academic programs. The Chief of Staff identifies challenges or gaps and works directly with school leadership to overcome any identified challenges rapidly to maximize student learning. The Chief of Staff, working closely with the Superintendent, maintains a culture of collaboration between the Network and school leadership. The Chief of Staff is the lead academic officer reporting to the CEO/Network Superintendent and works cooperatively with all Network and School leadership staff to advance the education mission of the Network and each school. The Chief of Staff represents the CEO/Network Superintendent in meetings and interactions with internal and external constituencies and provides interim Network leadership in the absence of the CEO / Network Superintendent. Direct Reports: Each school leader (from both CGLA and Montessori Elementary) will report to the Network Chief of Staff.
Chief Financial Officer: Jeanne Hinchee. The Chief Financial Officer is a critical member of the Network Executive Leadership Team with responsibility for leading, coordinating, and facilitating all aspects of financial management for the Network and the 2 Network Schools. The CFO will lead budgeting and financial forecasting to align with Network and school strategic priorities including annual operational budgets and capital budgets including individual budgets for each school. The CFO will provide training and supervision of school-level financial transactions and procedures to ensure consistency with best-practices in financial stewardship and internal controls. The CFO will collaborate on strategic and operational planning, business decision-making, procurement & purchasing, IRS and audit functions, and facilities forecasting, project management, and maintenance. The CFO will oversee financial operations including management of accounts payable and receivable, banking, accounting, grant and gift account management, and payroll functions. The CFO is responsible for overseeing financial management procedures that comply with all applicable federal, state, and local laws. The CFO also oversees facilities management in terms of capital planning, project management, and maintenance management. The CFO maintains strong relationships with each school leadership team and Governance Board and serves as an Ex Officio member of the finance committee of each school. Direct Reports: Payroll & Accounting, Facility Manager, Accounting Associate
Chief Operations Officer: Justin Booker. The Chief Operations Officer oversees fundraising, marketing and strategic communications, community engagement, and information technology functions. Leading a diverse team of professionals in coordinated and comprehensive external affairs initiatives including capital and annual fundraising, strategic internal and external communications, responsive community engagement that creates opportunities for students and aligns with each school's vision and mission. The Chief Advancement & Innovation Officer also oversees information technology management and compliance across the network and school sites including website development and management, academic and administrative information systems, technology purchasing and inventory control, and establishing and overseeing protocols for IT security across school functions. Direct Reports: IT/Inventory Coordinator, Director of Communications/Public Relations, Community Engagement Coordinator, Director of Development
Director of Operations and Human Resources: Shadrina Booker. The Director of Operations and Human Resources oversees key operational functions of the YWLAF Network's two schools. The Director of Operations & HR manages student recruitment & enrollment, teacher / staff recruitment and human resources functions, the student nutrition program, transportation services, registration, and enrollment/attendance management. The Director of Operations and HR is an integral member of the Network leadership team with responsibility for key functions that directly undergird each school's mission. Direct Reports: functional oversight of transportation & cafeteria vendors
Statistician: Eva Doyle. A hallmark of CGLA's success model is the ongoing use of data to inform planning for individual students, classrooms, and schools. The blend of statistics to inform strategy gave rise to the unique "Statistician" position. The Statistician is responsible for ensuring / supervising data integrity, managing

ongoing data analytics, producing routine reports on a regular basis to inform planning and instruction, and providing special reports as needed

Network Support Functions

YWLAf will cover the full cost of the CEO/Network Superintendent salary from private donations. Funds for the network-level staffing will be allocated equitably across both school's budgets in accordance with their enrollment status in relation to enrollment capacity. In other words, Montessori Elementary will cover a lesser share in the initial years, contributing a greater share each year as enrollment scales-up to full capacity, with each school ultimately bearing an equitable distribution of the cost. The overall service goal of the YWLAf network is to free school leadership from administrative and operational burdens to enable all school-level staff to focus their efforts and energies into providing a best-in-class educational experience to students, consistent with each school's mission. Specific service goals will be articulated for each Network employee and evaluation will include both formative measures (how successful the Network was in delivering services) and summative measures (how successful was the Network in achieving and supporting school achievement of goals and performance measures). Evaluation will include annual supervisory performance review which will be supplemented by a 360-degree performance assessment process as the Network and ME@HP ramps up to full capacity, beginning in year 3.

The Network will provide centralized support for the following key functions.

- **Executive Leadership & Organizational Management:** The Network Executive Leadership Team, comprised of the CEO, Chief of Staff, CFO, COO, and Director of Operations & HR, provides executive leadership and Network-level management to enable each school to focus on excellence in academics and meeting the unique needs of students and families. Executive leadership and organizational management includes strategic planning, performance management including organizational goal-setting and assessment as well as supervision and evaluation of school leaders. The Executive Leadership Team also supports data informatics and analytics related to student achievement and organizational performance and translates data into policies and action items to optimize efficacy.
- **Fundraising & Strategic Communications:** The Network will manage all external fundraising and development functions including capital and operational fundraising activities. (Schools will maintain small-scale, "internal" fundraising related to student clubs, athletics, etc.) Network support for fundraising and strategic communications includes maintaining a contractual relationship with Grantwriting consultant to support proposal development for local, state, and national funders. The Network also funds the Development Office which includes a Director of Development and Development Assistant. Key strategic communications functions including Community Engagement & Partnerships, and Strategic Communications/Public Relations are also maintained at the Network-level to ensure consistency and fidelity to the mission and vision.
- **Finance & Accounting:** The Network will support financial management and accounting functions including payroll, general, grant, and gift accounting, audit / IRS filings, and oversight of financial best practices to ensure compliance with all applicable laws, timely filing of financial reports and forms, and appropriate internal controls. The Network will support the budget development and monitoring, short- and long-term budget forecasting, capital project budgeting and financial management, endowment and investments, and banking.
- **School Operations:** The Network will provide support, coordinate, and collaborate with school staff to oversee operational functions critical to each school's success. The Network will coordinate student transportation including contracted bus drivers and Network-owned vehicles. The Network will also oversee the school nutrition program including coordinating with vendors and managing the USDA food program processes. The Network will also support school health functions through management of the on-campus health clinic.
- **Human Resources:** The Network will support all human resource functions including coordination and administrative support for instructional and non-instructional staff recruitment, hiring, and onboarding. The Network will also provide administrative support and coordination for the annual performance review process.

- **Facilities Capital Planning & Management:** The Network will support all aspects of facilities and real property management. YWLAF holds the deed to all school properties and will manage capital project budgeting, management, and oversight for capital improvement and ongoing maintenance.
- **Information Technology:** The Network will provide information technology systems, data use & management, and information compliance. The Network will support website development, academic and administrative information systems, technology purchasing and inventory control, and establishing and overseeing protocols for IT security across school functions.

The table below delineates network-level and school-level decision-making responsibilities related to key school functions.

Function	Network Decision-Making	School Decision-Making
Performance Goals	X	X
Curriculum	X	X
Professional Development		X
Data Management & Interim Assessments		X
Promotion Criteria		X
Culture		X
Budgeting, Finance, and Accounting	X	
Student Recruitment		X
School Staff Recruitment and Hiring		X
H/R Services (payroll, benefits, etc.)	X	
Development / Fundraising	X	
Community Relations	X	
Information Technology	X	
Facilities Management	X	
Vendor Management / Procurement	X	

Section 2.13. NETWORK GOVERNANCE

Montessori Elementary will have an independent Governance Board as does the Chattanooga Girls Leadership Academy. YWLAF, the founding sponsor for both schools, has a 3-member board and functions primarily as a trustee for school real property and high-level organizational oversight and strategic visioning. During the ME@HP planning and design process, YWLAF has formed the core membership of the Montessori Elementary Governance Board. Upon approval of the ME@HP charter application, YWLAF will transition full governance responsibility to the ME@HP Governance Board. To ensure consistency and coordination across sites, Dr. Sue Anne Wells serves as the Board Chair for the YWLAF Board of Directors, the CGLA Governance Board, and the ME@HP Governance Board.

The ME@HP Governance Board will ultimately hold the school charter. See Section 2.1 for full details related to the ME@HP Governance Board. See Attachment F for a variety of supplementary documents related to the Governance Board including By-Laws, Code of Ethics, Conflict of Interest Policy, board member resumes, and Board Policies.

As a small, locally-founded and -governed network of two geographically adjacent and philosophically-aligned charter schools that will form a preK-12 feeder school pattern, there is no conflict among the interests of the Network's two schools. Essentially, what is good for one of the school's will be good for the other because they are not directly competing for students, staff, or resources. The establishment of ME@HP will fulfill YWLAF's vision for Network growth and further expansion is not anticipated. Key members of the Network Executive Leadership Team and staff will serve as ex officio members for board and school committees and working groups. There will be close and frequent communication and collaboration among Network and school staff. Parents will be

represented on each school's Governing Board. Close collaboration and a 360-degree performance feedback model (beginning in year 3) will provide a feedback loop for Network and School staff to provide constructive input into the shared leadership approach. CGLA and ME@HP's school founder, Dr. Sue Anne Wells, will serve as the founding Governance Board chair for both school boards to ensure consistency and fidelity of implementation and resource allocation across sites.

Section 2.14.CHARTER SCHOOL MANAGEMENT **CONTRACTS – N/A**

N/A - Montessori Elementary @ Highland Park will be a locally-governed and managed charter school.

Section 2.15.PERSONNEL / HUMAN CAPITAL – **NETWORK-WIDE STAFFING PROJECTIONS**

With the addition of the proposed charter elementary school, the network will be comprised of two schools: the Chattanooga Girls Leadership Academy and the Montessori Elementary @ Highland Park. Both schools will benefit from a shared staffing model that will create economies of scale and enable Montessori Elementary @ Highland Park to benefit from an existing, knowledgeable staffing structure. The following table shows projected staffing needs for the two-school network over the next five years.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Number of middle-high schools*	1	1	1	1	1
Total schools	2	2	2	2	2
Student enrollment	575	647	719	791	828

*Note CGLA is one school that comprises grades 6-12.

Network Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Chief Executive Officer / Network Superintendent	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Chief of Staff	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Chief Financial Officer	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Chief Operations Officer	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Director of Operations & Human Resources	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Stratistician	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Administrative Assistant	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Information Technology Director	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Director of Communications & Public Relations	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Director of Development	--	--	1 FTE	1 FTE	1 FTE
Development Assistant	--	--	--	1 FTE	1 FTE
Facility Manager	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Accounting Associate	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Total back-office FTEs	11	11	12	13	13

Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Montessori Elementary School Director	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Principal	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Lead Classroom Teachers (Core Subjects)	9 FTE	12 FTE	15 FTE	17 FTE	18 FTE
Assistant Classroom Teachers	9 FTE	12 FTE	15 FTE	17 FTE	18 FTE
Special Education Teachers	1 FTE	1 FTE	1 FTE	1 FTE	2 FTE
ELL Teachers	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Electives Teachers	2 FTE	2 FTE	2 FTE	3 FTE	3 FTE
Title I / Attendance Manager	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
School Counselor	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Administrative Assistant / Clerical	2 FTE	2 FTE	2 FTE	2 FTE	3 FTE
Total FTEs at elementary schools	29	35	41	46	50

Middle / High School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Note: CGLA is one school comprising both middle & high grades.</i>					
Principal	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Assistant Principals	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean of Faculty	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean of Students	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Classroom Teachers (Core Subjects)	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE
Classroom Teachers (Specials)	5 FTE	5 FTE	5 FTE	5 FTE	5 FTE
Registrar / Attendance Clerk	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Title I / Truancy Coordinator	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
School Counselor	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Academic Coaches	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE
Reading Specialists	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE
Custodian	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Clerical / Administrative Assistant	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Total FTEs at middle / high school	48	48	48	48	48

Section 2.16. PERSONNEL / HUMAN CAPITAL – STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION

Montessori Elementary @ Highland Park will be established as a 2nd school sponsored by the Young Women's Leadership Academy Foundation. CGLA and Montessori Elementary @ Highland Park will comprise a locally-controlled and governed network of two schools. The Network organizational structure will build on the strong infrastructure established to support CGLA and will create economies of scale in administrative staffing and support positions that will benefit both schools. Dr. Elaine Swafford will serve as the Network CEO and Superintendent for both schools, providing high-level supervision and direction for each school's leadership team. Please see the school's organizational charts in Attachments G (school) and M (network) for details.

Because the plan for the YWLAF Network has grown organically from CGLA's decade of experience in successfully operating a high-performing charter school in Hamilton County, the Network will benefit from existing staff who have amassed considerable expertise in their respective roles. Two key positions that will have to be filled include the Network Chief of Staff and the ME@HP School Director. Upon approval of the ME@HP Charter, YWLAF will initiate

a national search for each of these key positions. Dr. Swafford's extensive network of charter school contacts nationwide and within the state of Tennessee will support the search process. The Chief of Staff search will include candidates with broad public and charter education experience across grade levels. It is expected that the Chief of Staff position will be part of the Network succession planning for future network leadership. The ME@HP School Director will include candidates with deep knowledge and experience in implementing the Montessori pedagogical model within public school settings. Building the capacity of school leadership team members will remain a priority for the network to continue building a pipeline for future leadership at the school and network levels.

YWLAf has a strong plan in place, based on existing, effective hiring and performance management practices, to recruit and hire highly-qualified teaching staff. See Section 2.4 for details.

SECTION 3: FINANCIAL PLAN AND CAPACITY

Section 3.1. PLANNING AND BUDGET WORKSHEET

See Attachment O.

Section 3.2. BUDGET NARRATIVE

See Attachment P.

Section 3.3. FINANCIAL PLAN

Montessori Elementary @ Highland Park, added to the existing Chattanooga Girls Leadership Academy, will complete the school network to be sponsored by the Young Women's Leadership Academy Foundation. The Chattanooga Girls Leadership Academy is financially healthy with consistently clean audit reports, significant cash reserves and assets, robust internal controls and accounting policies, and multiple strong revenue streams (grants, major donors, annual fundraising) in addition to BEP funds. CGLA is not and has never been on fiscal probation or in bankruptcy.

Fundraising Capacity & Plan

Establishing the Montessori Academy @ Highland Park requires a capital campaign of \$9.5 million to cover initial facilities investments and start-up expenses. Based on fundraising activity to date, we project that at least half of the capital campaign will be fulfilled as of April 2020.

YWLAf launched the capital campaign for ME@HP in summer 2019 and is currently actively fundraising with requests submitted and/or planned for the following core funders who have been funding partners for CGLA: Benwood Foundation, Clarence E. Harris Foundation, Card Family Trust, Community Foundation, First Tennessee, Footprint Foundation, Georgie Johnson Foundation, Lyndhurst Foundation, Maclellan Foundation, McKenzie Foundation, Schillhahn-Huskey Foundation, Unum, Weldon F. Osborne Foundation, and Tennessee Department of Education (Charter School Program start-up grant). In addition, we have been invited to apply for Charter School Growth Fund and New School Venture Fund grants (both national level funders), and we have established a strong relationship with the Walton Foundation and plan to apply for a start-up grant for the new school.

Under the leadership of Dr. Elaine Swafford and Dr. Sue Anne Wells, YWLAf and our campaign committee continue to host meetings and tours to engage individual donors and foundation representatives with the school plans and capital campaign needs. With a strong Development team and Development committee in place, we feel confident we will be able to reach our fundraising goal for the new school.

Considering the needs of the target population, we know that per-pupil expenditures beyond the BEP allocation will be required in order to provide the comprehensive academic supports and wrap-around services that our students will need. We anticipate achieving the following annual fundraising goals during the initial 5 years of start-up implementation.

Year 1	Year 2	Year 3	Year 4	Year 5
\$900,000	\$1,200,000	\$800,000	\$500,000	\$300,000

Please see Attachments O, P, and Q for additional financial details.

SECTION 4: PORTFOLIO REVIEW / PERFORMANCE RECORD

Section 4.1. PAST PERFORMANCE

In 2007, education advocates in Chattanooga formed the Young Women's Leadership Academy Foundation (YWLAFF) with a vision to improve educational opportunities for low-income, underserved girls in Hamilton County, TN. After two years of research and planning, this vision became a reality when YWLAFF opened Hamilton County's first charter school and the state of Tennessee's first single-gender public school, the Chattanooga Girls Leadership Academy in 2009. Montessori Elementary @ Highland Park will be the 2nd school that YWLAFF will operate, forming a locally-governed charter school network that is grounded in research-proven practices with demonstrated effectiveness at meeting the learning needs of the target population. The establishment of Montessori Elementary will create a feeder pattern to benefit low-income, economically-disadvantaged children, starting at pre-K and elementary grades. Please see additional details about student achievement and growth results for CGLA in Attachment R and portfolio summary information in Attachment S.

CGLA's mission is to provide girls and young women with a rigorous college preparatory education focused on Science, Technology, Engineering, the Arts, and Math (STEAM) in a supportive environment that nurtures self-confidence, inspires leadership, encourages critical thinking, and promotes academic excellence. From our beginnings, CGLA has been a leader and innovator, becoming the first single-gender public charter school in Tennessee and the first public charter school approved in Hamilton County. In August 2019, CGLA embarked on its eleventh school year with 369 girls in grades 6-12. More than 88% of CGLA students are low-income and the student population is predominantly minority (53% African American and 42% Latina).

Over the last 11 years, CGLA has had a significant impact, changing the achievement trajectory of girls, creating education choice for families, and earning a spot as an innovator and partner in Hamilton County's public education ecosystem. A sampling of CGLA's key accomplishments include the following:

- CGLA was named Charter School of the Year by the Tennessee Charter School Association in October 2019.
- CGLA was honored with a Level 5 TVAAS ranking for 2018-19 (the highest level awarded by the state for annual academic growth)
- CGLA was named a 2018-19 Reward School for achieving significant academic growth
- CGLA increased its ACT composite score by 6.7 points in 6 years
- CGLA's 2018 ACT composite score of 20.4 was higher than the state and district average.
- CGLA's graduation rate and college-going rates have averaged more than 90% over the last three years.
- CGLA's 2019 graduating class of 28 girls were awarded \$459,856 in college scholarships.
- CGLA was named 2018 Nonprofit of the Year from the Chattanooga Chamber of Commerce
- 2017 School Innovation and Change Award from the National Principals Leadership Institute.
- CGLA was among just 15 schools statewide to receive STEM Designation in May 2018.

CGLA's Early Struggles and Turnaround

The school is thriving today, in part because of some critical lessons learned early in the school's implementation. While CGLA set out in July 2009 with noble and ambitious intentions, **CGLA faced significant struggles in its first three years of operations**, with students' test scores below district and state averages. Over the first three years of operations, only 7.9% of students were proficient or advanced in math, only 12.9% of students were proficient or advanced in reading/language arts, and only 12.3% of students were proficient or advanced in science.

Faced with the prospect of being shut down by the Hamilton County Department of Education and state—due to low test scores—CGLA’s Governance Board set out to find a new leader who could transform the school. In July 2012, CGLA appointed a new Executive Director, Dr. Elaine Swafford, a proven educational leader who has held numerous leadership positions over her 35 year career in education, including Vice President of Student Affairs at Chattanooga State, Area Superintendent for the Hamilton County Department of Education, and principal of The Howard School. During her tenure at The Howard School, Dr. Swafford had orchestrated a dramatic turnaround. Dr. Swafford brought a new energy and focus to CGLA and put into place a comprehensive instructional and intervention plan to move students to proficient and advanced academic levels.

Despite the academic and socio-economic challenges that they face, CGLA students responded to the innovative educational model that Dr. Swafford brought to the school and have demonstrated CGLA’s capacity to change the trajectory of student achievement and close achievement gaps. When she assumed leadership of CGLA in July 2012, Dr. Swafford and her leadership team put a number of transformational intervention strategies in place to re-align CGLA with its founding vision, including the following: a data room to support weekly monitoring of individual student and grade-level proficiency; a school-wide literacy plan to increase reading levels; focus study periods during the school day to support individualized academic support in areas of deficiency; afterschool tutoring and enrichment to address students’ academic needs; a professional learning community to support vertical and horizontal instructional alignment; ACT prep program to support college readiness; job shadowing and career exploration experiences to inspire girls to go to college; family engagement activities to improve parental/family involvement; and a new mentor program to provide another positive adult role model/advocate for each student.

These innovations and consistent, purposeful leadership, have been the determining factors in sustaining CGLA’s achievement growth. The results within Dr. Swafford’s first year at CGLA speak for themselves: **in 2013 CGLA exceeded every Annual Measurable Objective target set by the state, and earned a place in the top 5% of Tennessee schools for academic growth.** Under Dr. Swafford’s leadership, the Chattanooga Girls Leadership Academy (CGLA) has continued to accelerate student achievement and school effectiveness, changing the trajectory of girls’ lives and creating a successful model of educational innovation grounded in STEAM (science, technology, engineering, the arts, and math).

School Enrollment Growth

Founded in 2009, CGLA is committed to providing educational pathways for girls, challenging them achieve at the highest academic level. In August 2019, CGLA embarked on its **eleventh school year**, with an enrollment of 369 students.

Academic Year	Student Enrollment	Grade Levels
2009-10	75	6 th , 9 th
2010-11	120	6 th – 7 th ; 9 th – 10 th
2011-12	163	6 th – 11 th
2012-13	198	6 th – 12 th
2013-14	249	6 th – 12 th
2014-15	296	6 th – 12 th
2015-16	326	6 th – 12 th
2016-17	353	6 th – 12 th
2017-18	359	6 th – 12 th
2018-19	343	6 th – 12 th
2019-20	369	6 th – 12 th

Academic Progress and Achievements

Since 2009, CGLA has offered educational opportunities for Hamilton County’s most academically vulnerable girls, with nearly 100% considered at-risk because they previously attended an underperforming school, scored below proficient on standardized tests before arriving at CGLA, or come from low-income homes. CGLA has made tremendous progress and continues to outperform other schools across the district in academic growth—despite

serving girls from high-poverty communities who often enter more than two grade levels behind in reading and math. CGLA's STEAM Integration model has been instrumental to CGLA's continued success and recognition for its innovative instructional program. Below are some key highlights of our success as we continue to increase achievement and college preparation for our students. One of our greatest achievements in our college preparation work has been the significant increases we have seen in our students' academic confidence, performance on the ACT exam, and college-going rates. CGLA girls realize that hard work pays off and have committed to continuing to work toward a higher score on the ACT to boost their college and scholarship options.

CGLA Academic Progress and Accomplishments	
Academic	• CGLA was honored with a Level 5 TVAAS ranking for 2018-19. • CGLA was named a 2018-19 Reward School for achieving significant academic growth. CGLA was among 32 schools in Hamilton County to receive recognition as a Reward School. • CGLA met several key growth standards and AMOs for the 2019-19 school year, including English Language Learners, Chronic Absenteeism, ACT Readiness, and Early Post-secondary Opportunities. • 53.6% of CGLA students achieved proficient or mastered status in Algebra 2 on the 2019 TN Ready exam, which was more than double the district (25%) and state (26%) proficiency levels. • CGLA saw an increase of 61.7 percentage points in Algebra 2 proficiency compared to the 2018 TN Ready assessment. • CGLA outperformed the district and state on the Geometry EOC on the 2019 TN Ready assessment: 39.2% proficient or mastered, compared to the district (36.5%) and state (34.5%). • CGLA more than doubled the percentage of students proficient or mastered on the Geometry EOC in 2019 compared to the 2018 TN Ready EOC. • CGLA outperformed the district on the ELA 7 EOC on the 2019 TN Ready assessment: 34.9% proficient or mastered, compared to the district rate of 32.1%. • CGLA more than doubled the percentage of students proficient or mastered on the ELA 7 EOC in 2019 compared to the 2018 TN Ready EOC. • 56.4% of sixth graders achieved proficient or mastered on the 2019 TN Ready Social Studies EOC, well above the district rate (41.1%) and state rate (37.6%) • CGLA was honored with a Level 5 TVAAS ranking for 2017-18 and was among 25 schools in Hamilton County to receive recognition—and the only charter school in Hamilton County to receive a Level 5 TVAAS in 2018.
College Preparation	• CGLA increased its ACT composite score by 6.7 points in 6 years—increasing from 13.7 in 2013 to 20.4 in 2019. • CGLA's 2018 ACT composite score of 20.4 was higher than the state and district average. • CGLA's graduation rate has averaged more than 90% over the last three years. • CGLA's college-going rate has continued to grow each year, with 97% of our 2019 graduates enrolling in college. • Over \$459,856 in college scholarships for 2019 graduating class of 28 girls
Awards and Recognition	• In October 2019, CGLA was named TN Charter School of the Year by the TN Charter School Association. • In May 2019, CGLA was selected by the BlueCross BlueShield Tennessee Health Foundation to receive a \$5 million grant award to create the BlueCross Healthy Place at Highland Park, an expansive community park incorporating a multi-purpose field with bleachers, concessions, and restrooms; a community walking track with fitness zones; community playground; outdoor basketball and tennis courts; a challenge zone; and a 40-yard dash track to encourage physical activity. • In May 2018, CGLA was among just 15 schools statewide to receive STEM Designation, which recognizes CGLA's commitment to a rigorous and integrated STEM curriculum.

	• CGLA was selected as the 2018 Nonprofit of the Year by the Chattanooga Area Chamber of Commerce. • CGLA was selected as one of four schools in the nation to receive a 2017 School Innovation and Change Award from the National Principals Leadership Institute—a national award recognizing schools who have achieved a dramatic turnaround.

By providing a supportive environment that nurtures self-confidence, inspires leadership, and encourages critical thinking, CGLA instills in each girl a belief that she is smart and can achieve at a high academic level. At its core, CGLA is all about giving hope to girls who might otherwise fall through the cracks and never achieve their full potential.

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ATTACHMENT A. ANNUAL SCHOOL ACADEMIC CALENDAR

The ME@HP academic calendar will follow the same general academic calendar as the sample CGLA academic calendar shown below. Specific dates will be adjusted.

July

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August

M	T	W	Th	F
REG DAY	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

October

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

November

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

2020-2021

Color Key

#	Admin In-Service	7
#	Full Student Day	177
	Half Student Day	1
#	PD Day (Stockpile)	6
#	Paid Holiday	6
#	Winter Break (Paid)	10
TOTAL:		207
#	Unpaid Holiday	13
#	End of Qtr (Bl / Gr)	
#	Buses will not run	

1st SEMESTER (86 Days)	
Q1	45 Days
Q2	41 Days

2nd SEMESTER (92 Days)	
Q3	46 Days
Q4	46 Days

Student Led Conferences	
22-Oct	
18-Mar	

ATTACHMENT B. STUDENT HANDBOOK / SCHOOL FORMS

Montessori Elementary @ Highland Park

Student & Family Handbook



MONTESSORI ELEMENTARY
HIGHLAND PARK

MISSION (What We Do)

Montessori Elementary @ Highland Park cultivates ambitious, fearless learners through intellectually-stimulating, interactive experiences that awaken curiosity, nurture advanced thinking, and promote independence.

VISION

To establish a trajectory for lifelong learning and self-directed discovery that enables each child to reach their full potential as intellectually-engaged learners and ethically-focused leaders.

INTRODUCTION

The purpose of the Montessori Elementary @ Highland Park (ME@HP) student and family handbook is to provide a clear and central source of information about everyday aspects of life at ME@HP. Students will review this during the first days of school. Students and their families must review this book, as it provides answers to almost any general ME@HP question. Parents and students are responsible for upholding the handbook expectations.

GENERAL INFORMATION

SCHOOL DAY

Parents are encouraged to bring their children to breakfast which begins at 7:20 a.m. All students are expected to arrive to the cafeteria by 7:30 a.m. if eating breakfast. Breakfast ends at 7:40 a.m. Students arriving after 7:50 a.m. and not in their assigned classroom, must have a parent or guardian escort them in and sign in with office personnel.

ATTENDANCE

Students are expected to attend school each day unless sickness or special family circumstances interfere. A successful ME@HP education depends on the student's involvement and participation in each class, and the student who is often absent misses out on the valuable experiences that lead to success. We ask that you arrange medical and dental appointments at times that do not interfere with school commitments whenever possible. Family travel and vacation plans should be made only during school vacations, and students are expected to attend school on the days before and after vacation breaks.

Montessori Elementary @ Highland Park recognizes the following as excused absences:

- Personal Illness – illness excused by a doctor's note and medical/dental appointment excused by a note from a doctor, not the appointment card.
- Family Illness – with documentation from the doctor concerning the necessity of the student's assistance.
- Religious holidays
- Court Appointment – with documentation
- Death in immediate family – with documentation
- Approved school sponsored events

Parents are allotted **3 days of parent excused absences per school year**.

All excuse notes and documentations are to be turned in to the main office the day the student returns to school.

ABSENCES

ME@HP's attendance policy for absences is as follows:

- **3rd Absence**- Parent/student conference and attendance contract.
- **4th Absence**-Parent/student conference with the guidance counselor.

- **5th Absence** – Legal Notice mailed to parent/guardian. Conference with administration per TDOE, ME@HP, and HCDE attendance policy.
- **6th Absence and 7th Absence**- Administrative Detention for Student. Hours 3:30 pm. -5:30 pm a minimum of 1 – 3 days.
- **8th Absence (Tier 2) and 9th Absence**- Referral to School Truancy Officer and counselor. 3 days of Administrative Detention. Failure to fulfill Tier 2 requirements will result in immediate referral to HCDE Truancy Board.
- **10th Absence** – Certified letter will be mailed to student’s home stating that the family **MUST** attend the HCDE Truancy Board hearing. Evening School will be assigned.
- **11th and above** – Petition filed. Evening School.

TARDY TO SCHOOL

Tardiness will be handled as a disciplinary infraction. Prompt arrival is the responsibility of the student and parent. Students who are transported by parents or drive themselves and arrive late will be counted as tardy. A student is considered tardy to school if she/he is not present in her assigned class by the designated time. **Students who are tardy to school must be accompanied by a parent or guardian and report immediately to the main office for a tardy admission slip.** This tardy admission slip must be presented to the first teacher the student has that school day.

First Tardy	Verbal Warning
Second Tardy	Parent called by ME@HP staff. Tardy policy explained.
Third Tardy	1 - day Administrative Detention - Parent contacted by ME@HP staff and Administrative Detention notice issued to the student.
Fourth Tardy	2 - days of Administrative Detention - Parent contacted by ME@HP staff and Administrative Detention notice issued to the student.
Fifth Tardy	Restrictive Attendance-Attendance Committee/parent/student conference, Saturday School.

Excessive Tardiness

6th – 9th	Administrative Detention and Saturday School
10th – above	Restrictive Attendance and Evening School

Attendance Action Plan implemented on 10th tardy.

Administration reserves the right to assign consequences not listed.

The student will be dismissed from all extracurricular activities and incentives. Discipline consequence duration determined at the discretion of administration for the 6th tardy and above.

Absence Make-up Work Policy

It is the student's responsibility to ask the teacher for all missed assignments and to complete all make up work. Students will make up work in accordance with length of absence. For example, if the student is absent one day, work must be turned in within one school day of return. If student is absent two days, work must be turned in within two school days of absence. The make-up work policy only applies to work assigned during the period of absence. If work was due on the day of absence, it must be turned in the day of return.

PRE-ARRANGED ABSENCES

Parents of students who need to arrange for a planned absence for their child must make a formal request in writing to the principal a week prior to absence. If the principal agrees to the planned absence, the student is given a form that each of her teachers must sign. The student will still have an unexcused absence, however may make up work. Students who have pre-arranged absences are responsible for making up work. They must get their make-up work before the date of pre-arranged absence. They will have no more than five (5) days to submit work after the day of return. Work may be due in less than five (5) days. Decision for due date will be made at the discretion of administration.

Please note that illness, family emergencies, or occasional doctor's appointments are valid reasons to miss school. Among the reasons that are not valid include staying home to complete assignments, vacations, hair appointments, or running errands. Because absences can significantly affect the learning process, we encourage careful planning and clear communication with the school office about any anticipated absences.

DISMISSAL

Any change in dismissal status must be accompanied by a handwritten note by the parent or legal guardian including a phone number. The front office assistant will call the parent or legal guardian to confirm the authenticity of the note. Phone calls are not acceptable means of communicating a change in dismissal status.

BUS RIDERS

If there is an available bus stop in your area, students may be eligible for bus service. Please see Appendix 2 and make note of the Bus Policy. Students who earn bus referrals may be suspended from bus privileges for an extended period of time. Bus transportation to school is a privilege. State law does not require that schools provide transportation. If students are planning to ride a different bus home, they must bring a note from their parent or legal guardian giving permission to ride another bus. The student must bring the note to the front office before first block and must receive the yellow bus permission form before they will be allowed on the bus.

CAR RIDERS

All car riders will be dismissed from the designated parking area location. Parents are expected to pick up their student in the designated car rider line.

EARLY DISMISSAL

Any student who has valid permission to leave the school grounds during the academic day must always be signed out by a parent, legal guardian or the documented designee per registration information card. In order to minimize waiting time, a note should be sent to the office the morning of student's early dismissal. If a signed out student returns during the same school day, she/he must be signed in by a parent, legal guardian or the documented designee per registration information card.

Students who are repeatedly signed out for early dismissal may be referred to administration for chronic early dismissals.

Among the reasons that are not valid for early dismissal are hair appointments, running errands, or the person is unwilling to wait in the car rider line. Because absences can significantly affect the learning process, we encourage careful planning and clear communication with the school office about any anticipated absences.

CHANGE OF INFORMATION

Whenever there is a change in telephone number, address, and other vital information, the registrar must be notified immediately. Inability to contact a parent or legal guardian during emergency situations may result in contacting the appropriate authorities.

SCHOOL CLOSINGS

In the event of inclement weather or other emergency situations, ME@HP will make announcements delivered to the local news, radio stations and calling

post message. Information will also be posted to our website and other social media outlets.

VISITORS

All visitors to the school must sign in at the main reception office and wear a visitor's badge. These visitations cannot be used to meet with teachers or administration regarding their children's status, unless prior arrangements are made with school administration. Parents or guardians that need to request a conference with a school administrator must schedule an appointment. Administrators are not available for walk-in conferences. Appointments can be scheduled by calling the front office.

Administration reserves the right to ask a visitor to leave if they become a disruption to the learning environment.

Parents are allowed to bring lunch and eat with their child pending approval from administration. They may not eat with other students or share food with other students. Parents may sit at a designated table or area selected by administration with their child only. Other students may not sit with the parent and child. Appropriate sign in procedures must be followed.

Parents/guardians may not drop off fast food lunches or any food items for student celebrations during lunch or other times during the school day. If parents need to drop off their child's lunch in an emergency situation, the meal should be in a brown paper bag or lunch box. Drinks from fast food establishments are not allowed in the lunch room per federal lunch guidelines.

Individuals who come onto school property or who contact employees on school business are expected to behave accordingly. Specifically, actions that are prohibited include, but are not limited to:

1. Cursing and use of obscenities;
2. Disrupting or threatening to disrupt school or office operations;
3. Acting in an unsafe manner that could threaten the health or safety of others;
4. Verbal or written statements or gestures indicating an intent to harm an individual or property;
5. Physical attacks intended to harm an individual or substantially damage property.

FAMILY AND COMMUNITY ENGAGEMENT

ME@HP is committed to engaging parents as partners to be lead participants in their child's academic and social development and be involved in the school's operations and governance.

- Families are encouraged to support their child academically by engaging in planned classroom events and activities.
- As part of the enrollment guidelines, parents and/or guardians are required to attend registration, transition meetings, athletic/club meetings, Student Led Conferences, STEM night and all other parent meetings scheduled by ME@HP.

MEDICAL INFORMATION

EMERGENCY SITUATIONS

Although it is impossible to plan for every emergency, medical or safety situation, ME@HP has a primary emergency response plan designed to allow us to respond quickly and thoughtfully to any critical incident.

A critical incident is a traumatic event that is an out-of-the-ordinary experience. It has the potential of disrupting the learning environment and having a negative impact on both staff and students. Inability to contact a parent or legal guardian during emergency situations may result in contacting the appropriate authorities.

IMMUNIZATION

All students must have updated shot records on file to complete the registration and admission process. Students can receive the immunizations by their doctor or at the health department.

EMERGENCY INFORMATION

Emergency medical forms must be on file in the main office. These forms give the school specific instructions about whom to call and what action to take when we are unable to reach a parent or guardian in the event of a medical emergency. Any change in a student's medical condition or physician must be reported to the main office.

SCHOOL PHYSICIAN

ME@HP has a physician on site daily that may treat students for minor illnesses and/or make referrals if needed. Parents must complete the permission form in order for their child to visit the physician.

MEDICINE AT SCHOOL

Parents must bring prescription and/or over the counter medicine to the clinic upon their arrival so that it can be stored safely and self-administered. A medication authorization form must be completed and on file in the main office.

Prescription medicines must be in the original container accompanied by a completed prescription form from your physician indicating the time it is to be administered, permission to dispense the medicine, and the diagnosis. A medical authorization form signed by the doctor must be submitted to the clinic.

If a student is authorized to keep an inhaler or epi-pen on their person, a doctor's note must be submitted for reference. ME@HP requires that all students with emergency inhalers have one stored in the ME@HP office as well.

Over the counter medicines must be kept in the clinic with directions for use and must be in the original container. The parent permission form does not have to be signed by a physician, however must be completed by the parent/guardian and submitted to the clinic with the medicine.

Students are not allowed to carry or administer medication unless the physician has authorized an inhaler and sent a permission form. All medications must be kept in the clinic. Students in possession of over the counter or prescription medication will be subject to disciplinary consequences.

ATHLETIC SPORTS PHYSICALS AND REQUIRED FORMS

Students participating on sports teams must have a TSSAA physical form packet on file in the main office. This packet includes all required TSSAA forms, including the physical and various other safety forms. Parents and/or students may pick up a copy of the packet from the front office or find the forms on the ME@HP website under athletics. Forms must be completed by the parent and a doctor and then returned to the front office or their coach before the student may participate in practice or games.

ABSENCE DUE TO ILLNESS

Parents/ guardians are asked to keep their child at home if:

Her/his temperature is 99.9 degrees or above.

There is any vomiting or diarrhea.

She/he tests positively for strep throat: In this case, students must stay home for 24 hours after being given an injection or started on oral medicine.

She/he has a contagious illness (i.e. pink eye, ringworm, rash etc.).

If your child has any of these symptoms, please do not send her/him to school for at least a 24-hour period after the symptom(s) have been absent -- even if your child says she/he would like to return to school. Students must also remain home 24 hours after being given an injection or starting oral medication. Children with the above symptoms will be sent home.

Students who are absent 3 or more consecutive days must have a written doctor's excuse upon returning to school.

ILLNESS DURING SCHOOL HOURS

Students who become ill and need medical assistance during school hours will be sent to the clinic. Front office personnel will call the student's parent and they must be picked up within two (2) hours if deemed necessary.

UNIVERSAL EMERGENCY PROCEDURES

Students are expected to follow the universal emergency procedures during drills and actual emergencies. If a student refuses to comply with teachers and staff, she/he will be subject to disciplinary consequences.

PERSONAL PROPERTY

Personal Property/Electronics Policy

Electronic devices (included but not limited to mP3 players, gaming devices, cell phones) are not allowed during school hours.

ME@HP will not be responsible for a student's personal loss. ME@HP will not assume responsibility for money, property or valuables, either lost or stolen. This includes but is not limited to the following: CD players, walkmans, MP3 players, cameras, cellular phones, handheld games, iPods, iPads, personal computers, Apple watches, etc. We recommend students leave these items at home. Disciplinary consequences will occur when a student breaks the ME@HP electronics use policy. If a student has an item taken from her/him,

please contact the main office to arrange a time for an adult to pick up the item. ME@HP provides computers for students for individual use, thus there is no need to bring personal computers or iPads.

Refer to the disciplinary consequences section for cell phone infractions.

Elevator Usage

Students are expected to use the stairs at all times. Usage of the elevator and lift is reserved for students with a written medical excuse issued by a physician. Students caught using the elevator without proper permission will face disciplinary actions, including suspension.

Suspected Child Abuse or Neglect

The faculty and staff at ME@HP embrace their role as partners with each student's family, supporting the healthy development and safety of each student. As a result, teachers and all school personnel comply with the state mandate to report child abuse and neglect to the Department of Human Services.

ACADEMICS

GRADING POLICY

ME@HP is a standards-based grading school.

Montessori Elementary @ Highland Park utilizes Standards Based Grading (SBG). You will have an opportunity to track your child's progress by logging into the website. Parents are expected to use the site to check progress no less than once every three weeks. You will continue to have access to PowerSchool to view absence record, class schedule and an overall grade for each subject.

Students are assessed on TN Ready standards individually and receive a score and feedback based on the school-wide rubric. Students' overall grade is calculated using our ME@HP grading policy. Through this grading platform, you and your child can see what she/he understands and has learned in real time.

ME@HP Grading Policy

Teachers will use a rubric to measure student mastery on each standard. The school-wide rubric is as follows:

Indicator	Criteria	Verbs of Bloom's Taxonomy
0/Red	- No effort or evidence	NA
1:Significantly below expectations/ Red	-Evidence of knowledge	<u>KNOWLEDGE</u> Recall, List, Locate, Name, Define, Describe, Observe
2:Below expectations / Approaching Yellow	-Evidence of comprehension -Needs coaching/feedback to reach standard/learning goal -Developing mastery	<u>UNDERSTAND</u> Explain, Describe, Summarize, Predict, Demonstrate
3:Meeting Expectations / On Track Green	-Execute/show evidence of mastery -Meets standard/learning goal	<u>APPLY</u> Solve, Calculate, Interpret, Examine

4: Above Expectations / Mastery Blue	-Goes beyond standard /learning goal -Evidence of thinking at an advanced level	<u>ANALYZE</u> Classify, Connect, Criticize, Organize <u>SYNTHESIZE/</u> <u>EVALUATE</u> Judge, Conclude, Debate, Justify, Persuade <u>CREATE</u> Design, Compose, Plan, Construct

PowerSchool reporting: powerschool.hcde.org/public

Students will receive a traditional numerical grade in PowerSchool. Grades in PowerSchool will be entered at the end of the course. The numerical grade will depend on standards mastered throughout the year. The numerical grade entered into PowerSchool will account for 85% of the student's overall grade.

To earn an A: Students must average 3.6 – 4.0.
 To earn a B: Students must average 2.8 – 3.5.
 To earn a C: Students must average 2.4 – 2.7.
 To earn a D: Students must average 2.1 – 2.3.
 To earn an F: Students must average 2.0 or less.

Conversion to PowerSchool

Students and parents will receive login credentials to ME@HP Learning and PowerSchool to continually track student progress.

If you have questions or concerns please contact the school at 423-XXX-XXXX or email the Montessori Elementary School Director.

100% - 4.0
 95% - 3.9 - 3.6
 90% - 3.5 - 3.2
 85% - 3.1 - 2.8
 80% - 2.7 - 2.6
 75% - 2.5 - 2.4
 70% - 2.3 - 2.1
 65% - 2.0 - 1.7
 59% - < 1.6

If a student does not demonstrate proficiency through course assessments, she/he will be required to attend tutoring. With the support of her/his teacher(s), the

student will continue learning and practicing until she/he achieves proficiency or better.

To earn course credit and advance to the next course, a middle school student must master 75% of course standards and a high school student must master 70% of course standards.

LATE WORK POLICY

Montessori Elementary @ Highland Park has adopted a policy to encourage students to manage their time and adequately prepare for post-secondary expectations. Students that do not turn in their work on time will receive pink slips noting homework detention with their classroom teacher and a phone call home. Students not serving homework detentions as assigned can may receive Administrative Detentions and referrals. Students repeatedly late submitting work will receive additional consequences. ME@HP students and parents agree to meet expectations in order to attend ME@HP. Homework and/or classwork completion is an expectation.

PROGRESS REPORTS

Announcements for progress report updates will be sent home with students on the dates below.

<u>First 9 weeks</u> Friday – Aug. 23 rd Friday – Sept. 13 th <u>Second 9 weeks</u> Friday – Nov. 1 st Friday – Nov. 22 nd	<u>Third 9 weeks</u> Friday – Jan. 24 th Thursday – Feb. 13 th <u>Fourth 9 weeks</u> Thursday – April 2 nd Friday - May 1 st

Remember that end of quarters and report cards are as follows:

1st Quarter: Aug. 1st – Oct. 3rd Report card: Oct. 18th

2nd Quarter: Oct. 14th – Dec. 17th Report card: Jan. 10th

3rd Quarter: Jan. 6th - Mar. 12th Report card: Mar. 20th

4th Quarter: Mar. 16th – May 21st Report card: May 22nd (mailed)

PARENT TEACHER CONFERENCES

Requests for parent-teacher conferences will be made through the main office; (423) XXX-XXXX.

TECHNOLOGY

Students are expected to adhere to the Responsible Use Policy. When a student is unable to do so, she/he could lose the privilege of using her/his school issued laptop as well as any personal computers or electronic devices.

Students using social media sites or other sites without permission from a teacher during the school day will receive an office referral AND the computer will be returned to the IT department indefinitely.

Policies & Procedures

UNIFORM POLICY

The wearing of uniforms is a requirement at ME@HP. Students are required to uphold the ideals of family and unity and wear the designated uniform daily. Uniforms must be clean and in good condition. The school will designate and notify parents in writing of the particular uniform, costs, and the recommended vendor for uniform purchases. Parents and guardians must inform school administrators immediately whenever there are difficulties, of any kind, in obtaining or the student wearing the required uniform.

Parents and guardians are advised not to substitute their own versions of alternatives to the required uniform. To do so, puts the student at risk of wearing unacceptable attire and may result in parents/guardians purchasing items the students cannot wear. A school administrator is the final decision maker regarding the appropriateness of students' dress and appearance.

ME@HP reserves the right to require students to call home and get a change of clothes if any item of clothing is deemed unacceptable.

School uniform can be purchased at Educational Outfitters located at 2273 Gunbarrel Rd. Chattanooga, TN (423) 894-1222)

JEWELRY AND ACCESSORIES

ME@HP students can wear modest jewelry. Stud earrings (small silver or gold studs) and small chains are acceptable. Students cannot wear beaded necklaces, bracelets or hoop earrings as they tend to be disruptive in the learning environment as well as a safety issue.

GROOMING

In order to help students, foster a positive self-image, we encourage girls to leave home dressed and groomed appropriately. Students are discouraged from combing hair or applying make-up and nail polish in public places such as classrooms, the Dining Hall, etc.

School administrators reserve the right to address hair color, body piercing and tattoos that can be disruptive to the learning environment.

Cell Phone/Electronics Policy

Electronic devices (included but not limited to MP3 players, gaming devices, and cell phones) are **NOT** allowed during school hours. Any student caught with a cell phone during school hours (that is not in her/his locker) or any electronic device mentioned, without permission during the school day, will have the following consequences applied:

Cell Phone Possession Consequences – Referral issued for each incident.

1st Incident – Phone returned after **3 school days** to guardian.
Administrative Detention – 1 day

2nd Incident – Phone returned after 2 weeks to guardian. Administrative Detention – 2 days

3rd Incident - The cell phone will not be returned until the end of the school year for the 3rd offense. Saturday School.

****Parent must pick up the phone in the main office at the end of the three days, 2 weeks, or school year. Phones will not be released to students.***

Parents should not text or call a student's cell phone during school hours but should contact the main office at XXX-XXXX to leave a student message.

Refusing to give teacher/staff a cell phone will result in suspension and Evening School assignment.

ME@HP DISCIPLINE PLAN

A safe and orderly school starts with student code of conduct and a fair and consistent application of consequences. The ME@HP discipline plan includes a daily classroom behavior management plan that each teacher is expected to use to maintain safety and provide equal opportunities for all children to learn.

DAILY CLASSROOM MANAGEMENT

1 st offense	Warning
2 nd offense	Teacher assigned detention and assigned isolated seating until detention is served. Parent contact

3rd offense Referral- parent contact-teacher must contact administration immediately.

Severe Clause: *If a student continues to disrupt class on a daily basis, teacher and administrator may develop an individual behavior plan.*

Semester Tardy to Class Policy:

First Offense: Warning
 Second Offense: Parent Contact and teacher detention
 Third Offense: Parent Contact and administrative detention
 Fourth Offense: Office Referral

VIOLATIONS OF BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

Violations of the behavioral expectations are identified as Level 1, 2 and 3. They include but are not limited to:

Level 1

3rd offense- daily classroom disruption
 Failure to serve detention, extended school or Saturday school
 Excessive tardiness to class (4th tardy to class)
 Picking on, bothering, or distracting other students
 Use of profanity or vulgarity
 Dress code violation
 Disrupting school activity
 Minor defiance of authority/disobedience
 Verbal insults or put-downs
 Use of cell phones, game boys, and similar electronic devices at unauthorized times
 Accessing non-educational sites without permission of teacher or administration
 Minor damage or defacement of school property
 Unauthorized use of school equipment
 Refusal to participate in class and/or complete work
 Failure to follow ME@HP expectations for safety drills or incidents
 Scholastic dishonesty
 Inappropriate behavior on a school trip or during a school presentation
 Selling items during school hours or on bus
 Other minor school-based misconduct

Consequences for Level 1 Referrals

First Referral:

- Restrictive Attendance (contact parent to pick up)
- Person submitting referral must call the parent
- Student returns to school after administrator/parent conference
- 2 days Administrative Detention

Second Referral:

- Restrictive Attendance (contact parent to pick up)
- Person submitting referral must call the parent
- Student returns to school after administrator/parent conference
- 2 days Administrative Detention and 1-day Saturday School
- Referral to Counselor for Behavioral Management counseling

Third Referral:

- Restrictive Attendance (contact parent to pick up student)
- Person writing referral must call the parent
- Student returns to school after administrator/parent conference
- 4 Administrative detention days and 1-day Saturday School
- Behavioral Management Counseling

Fourth Referral:

- Restrictive Attendance (contact parent to pick up student)
- Person writing referral must call the parent
- Parent/Administrator/Teacher/Student conference in order to be re-admitted back to class.
- Behavioral Management Counseling

Fifth Referral and Over:

- Discipline will be determined at the discretion of Administration.
- Behavior Management Counseling

Severe Clause – Administration reserves the right to change disciplinary consequences due to individual situations at any time.

Level 2

- False activation of a fire alarm
- Possession of fireworks/firecrackers
- Consensual but inappropriate physical contact
- Destruction or theft of school property, including graffiti (under \$500)
- Severe defiance of authority/disobedience
- Trespassing
- Gambling
- Theft from an individual (under \$500)

Other school-based misconduct that disrupts the school environment including but not limited to gang activity, misuse of student publications

Recurring Level One offenses

Consequences for Level 2 Violations

First Offense:

- Restrictive Attendance
- Parent must return with the student for a re-admitting conference
- Administrator/parent conference
- Referral to Counselor for Behavioral Management counseling

Second Offense:

- Restrictive Attendance
- Parent must return with student for re-admitting conference
- Administrator/parent conference

Third Offense:

- Restrictive Attendance
- Parent must return with the student for a re-admitting conference
- Administrator/parent conference

Fourth Offense:

- Immediate Long-Term suspension of five or more days with referral to Tribunal Committee for possible expulsion.

Severe Clause – Administration reserves the right to change disciplinary consequences due to individual situations at any time.

Level 3

Bullying

Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion

Sexual harassment

Minor physical aggression with another student (e.g., pushing, shoving)

Fighting (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses)

Possession or use of tobacco products

Severe disrespect of authority

Being under the influence of drugs or alcohol

Possession of alcohol or unauthorized (but legal) drugs

Possession of mace, pepper spray, or tasers

Possession of illegal drugs - Mandatory Referral to Law Enforcement

Destruction or theft of school property, including graffiti (\$500 - \$5000)

Theft from an individual (\$500 - \$5000)
School-based misconduct that substantially disrupts the school environment
Possession of weapons
Verbal or social media threats of violence against another student, staff or faculty member
Using any item as a weapon to physically assault or threaten a person
Assault against faculty or staff member
Recurring Type Two offenses

Consequences for Level 3 Violations

Immediate long-term suspension (10 days or more) with referral to Tribunal Committee for possible expulsion (See HCDE “zero tolerance” offenses as well as HCDE and Tennessee Department of Education due process for students)
Behavior and academic action plan implementation. Guidance referral.

Severe Clause – Administration reserves the right to change disciplinary consequences due to individual situations at any time.

STUDENT PUBLICATIONS

Student publications are an important part of the academic program and contribute to the accomplishment of the ME@HP mission. We encourage the development of student-produced school newspapers, yearbooks, and other publications.

Such publications must have a faculty sponsor appointed by the Director. All student publications shall include a statement, prominently displayed which identifies the publication's relationship to ME@HP, the staff, the writers, and the faculty sponsor.

The Director is responsible for instructing the faculty sponsor on all legal requirements relevant to rights and responsibilities of students and sponsors. The Director will also render prompt decisions to the student editors and sponsors when conflicts occur on the appropriateness of material.

ME@HP Governance Board expects student publications to meet the following guidelines:

- published material does not endanger the health or safety of students;
- published material does not threaten to disrupt the educational process;
- published material does not indicate a commercial purpose;
- published material does not contain obscene and/or inflammatory statements;
- published material does not contain libelous or slanderous statements;
- published material does not violate the canons of journalism;
- published material is distributed in accordance with pre-approved procedures.

Students who edit, publish, and/or wish to distribute non-school sponsored materials whether handwritten, printed, duplicated or digitally created, and distribute said materials among their fellow students in the schools must assume responsibility for the content of such materials. They may be restricted in the time and place of distribution; and, if administration determines that the material is libelous or obscene according to the current legal definition, or would threaten to disrupt the educational process, they may be prohibited from distributing it.

SEXUAL HARASSMENT

Any reported act which interferes with the education of any individual by creating an intimidating, hostile, humiliating or sexually offensive educational environment will be dealt with as a disciplinary issue. Sexual harassment may be reported by accessing the ME@HP website link www.ME@HPonline.com. Go to the parents tab and click on the link for Bullying/Harassment.

All reported incidents of sexual harassment will be investigated; parents of students involved will be contacted; and appropriate disciplinary and/or criminal action will be taken.

SECRET SOCIETIES/GANG ACTIVITY

Secret Societies: Secret fraternities, sororities, or other clubs made up of students from the public school are prohibited. Secret fraternities, sororities, or clubs have been adjudged by the courts to include those social clubs, operating off campus, which nevertheless derive their membership wholly or in part from the public schools. These organizations practice a process of selection designed to create an exclusive membership and seek by this process to maintain the club's segregation distinction and caste system of rushing, pledging and undemocratic selection of new members.

Gang Activity - Student behavior which is "gang" related is prohibited at school or at school sponsored events. Students who engage in such activities shall be removed from the learning environment until the matter is resolved. Gang paraphernalia, clothing, grooming, etc. or activity which indicates or implies membership or affiliation with a gang presents a clear and present danger to the educational environment and are prohibited.

Consequences for membership in Secret Societies or Gangs: Students who violate this policy will, by such action, immediately forfeit all privileges of participating in extracurricular activities, honors, or offices.

HAZING

Hazing activities of any type are inconsistent with the educational process and are prohibited at all times. Hazing is defined as:

Doing any act or coercing another to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

No administrator, faculty member, or another employee of ME@HP will encourage, permit, condone, or tolerate hazing activities. No student, including leaders of student organizations, will plan, encourage, or engage in any hazing.

TOBACCO USE BY STUDENTS

Possessing, using, dispensing or selling tobacco in school buildings, on school grounds, or on school buses is wrong and harmful, and therefore is prohibited and suspension is automatic.

DRUG AND ALCOHOL USE BY STUDENTS

Students are not permitted to possess, use, distribute, sell or be under the influence of drugs, drug-like substances, look-alike drugs, drug paraphernalia, tobacco and/or alcohol on school property or at school sponsored events. Suspension is automatic.

STUDENT/PARENT CONCERNS, COMPLAINTS AND GRIEVANCES

ME@HP embraces an open door policy. All concerns will be heard and addressed by the Administration; in an effort to resolve situations that arise, all parties involved will be included in the conversation. Please call the main office to schedule a meeting with an administrator.

FIRE ALARMS

Students who engage the fire alarms without proper cause can be reported to local law enforcement agencies and will be assigned school consequences.

ME@HP administrators reserve the right to recommend student(s) for dismissal if for any reason their enrollment is a safety risk for other students and/or teachers. Please see Appendix 3 for additional criteria for dismissal.

ACTIVITIES AND ORGANIZATIONS

Students are encouraged to participate in extracurricular activities that take place after regular school hours. Students who do not demonstrate academic proficiency and/or positive leadership qualities and receive behavior referrals, will be suspended from participation. Students participating in clubs, teams, or other extra- / co-curriculars must maintain a 2.5 average at all times, serve all detentions as assigned, and refrain from receiving referrals. If a student receives a referral, they will suffer disciplinary consequences, including but not limited to suspension from clubs/teams.

SERVICE ASSIGNMENTS (SCHOOL BEAUTIFICATION)

Students are expected to help maintain the campus by properly disposing of waste.

SALES AND SOLICITATION

Students must be granted written permission by the administration to raise funds during school hours. Students may not sell items on the bus, before school, during school, or after school for personal gain.

CUBBIES / LOCKERS

1. Storage areas such as cubbies or lockers are the property of Montessori Elementary @ Highland Park and may be inspected and/or searched at any time.
2. Cubbies / lockers are assigned to students through their Learning Pod.
3. Do not place your belongings in a cubby / locker that is not assigned to you or allow anyone not assigned to your cubby / locker to use it for any purpose.
4. The school is not responsible for lost or stolen items or items left in the cubby / locker at the end of the school year.

Appendix 1

BULLYING POLICY

“Bullying” means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve:

- Teasing;
- Social exclusion;
- Threat;
- Intimidation;
- Stalking;
- Physical violence;
- Theft;
- Sexual or racial harassment;
- Public humiliation; or
- Destruction of property.

1. “Harassment” means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:
2. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property
3. Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
4. Has the effect of substantially disrupting the orderly operation of a school.

The definitions of “bullying” and “harassment” include:

Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

Perpetuation of conduct listed in paragraph (a) or paragraph (b) by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a student or school employee, by:

Incitement or coercion;

Accessing or knowingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system; or

Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

APPENDIX 2

BUS POLICY

Students should plan to arrive approximately 10 minutes prior to the scheduled arrival time of their bus. The drivers strive to stay on schedule however, traffic and/or weather conditions can affect their actual arrival time at your stop.

Students shall be at the bus stop at the scheduled time. The bus schedule does not allow additional time to wait for those students who are tardy.

Students shall stand a safe distance from the flow of traffic at the bus stop and wait until the bus door is open before moving toward the bus. They shall not play on highways or streets.

While the bus is loading or unloading, students shall enter or leave the bus promptly and in an orderly manner.

Students shall conduct themselves in such a manner that they will not disturb other riders on the bus or distract the attention of the bus driver.

The following behavior is prohibited during bus rides:

- Standing while the bus is in motion
- Throwing items around the bus
- Physical aggression towards another person

The use of abusive or obscene language is strictly forbidden at all times.

Students are not permitted to bring knives or sharp objects of any kind, firearms, pepper spray or mace, tasers, blankets, pillows, pets or other living animals on the bus.

Students shall not tamper with any of the safety devices such as door latches and fire extinguishers.

Students shall not shout or make gestures toward anyone outside the bus.

Students shall not extend their hands, arms, head, or any other part of their body through the window.

Students shall not deface or litter the bus. They shall not write on the bus, damage seats, or throw paper, food or other objects on the floor of the bus, nor from the bus. Unnecessary abuse of the school bus by a pupil, e.g., cut seats, broken glass, etc., will result in that pupil becoming ineligible for transportation. Said pupil shall become eligible again only when payment is made for damages and assurances given that the abuse will not recur.

Food or drinks may not be consumed on the bus, and smoking is not permitted.

Students shall keep aisles of the bus clear in order to admit passage in the aisle.

Students shall not ask the driver to let them off the bus at any other place except their regular stop.

Students who must cross the road or highway to enter the bus are encouraged to wait until the bus comes to a complete stop and the driver has signaled them to cross in front of the bus.

Students who must cross the road after leaving the bus in the afternoon shall go to a point on the shoulder of the road ten feet in front of the bus and cross the road only after the driver has signaled them to cross.

Students will sit in their assigned seats for the duration of the trip.

For safety purposes, aisles or emergency exits shall not be blocked.

APPENDIX 3

TN STATE DEPT OF EDUCATION DISCIPLINE CODE

49-6-3401. Suspension of students — Expulsion of students. —

(a) Any principal, principal-teacher or assistant principal of any public school in this state is authorized to suspend a pupil from attendance at the school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons. Good and sufficient reasons for suspension include, but are not limited to:

- (1) Willful and persistent violation of the rules of the school or truancy;
- (2) Immoral or disreputable conduct or vulgar or profane language;
- (3) Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- (4) Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- (5) Inciting, advising or counseling of others to engage in any of the acts enumerated in subdivisions (a)(1)-(4);
- (6) Marking, defacing or destroying school property;
- (7) Possession of a pistol, gun or firearm on school property;
- (8) Possession of a knife and other weapons, as defined in § [39-17-1301](#) on school property;
- (9) Assaulting a principal or teacher with vulgar, obscene or threatening language;
- (10) Unlawful use or possession of barbitol or legend drugs, as defined in § [53-10-101](#);
- (11) Two (2) or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;
- (12) Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- (13) Any other conduct prejudicial to good order or discipline in any public school; and
- (14) Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

(b) (1) Any principal, principal-teacher or assistant principal may suspend any pupil from attendance at a specific class, classes or school-sponsored activity without suspending the pupil from attendance at school pursuant to an in-school suspension policy adopted by the local board of education. Good and sufficient reasons for in-school suspension include, but are not limited to, behavior:

- (A) That adversely affects the safety and well-being of other pupils;

(B) That disrupts a class or school sponsored activity; or

(C) Prejudicial to good order and discipline occurring in class, during school-sponsored activities or on the school campus.

(2) In-school suspension policies shall provide that pupils given an in-school suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study. Students given in-school suspension shall be required to complete academic requirements.

(c) (1) Except in an emergency, no principal, principal-teacher or assistant principal shall suspend any student until that student has been advised of the nature of the student's misconduct, questioned about it and allowed to give an explanation.

(2) Upon suspension of any student other than for in-school suspension of one (1) day or less, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the Principal of schools or the Principal of schools' designee of:

(A) The suspension, which shall be for a period of no more than ten (10) days;

(B) The cause for the suspension; and

(C) The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

(3) If the suspension is for more than five (5) days, the principal shall develop and implement a plan for improving the behavior, which shall be made available for review by the Principal of schools upon request.

(4) (A) If, at the time of the suspension, the principal, principal-teacher or assistant principal determines that an offense has been committed that would justify a suspension for more than ten (10) days, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.

(B) The principal, principal-teacher or assistant principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

(C) The appeal from this decision shall be to the board of education or to a disciplinary hearing authority appointed by the board. The disciplinary hearing authority, if appointed, shall consist of at least one (1) licensed employee of the LEA, but no more than the number of members of the local board.

(D) The hearing shall be held no later than ten (10) days after the beginning of the suspension. The local board of education or the disciplinary hearing authority shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official designated in subdivision (c)(4)(A) who ordered the suspension. Notice shall also be given to the LEA employee referred to in subdivision (c)(4)(B) who requests a hearing on behalf of a suspended student.

(5) After the hearing, the board of education or the disciplinary hearing authority may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program or night school or suspend the student for a specified period of time.

(6) If the decision is determined by a disciplinary hearing authority, a written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the disciplinary hearing authority. The student, principal, principal-teacher or assistant principal may, within five (5) days of the decision, request review by the board of education; provided, that local school board policy may require an appeal to the Principal of schools prior to a request for review to the board. Absent a timely appeal, the decision shall be final. The board of education, based upon a review of the record, may grant or deny a request for a board hearing and may affirm or overturn the decision of the hearing authority with or without a hearing before the board; provided, that the board may not impose a more severe penalty than that imposed by the hearing authority without first providing an opportunity for a hearing before the board. If the board conducts a hearing as a result of a request for review by a student, principal, principal-teacher or assistant principal, then, notwithstanding any provision of the open meetings laws compiled in title 8, chapter 44, or other law to the contrary, the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five (5) days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. If the board conducts a hearing as a result of a request for review by a student, principal, principal-teacher, or assistant principal that is closed to the public, then the board shall not conduct any business, discuss any subject or take a vote on any matter other than the appeal to be heard. Nothing in this subdivision (c)(6) shall act to exclude the department of children's services from the disciplinary hearings when the department is exercising its obligations under § [37-1-140](#). The action of the board of education shall be final.

(d) In the event the suspension occurs during the last ten (10) days of any term or semester, the pupil may be permitted to take final examinations or submit required work that is necessary to complete the course of instruction for that semester, subject to the action of the principal, or the final action of the board of education upon any appeal from an order of a principal continuing a suspension.

(e) Students under in-school suspension shall be recorded as constituting a part of the public school attendance in the same manner as students who attend regular classes.

(f) Nothing in this title shall require an LEA to enroll a student who is under suspension or expelled in an LEA either in Tennessee or another state. The Principal of schools for the school system in which the suspended student requests enrollment shall make a recommendation to the local board of education to approve or deny the request. The recommendation shall occur only after investigation of the facts surrounding the suspension from the former school system. If the recommendation is to deny admission and if the local board approves the Principal of schools' recommendation, the Principal of schools shall, on behalf of the board of education, notify the commissioner of the decision. Nothing in this subsection (f) shall affect children in state custody or their enrollment in any LEA. Any LEA that accepts enrollment of a student from another LEA may dismiss the student if it is determined subsequent to enrollment that the student had been suspended or expelled by the other LEA.

(g) Notwithstanding this section or any other law to the contrary, a pupil determined to have brought to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one (1) calendar year, except that the Principal may modify this expulsion on a case-by-case basis. In addition to the other provisions of this part, a student committing battery upon any teacher, principal, administrator, any other employee of an LEA or school resource officer, or unlawfully possessing any drug including any controlled substance, as defined in §§ [39-17-403](#) through [39-17-415](#), or legend drug, as defined by § [53-10-101](#), shall be expelled for a period of not less than one (1) calendar year, except that the Principal may modify this expulsion on a case-by-case basis. For purposes of this subsection (g), "expelled" means removed from the pupil's regular school program at the location where the violation occurred or removed from school attendance altogether, as determined by the school official. Nothing in this section shall be construed to prohibit the assignment of such students to an alternative school. Disciplinary policies and procedures for all other student offenses, including terms of suspensions and expulsions, shall be determined by local board of education policy.

(h) The commissioner of education shall report on a semi-annual basis to the select oversight committee on education and the education committees of the Senate and the House of Representatives regarding disciplinary actions in Tennessee schools. The reports shall include the reason for the disciplinary action, the number of such students suspended or expelled and the number of such students who have been placed in an alternative educational setting. Data shall be sorted by school as well as by various demographic factors, including grade, race and sex.

AFFIRMATION PAGE

I _____ have reviewed the ME@HP student/parent handbook with my child and will be an active participant in the education of my child. I understand that charter schools are schools of choice and will work with the administrators and teachers of ME@HP to make sure that I am making the best choice for my child and uphold all ME@HP expectations for success.

(PARENT'S SIGNATURE)

(DATE)

(STUDENT'S SIGNATURE)

(DATE)

ATTACHMENT C. STUDENT DISCIPLINE POLICY

The Student Discipline Policy is included as part of Attachment B.

ATTACHMENT D. STUDENT ENROLLMENT POLICY

Application Plan, Pre-Admission Activities, & Timeline

For the inaugural school year, 2021-22, applications for PreK, Kindergarten, 1st, and 5th grades will be accepted between April 1st and May 5th, 2021. To ensure a fair and equitable process, applications will not be accepted after the close of the application period. However, CGLA reserves the right to extend the application process in the event that the school or, in future years, a grade, is undersubscribed. Applications will be available in a variety of locations including the CGLA website, the CGLA school office, the Chattanooga Prep website, and community / partner sites.

The application and admissions process includes the following key components:

Admission Component	Description	Timeframe
Parent Information Sessions	Parent, guardian, or adult advocate of prospective student must register for and attend at least one of these sessions prior to submitting an application for admission. The sessions will convey information about public charter eligibility criteria, CGLA's school structure, the academic program, and parental engagement requirements.	December - January
Application Materials	The package will include an application form, permission to request school records, and a clear statement of the enrollment process (including the lottery process if the school or a grade is oversubscribed). The form will be available in Spanish and there will be numerous opportunities for parents/guardians to meet with a school representative or volunteer for assistance in completing the application.	January - March
Screening for Eligibility	School staff will screen applications to ensure that they meet the eligibility requirements for charter school attendance as specified by Tennessee law.	March – May
Notification of admission status	Students who are admitted to the school will be notified via telephone and with a follow-up official letter of admission. Parents must sign and return a written statement of acceptance of admission. <i>If the school is oversubscribed, a lottery will be held in accordance with the process described below, after which those selected through the lottery as well as those on the waiting list will be advised of their status.</i>	April - June

Nondiscriminatory Admission Policies

Montessori Elementary's admission and enrollment policies and practices will be nondiscriminatory and will be fully compliant with T.C.A. § 49-13-107. Montessori Elementary will follow all federal and state laws as well as constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, nation origin, religion, ancestry, or need for special education services. To ensure compliance with state and federal regulations, information regarding disabilities, race, color, national origin, ancestry, or need for special education services will be collected during the recruitment, application, or enrollment process for information purposes only and will not be used in determining eligibility. As a public charter, Montessori Elementary will not charge tuition unless the Governance Board approves a transfer student from another school district, pursuant to the provisions of T.C.A. § 49-6-3003.

Articulation Plans or Agreements

Montessori Elementary will enter into articulation agreements with the Chattanooga Girls Leadership Academy and Chattanooga Preparatory School. Siblings and enrollees will have reciprocal priority enrollment at CGLA or Chattanooga Prep. All articulation and enrollment activities will be in compliance with T.C.A. § 49-13-113.

Policies and Procedures

Lottery: Montessori Elementary will accept eligible students on a first-come, first-served basis. However, if there are more eligible applicants than spaces for the school or for a grade, a lottery will be held within 7 business days following the close of the application period. The lottery, which is a system of random selection of applicants, will be a public, monitored event, with public officials present to supervise the lottery and attest to the fairness of the proceedings.

Wait List: During the lottery process, all completed and accepted applications submitted during the application period are publicly drawn in random order until capacity is reached. The remainder of the applications are then drawn and placed on a waiting list in the order drawn. The waiting list will be used to fill any openings that occur up to December of the academic year. The waiting list is only valid for one school year. A new enrollment-lottery-waiting list process begins each school year.

Enrollment of Siblings: In accordance with the eligibility provisions of the Tennessee Public Charter Schools Act, Montessori Elementary siblings will be given first priority in the admissions process. While siblings will be given first priority, parents will still be required to complete the application and enrollment process. To receive the preference, parents will have to complete the application process for siblings of enrolled students by May 5th. Eligible siblings whose parents do not complete the application process by the deadline for any upcoming school year will not receive preference.

Re-enrollment: It is understood that students enrolled in CGLA may re-enroll for the following school year without submitting an application as long as they are in good standing. Good standing includes meeting expectations for (1) acceptable academic progress, (2) attendance, and (3) responsibility and positive behavior.

Transfers: A parent or guardian should notify the school at least one week before the withdrawal date. This will allow time to circulate the withdrawal forms and help families to compile any school records they may need to re-enroll elsewhere. All school resources (library books, textbooks, computing devices, etc.) must be returned. Montessori Elementary will provide a transfer form indicating that the withdrawal is complete and will provide official records to the student's new school upon request from the new school.

Withdrawals: In the event that a student must withdraw from Montessori Elementary during the school year, the parent or guardian must contact the guidance counselor at least one week prior to the student's last full attendance day. The guidance counselor will prepare the necessary documentation. The administration retains the right to request documentation to substantiate and document the withdrawal. All school resources must be returned before the withdrawal is complete.

**ATTACHMENT E. PLEDGED SUPPORT FROM PROSPECTIVE
PARTNERS & LETTERS OF SUPPORT / MOUs / CONTRACTS**



2211 Congress Street
Portland, ME 04122
207 575 2211
unum.com

January 6, 2020

Dr. Sue Anne Wells
Young Women's Leadership Academy Foundation (YWLAF)
Founding Sponsor for Montessori Elementary at Highland Park
PO Box 3804
Chattanooga, TN 37404

Dear Dr. Wells,

In my role as assistant vice president of Corporate Social Responsibility at Unum, I am familiar with the tremendous needs of children residing in Chattanooga's economically disadvantaged communities. Our philanthropic efforts are focused on many educational programs to support student achievement. I strongly support your efforts to establish the Montessori Elementary at Highland Park to provide an early childhood and elementary academic option for children and families. The school will fill a critical need in Hamilton County's educational options for children.

I look forward to partnering with Montessori Elementary to support the school by working with various other community partners to provide unique opportunities for the students through academic programming, mentoring and other expeditionary learning experiences.

For the past 15 years, I have seen tremendous improvements and innovation in the Hamilton County school system. I've been privileged to meet many students through our partnership with various schools and nonprofit partners. Having this opportunity of a Montessori Elementary school is another example of the tremendous passion the Chattanooga community has to support its children who can really benefit from this type of educational experience.

I support YWLAF's application to establish an elementary school and urge the charter application reviewers to give Montessori Elementary's school plan careful consideration and support this important investment in the future of our community and our young people.

Sincerely,

Cary Olson Cartwright

Cary Olson Cartwright
AVP, Corporate Social Responsibility

January 11, 2020

Dr. Sue Anne Wells
Young Women's Leadership Academy Foundation (YWLAF)
Founding Sponsor, Montessori Elementary at Highland Park
PO Box 3804
Chattanooga, TN 37404

Dear Dr. Wells,

As a board member of the Chattanooga Girls Leadership Academy, I am familiar with the enormous needs of our city's young girls and boys living in Chattanooga's economically disadvantaged communities. And I am constantly reminded of the tremendous advantage that a solid education can give these children.

I strongly support efforts to establish the Montessori Elementary at Highland Park to provide an early childhood academic option for the children and families of Chattanooga. This school has the potential to provide yet another strong educational start for the students of Hamilton County.

I would welcome the opportunity to volunteer and help with these deserving young children of Chattanooga.

In closing, I am in strong favor of the application to establish a Montessori elementary school in Highland Park. I encourage those reviewing this application to give this school plan careful consideration. Establishing a new Montessori elementary school in our growing community is certain to ensure a promising opportunity for its students and their families. I am personally eager to see these students excel.

Sincerely,

Mandy Hickey
Board Member and community volunteer,
Chattanooga Girls Leadership Academy

ATTACHMENT F. BOARD GOVERNANCE DOCUMENTS

- F.1 ARTICLES OF INCORPORATION
- F.2 PROOF OF NON-PROFIT AND TAX EXEMPT STATUS
- F.3 BY-LAWS
- F.4 CODE OF ETHICS
- F.5 CONFLICT OF INTEREST POLICY
- F.6 BOARD MEMBER RESUMES
- F.7 BOARD POLICIES, INCLUDING POLICIES ON OPEN MEETINGS AND OPEN RECORDS

F.1 ARTICLES OF INCORPORATION



Tennessee Corporation Annual Report Form

File online at: <https://TNBear.TN.gov/>

Due on/Before: 04/01/2018

Reporting Year: 2017



06249274

AR Filing #: 06249274

FILED: Mar 29, 2018 1:28PM

Annual Report Filing Fee Due:

\$20 if no changes are made in block 3 to the registered agent/office, or

\$40 if any changes are made in block 3 to the registered agent/office

This Annual Report has been successfully paid for and filed. Please keep this report for your records.

Payment-Credit Card - State Payment Center - CC #: 3725665948

SOS Control Number: 552530

Nonprofit Corporation - Domestic

Date Formed: 06/29/2007

Formation Locale: TENNESSEE

(1) Name and Mailing Address:

THE YOUNG WOMEN'S LEADERSHIP ACADEMY FOUNDAT
FINANCE OFFICE
1802 BAILEY AVE
CHATTANOOGA, TN 37404-3005

(2) Principal Office Address:

FINANCE OFFICE
1802 BAILEY AVE
CHATTANOOGA, TN 37404-3005

(3) Registered Agent (RA) and Registered Office (RO) Address:

THE YOUNG WOMEN'S LEADERSHIP ACADEMY FOUNDATION, INC
FINANCE OFFICE
1802 BAILEY AVE
CHATTANOOGA, TN 37404-3005

Agent Changed: No

Agent County: HAMILTON COUNTY

(4) Name and business address (with zip code) of the President, Secretary and other principal officers.

Title	Name	Business Address	City, State, Zip
President	Sue Anne Wells	1802 BAILEY AVE	CHATTANOOGA, TENNESSEE
Treasurer/Advisor	Grant Law	1802 BAILEY AVE	CHATTANOOGA, TN 37404-3005
Secretary	Dana Perry	1802 BAILEY AVE	CHATTANOOGA, TENNESSEE

(5) Board of Directors names and business address (with zip code). None, or listed below.

Name	Business Address	City, State, Zip
Sue Anne Wells	1802 BAILEY AVE	CHATTANOOGA, TENNESSEE 37343
Grant Law	1802 BAILEY AVE	CHATTANOOGA, TN 37404-3005
Dana Perry	1802 BAILEY AVE	CHATTANOOGA, TENNESSEE 37404

(6) This section applies to non-profit corporations ONLY.

A. Our records reflect that your non-profit corporation is a public benefit or a mutual benefit corporation as indicated.

If blank or incorrect, please check appropriately: ☒ Public ☐ Mutual

B. If a Tennessee religious corporation, please check here if blank: ☐ Religious

(7) Signature: Electronic

(8) Date: 03/29/2018

(9) Type/Print Name: JEANNE K HINCHEE

(10) Title: CFO

B0525-0698 03/29/2018 1:28 PM Received by Tennessee Secretary of State Tre Hargett

F.2 PROOF OF NON-PROFIT AND TAX EXEMPT STATUS

YWLAF is in the process of filing an application for tax exempt status for Montessori Elementary @ Highland Park. The application will be submitted in February 2020. The process for approval may take 2-3 months. While we do not have documentation of non-profit and tax-exempt status yet, that determination is pending and is anticipated to be available in March or April, 2020.

F3. BY-LAWS

BYLAWS

OF

THE MONTESSORI ELEMENTARY AT HIGHLAND PARK, INC.

(A Tennessee nonprofit corporation)

ARTICLE 1

GENERAL PROVISIONS

- 1.1 General Purposes. THE MONTESSORI ELEMENTARY @ HIGHLAND PARK, INC. (the "**Corporation** ") is established as a Tennessee nonprofit corporation to be exempt from federal taxation under Section 501 (c) (3) of the Internal Revenue Code. The Corporation, further, is to be organized to operate a public charter school for pre-kindergarten and elementary-aged children pursuant to the Tennessee Public Charter Schools Act of 2002, as such may be amended (the "**Act**"), with the intention of creating an alternative means within the local school district structure for ensuring accomplishment of the necessary outcomes of education by employing the maximum flexibility to achieve the Corporation's goal of providing the highest level of educational opportunity for children. The Corporation shall at all times comply with the rules and regulations established by the Internal Revenue Service or the United States government applicable to tax-exempt organizations, with the requirements of the Act and with the restrictions contained in the Corporation's Charter and these Bylaws, as each may be amended from time to time. All activities of the Corporation shall be consistent with its charitable tax-exempt purposes and with the requirements of the Act and all funds net of all costs and expenses shall be applied to the operation of MONTESSORI ELEMENTARY AT HIGHLAND PARK, a public charter school to be operated by the Corporation in Chattanooga, Tennessee pursuant to the Act (the "**Montessori Elementary**") or to such successor educational organization as is approved by the Board of Directors.
- 1.2 State of Incorporation. This corporation is incorporated under the laws of the State of Tennessee. Any reference to "the state" or "state" means the State of Tennessee, and any reference to "the laws of this state" includes the Tennessee Nonprofit Corporation Act and the Tennessee Public Charter Schools Act of 2002.
- 1.3 Gender and Number. Any use of the masculine includes the feminine and the neuter; and any use of the singular includes the plural, whenever such meanings are appropriate.
- 1.4 Headings. The headings appearing at the beginning of each Article and Section in these bylaws are intended only as an index and are not to be construed to vary the meaning of the provision to which they refer.
- 1.5 Required by Law. The term "required by law" as used in these bylaws means as required from time to time by the Tennessee Nonprofit Corporation Act, the Act or the Charter of Incorporation of the Corporation.

- 1.6 Charter. Sponsor and Chartering Authority. Pursuant to the terms of the Act, the Montessori Elementary will operate in accordance with the terms of a charter agreement (the "**Charter**") between the Corporation, or The Young Women's Leadership Academy Foundation, Inc., a Tennessee non-profit corporation (the "**Sponsor**") on behalf of the Corporation, and the Hamilton County Board of Education (the "**Chartering Authority**").

ARTICLE 2

OFFICES

The principal office and the principal business office of the corporation in this state shall be located at 1800 Bailey Avenue, Chattanooga, County of Hamilton. The corporation may have such other offices without restrictions as to location as the Board of Directors may designate or as the business of the corporation may require.

ARTICLE 3

PURPOSES AND RESTRICTIONS

- 3.1 It will be the general goals and objectives of the Corporation to:
- A. Improve learning for all students and close the achievement gap between high- and low-performing students;
 - B. Create an opportunity for parents of enrolled students both to meet educational needs of their children and to have meaningful opportunities to participate in the education of their children;
 - C. Encourage the use of different and innovative teaching methods, while maintaining full responsibility for student performance;
 - D. Provide, through an emphasis upon science, mathematics, the arts, and technology the highest possible foundational early childhood and primary education; and
 - E. Provide leadership, life skills, and experiential educational opportunities to prepare children for a lifetime of learning and independence.
- 3.2 Except as otherwise required by law, the Corporation:
- A. will operate as a co-educational elementary school that also is a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the Corporation under the general supervision of the Chartering Authority and in compliance with the Charter and the Act;
 - B. will administer state assessments as provided in Chapter 1, Part 6 of Title 49 of the Tennessee Code and otherwise will meet the same performance standards and requirements adopted by

the state board of education for public schools;

- C. will provide special education services for students as provided in Title 49, Chapter 10;
- D. 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;
- E. will follow any federal and state court orders in place in the local school district (Hamilton county, Tennessee);
- F. will comply with federal and state applicable health and safety standards;
- G. will not be a conversion of any private, parochial, cyber-based, or home-based
- H. school;
- I. will not be a cyber-based school;
- J. will open to bid all contracts for goods and services in excess of five thousand dollars (\$5,000);
- K. will be subject to the provisions of TCA Sections 12-4-10I and 12-4-102 with regard to conflicts of interest;
- L. will deem meetings of the governing body as public business and be held in compliance with Title 8, Chapter 44, Part 1;
- M. will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;
- N. will follow state audit procedures and audit requirements;
- O. will not charge tuition, unless the governing body of the Corporation approves a transfer from another district to the Montessori Elementary pursuant to the provisions of TCA Section 49-6-3003;
- P. will operate on a July 1 to June 30 fiscal year, or such other fiscal year as is consistent with the fiscal year of the Hamilton County school district, and will adopt and operate under an annual budget for such fiscal year;
- Q. will prepare a budget in the same format as that required by the state department of education for local education agencies;
- R. will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;
- S. will prepare and publish an annual financial report that encompasses all funds and

- T. includes the audited financial statements of the Corporation;
 - U. will require 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 TCA Section 8-19-101;
 - V. will at all times maintain all necessary and appropriate insurance coverage;
 - W. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;
 - X. 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;
 - Y. will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the Montessori Elementary as a charter school;
- 3.3 Enrollment in the Montessori Elementary will include any student in the chartering agency's jurisdiction:
- A. If more students apply than there are spaces, those students to be enrolled will be selected by lottery.

ARTICLE IV

BOARD OF DIRECTORS

- 4.1 General Powers. The business and affairs of the corporation shall be managed by the Board of Directors who shall be elected by the Sponsor until the Sponsor should transitions such power to the Board of Directors. The Board of Directors shall include at least one (1) parent representative whose child is currently enrolled in the Montessori Elementary. Such parent representative shall be appointed by the Board of Directors within six (6) months of the school's opening date. It should be the goal of the Corporation to include on its Board of Directors educators, educational administrators, business and civic leaders and persons with experience or expertise in issues affecting children.
- 4.2 Number and Qualification. The number of directors shall be fixed by the Sponsor or then current Board of Directors, as the case may be, and unless otherwise fixed shall be not less than five (5). Directors need not be residents of this state, but must be of legal age. The Board of Directors may be divided into classes with staggered terms of multiple years.
- 4.3 Election and Term of Office; Vacancies. Each director shall be appointed annually by the then-current Board to serve until her successor is appointed and qualified or removed. Directors may serve for successive terms; however, the Sponsor or Board of Directors may establish term limits. The establishment of term limits shall not affect the terms of then-sitting Directors. Whenever the

authorized number of directors is increased, the Board shall have the power to appoint such new directors for the balance of a term who shall serve until their successors are elected and qualified. Any decrease in the authorized number of directors shall not become effective until the expiration of the term of the directors then in office unless, at the time of such decrease, there shall be vacancies on the board which are being eliminated by the decrease. All vacancies shall be filled by the Sponsor or the Board of Directors, whichever is then empowered to elect Directors.

- 4.4 Meetings. The Board of Directors may designate intervals for regular meetings, but shall meet at least quarterly. The location for any meeting of the Board of Directors shall be the principal business office of the corporation in this state unless another location for that meeting is designated by the Board of Directors. Special meetings may be called at any time by the chairman of the board or any two (2) directors. All meetings of the governing body will be considered as public business and be held in compliance with Title 8, Chapter 44, Part 1.
- 4.5 Notice of Meetings of Board of Directors. The regular meetings of the Board of Directors will be held upon written notice sent within such period as may be required under Tennessee Code Annotated Section 8-44-103 but not less than with ten (10) days before the meeting. Notice of the place, date, and time of any special meeting shall be given each director by whom it is not waived by written notice sent within such period as may be required under Tennessee Code Annotated Section 8-44-103 but not less than five days before the meeting, or if such meeting is to be held telephonically, by noticed received within such period as may be required under Tennessee Code Annotated Section 8-44-103 but not less than twenty-four hours from the date and time of the call. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a special meeting. A general description of the business to be transacted or the purpose of any special meeting shall be specified in any notice or waiver of notice; provided, failure to provide such description or to include additional matters shall not affect actions taken by a majority of the Board of Directors present at such special meeting.
- 4.6 Quorum and Vote. The presence of a majority of the directors constitutes a quorum for the transaction of business. When a quorum is once present to organize a meeting, it is not broken by the subsequent withdrawal of any of those present. The vote of a majority of the directors present at a meeting at which a quorum is present is the act of the Board of Directors.
- 4.7 Presumption of Assent. A director who is present at a meeting of the Board of Directors is presumed to have concurred in any action taken at the meeting unless one of the following occurs: (1) the director objects at the beginning of the meeting (or promptly upon her arrival) to holding it or transacting business at the meeting; (2) the director's dissent to or abstention from such action is entered in the minutes of the meeting; (3) the director submits her written dissent or abstention to the presiding officer of the meeting before its adjournment or to the corporation immediately after the adjournment of the meeting. The right to dissent or abstain does not apply to a director who voted in favor of the action.
- 4.8 Powers. The Board of Directors may, except as otherwise required by law, exercise all such powers and do all such acts and things as may be exercised or done by a board of directors of a nonprofit corporation under state law, consistent with the general purposes stated herein.
- 4.9 Compensation of Directors. Directors may not receive compensation for their services as directors, but the Board of Directors may authorize reimbursement of expenses incurred in the

performance of their duties and reasonable compensation for time expended by any Director who does not reside within a fifty (50) mile radius of Chattanooga. Such authorization may prescribe the procedure for approval and payment of such expenses by designated officers of the corporation. Nothing herein precludes a director from serving the corporation in any other capacity and receiving compensation for such services.

- 4.10 Participation in Meetings By Conference Telephone. Unless prohibited by Tennessee Code Annotated Section 8-44-101 et seq., members of the Board of Directors, or of any committee thereof, may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can simultaneously hear each other and such participation shall constitute presence in person at such meeting.
- 4.11 Action by Consent of Directors. Whenever the Board of Directors is required or permitted to take any action by vote, such action must be taken at a called meeting and may not be taken without a meeting unless specifically allowed by Tennessee Code Annotated Section 8-44-101 et seq. If such action may be taken without a meeting, it shall be taken on written consent setting forth the action so taken, signed in one or more counterparts by all directors entitled to vote with respect to the subject matter thereof and indicating on the face thereof the vote of each director. To be approved, any action taken upon written consent must have the affirmative vote required had a meeting been held with all directors present.
- 4.12 Specific Requirements. In addition to the general requirements outlined herein, the Board of Directors shall have the following specific duties and requirements:
- A. The governing body of a public charter school shall ensure that the public charter school provides parents and guardians with information about meningococcal disease and the effectiveness of vaccination against meningococcal disease at the beginning of every school year. This information shall include the causes, symptoms, and the means by which meningococcal disease is spread and the places where parents and guardians may obtain additional information and vaccinations for their children. Nothing in this subdivision (c)(2) shall be construed to require a public charter school or its governing body to provide or purchase vaccine against meningococcal disease.
 - B. The Board of Directors shall be accountable to the chartering authority for the purposes of ensuring compliance with the charter agreement.
 - C. The governing body of the public charter school shall make at least an annual progress report to the sponsor of the school, the chartering authority, and the commissioner of education. The report shall contain at least the following information:
 - 1. The progress of the school towards achieving the goals outlined in its charter;
 - 2. The same information required in the reports prepared by local boards of education pursuant to state laws, rules and regulations; and
 - 3. Financial records of the school, including revenues and expenditures.

ARTICLE 5

COMMITTEES

- 5.1 Committees. The Board of Directors, by a resolution adopted by a majority of the entire Board of Directors, may create one or more committees, consisting of one (1) or more directors. Except as otherwise limited by this Section, any committee may be delegated such authority as the Board of Directors deems desirable. However, no committee may exercise the authority of the Board of Directors to do any of the following:
- A. Amend the Charter
 - B. Adopt, amend or repeal the bylaws;
 - C. Approve a plan of merger not requiring shareholder approval; or
 - D. Approve expenditures in excess of \$5,000.00 which are not included in a budget approved by the Board of Directors.

Each committee serves at the pleasure of the Board of Directors. The designation of any committee and the delegation of authority to that committee does not relieve any director of any responsibility imposed by law.

- 5.2 Conduct of Business. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided herein or required by law. Adequate provision shall be made for notice to members of all meetings; a majority of the members shall constitute a quorum unless the committee shall consist of two members, in which event one member shall constitute a quorum; and all matters shall be determined by a majority vote of the members present. Action may be taken by any committee without a meeting if all members thereof consent thereto in writing, and any writings are filed with the minutes of the proceedings of such committee.

ARTICLE 6

OFFICERS

- 6.1 Number. The offices of the board of the corporation shall consist of a Chair, a Secretary, and such other officers as the Board of Directors may deem necessary. Any two or more offices may be held by the same person, except the offices of Chair and Secretary.
- 6.2 Chair. The Chair shall chair all meetings of the Board of Directors of the corporation. Subject to the provisions of these bylaws and to the direction of the Board of Directors, she/he shall have the responsibility for the general supervision of the Staff of the Academy. She/he shall have power to sign all contracts and other instruments of the corporation which are authorized and shall have general supervision and direction of all of the other officers, employees and agents of the corporation.

- 6.3 Secretary. The secretary shall issue all authorized notices for, and shall keep minutes of, all meetings of the Board of Directors. She/he shall have charge of the corporate books and shall perform such other duties as the Board of Directors may from time to time prescribe. The secretary shall also authenticate all records of the corporation when and as the need for such authentication arises.
- 6.4 Election and Term. The officers shall be elected by the Board of Directors at its initial meeting and thereafter at its annual meeting. Each officer serves until the expiration of the *term* for which she/he is elected and thereafter until her/his successor has been elected and qualified or until her earlier resignation or removal.
- 6.5 Compensation. The Board of Directors may fix compensation of the officers and employees of the corporation; provided, no compensation shall be authorized or paid which violates the provisions, rules or regulations of the Internal Revenue Service for tax-exempt organizations.

ARTICLE 7

RESIGNATIONS AND REMOVAL

- 7.1 Resignations. Any officer or director may resign at any time by giving written notice to the corporation. Any such resignation takes effect at the time specified therein, or, if no time is specified, then upon its acceptance by the Board of Directors.
- 7.2 Removal of Officers. Any officer or agent may be removed by the Board of Directors at any time with or without cause.
- 7.3 Removal of Directors. One or more of the Directors may be removed with or without cause by vote of the Board of Directors.

ARTICLE 8

STAFF

The Board of Directors shall have the responsibility to appoint a Superintendent who, subject to the control of the Board, shall be the chief executive officer of the school and supervise and control all of the business and affairs of the school. The Superintendent shall be appointed by the Board to serve at the pleasure of the Board; provided, that the Superintendent may be engaged to serve for a term of years subject to such terms and conditions as the Board shall adopt. The Superintendent shall, in accordance with the policies established and budget approved from time to time by the Board of Directors, appoint and remove, employ and discharge, and prescribe the duties and fix the compensation of all other agents and employees of the School. In the event of the absence of the Superintendent or said person's disability to act, the Board will appoint an Interim Superintendent. Should it be desirable to employ an Assistant Superintendent or other employee

who will assume the authority and powers of the Superintendent in the Superintendent's absence, such individual shall be approved by the Board and any actions taken by such individual while acting in the capacity of Superintendent shall be subject to the supervision and control of the Board.

ARTICLE 9

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

- 9.1 Authorization. The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation; and such authority may be general or confined to specific instances. The Board of Directors may determine all requirements relating to who may execute, and the manner of execution for, all orders for the, payment of money and evidences of indebtedness issued in the name of the corporation.
- 9.2 Funds. All funds of the corporation not otherwise utilized shall be deposited to the credit of the corporation in such depositories as the Board of Directors may select or as may be designated by any agent of the corporation to whom such power is delegated by the Board of Directors.
- 9.3 Acceptance of Gifts. The Board of Directors, or any officer or agent of the corporation to whom such authority is delegated by the Board of Directors, may accept on behalf of the corporation any contribution, gift, bequest or devise for general purposes or for any special purpose of the corporation.
- 9.4 Audits. For any fiscal year, the accounts of the corporation will be audited upon the written request of any director by an independent certified public accountant, provided, however, that only one such audit shall be required pursuant to the terms of this Section. The report of the audit shall be submitted to each director.
- 9.5 Bond. At the direction of the Board of Directors, any officer or employee of the corporation may be bonded. The expense of furnishing any such bond will be paid by the corporation.

ARTICLE 10

NOTICES

- 10.1 Notices. Except as otherwise specifically provided herein or required by law, all notices required to be given to any director, officer, employee or agent shall be in writing and may in every instance be effectively given by hand delivery to the recipient thereof, by facsimile, or by other electronic transmission; by depositing such notice in the mails, postage paid; or by sending such notice by prepaid telegram or mailgram. Any such notice shall be addressed to such director, officer, employee or agent at his or her last known address as the same appears on the books of the corporation. The time when

such notice is received, if hand delivered, or when such notice is dispatched if delivered through the mails or through facsimile or electronic transmission or by telegram or mailgram, shall be the time of the giving of the notice.

10.2 Waiver of Notice. Whenever any notice is required to be given to any director of the corporation, a written waiver of that notice signed by each person entitled to notice, whether signed before or after the time stated therein, is equivalent to the giving of notice. A director's attendance at a meeting waives any required notice to her/him of the meeting unless she/he objects at the beginning of the meeting (or promptly upon his arrival) to holding the meeting and does not thereafter vote for or assent to action taken at the meeting. A director's attendance at a meeting waives objection to consideration of a particular matter at the meeting that is not within the purpose or purposes described in the meeting notice, unless the director objects to considering the matter when it is presented.

ARTICLE 11

STANDARDS OF CONDUCT: CONFLICTS OF INTEREST

All Directors shall comply with all standards of conduct imposed by the Tennessee Non- profit Corporation Act, the Act or other applicable laws, including Tennessee Code Annotated Sections 12-4-101 and 102. The Board of Directors shall adopt a conflict of interest policy the receipt and acceptance of which shall be acknowledged by each Director.

ARTICLE 12

INDEMNIFICATION

- 12.1 Actions Against Directors and Officers.** The corporation shall indemnify, to the fullest extent permitted by the Tennessee Nonprofit Corporation Act, any individual made a party to a proceeding (as defined for purposes of such Act) because such individual is or was a Director or officer, against liability (as defined for purposes of such Act) incurred in the proceeding, if such individual acted in a manner such individual believed in good faith to be in, or not opposed to, the best interests of the corporation and, in the case of any criminal proceeding, such individual had no reasonable cause to believe his or her conduct was unlawful.
- 12.2 Advancement of Expenses of Directors and Officers.** The corporation shall, in advance of final disposition, pay for or reimburse the reasonable expenses incurred by a Director or officer who is a party to a proceeding if:
- i. The Director or officer furnishes the corporation a written affirmation of such Director's or officer's good faith belief that he or she has met the standard of conduct set forth in Section 1 above; and
 - ii. The Director or officer furnishes the corporation a written undertaking, executed personally or on his or her behalf to repay any advances if it is ultimately determined that he or she is not entitled to indemnification. Such written undertaking must be an unlimited general

obligation of the Director or officer but need not be secured and may be accepted without reference to financial ability to make repayment.

- 12.3 **Director and Officer Defined.** For purposes of this Article, references to Director or officer shall include an individual who, while serving as a Director, officer, employee, or agent of the corporation, is or was serving at the request of the Corporation as a Director, officer, partner, Director, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise and, unless the context requires otherwise, such references shall include the estate or personal representative of the Director or officer.

ARTICLE 13

MISCELLANEOUS

- 13.1 **Reliance upon Books, Reports and Records.** Each director, each member of any committee designated by the Board of Directors, and each officer of the corporation shall, in the performance of his duties, be fully protected in relying in good faith upon the books of account or other records of the corporation, including reports made to the corporation by any of its officers, by an independent certified public accountant, or by an appraiser selected with reasonable care.
- 13.2 **Fiscal Year.** The fiscal year of the corporation shall end June 30 or shall be as fixed by the Board of Directors.

ARTICLE 14

AMENDMENTS

These bylaws may be amended or repealed by vote of two-thirds of the then-sitting members of the Board of Directors, unless otherwise required by law. -.... _...

F4. CODE OF ETHICS

Montessori Elementary @ Highland Park Code of Ethics for Board Members

Goal: To establish a set of principles and practices of the Montessori Elementary @ Highland Park Board of Directors that will set parameters and provide guidance for board conduct and decision-making.

Code: Members of the Board of Directors of the Montessori Elementary @ Highland Park are committed to observing and promoting the highest standards of ethical conduct in the performance of their board responsibilities. Board members pledge to accept this code as a minimum guideline for ethical conduct.

Accountability

- Faithfully abide by the Articles of Incorporation, by-laws and policies of the Montessori Elementary @ Highland Park.
- Exercise reasonable care, good faith and due diligence in organizational affairs.
- Fully disclose, at the earliest opportunity, information that may result in a perceived or actual conflict of interest.
- Fully disclose, at the earliest opportunity, information of fact that would have significance in board decision-making.
- Remain accountable for prudent fiscal management to association members, the board, and nonprofit sector, and where applicable, to government and funding bodies.

Professional Excellence

- Maintain a professional level of courtesy, respect, and objectivity in all activities
- Strive to uphold those practices and assist other members of the board in upholding the highest standards of conduct

Personal Gain

- Exercise the powers invested for the good of all members of the organization rather than for his or her personal benefit, or that of the nonprofit they represent.

Equal Opportunity

- Ensure the right of all stakeholders to appropriate and effective services without discrimination on the basis of geography, political, religious, or socio-economical characteristics of the state or region represented.
- Ensure the right of all stakeholders to appropriate and effective services without discrimination on the basis of the organization's volunteer or staff make-up in respect to gender, sexual orientation, national origin, race, religion, age, political affiliation or disability, in accordance with all applicable legal and regulatory requirements.

Confidential Information

- Respect the confidentiality of sensitive information known due to board service.

Collaboration and Cooperation

- Respect the diversity of opinions as expressed or acted upon by the Montessori Elementary @ Highland Park board, committees and membership, and formally register dissent as appropriate.
- Promote collaboration, cooperation, and partnership among association members.

Source: National Council of Nonprofit Associations

F5. CONFLICT OF INTEREST POLICY

Montessori Elementary @ Highland Park Conflict of Interest Policy

I. POLICY – CONFLICT OF INTEREST

It is the policy of Montessori Elementary @ Highland Park (“the Organization”) that:

- Each of the Organization’s Directors acts at all times in a manner that furthers the Organization’s charitable purpose of service to the Montessori Elementary, Inc. and the community and exercises care that she or he does not act in a manner that furthers her or his private interests to the detriment of the Organization’s purposes.
- Each of the Organization’s Directors avoids conflicts of interest and otherwise fully discloses to the Organization any potential or actual conflicts of interest if such conflicts cannot be avoided so that such conflicts are dealt with in the best interests of the Organization.
- This Policy (1) covers all Directors and also all members of any Board Committee who do not serve on the Board of Directors of the Organization and (2) is intended to supplement, but not replace, any applicable state laws governing conflicts of interest applicable to nonprofit corporations.
- If a Director has a potential or actual conflict with respect to the Organization and all of its Affiliates. Affiliate includes any entity directly or indirectly controlling, controlled by or under common control with the Organization, including Montessori Elementary @ Highland Park, Inc.

II. PURPOSE

The purpose of this Policy is to protect the interests of the Organization in circumstances that may result in a conflict between the personal interests of a Director or an officer and those of the Organization.

III. CONFLICT OF INTEREST DEFINED

In general, a conflict of interest exists when the personal interests of a Director may affect the ability of a Director to act in the best interest of and with good faith and loyalty to the Organization. A conflict of interest can be considered to exist in any instance where the actions or activities of an individual on behalf of the Organization also involve:

- The obtaining of direct or indirect personal gain or advantage; or
- An adverse or potentially adverse effect on the interests of the Organization.

A conflict of interest transaction is one in which the Organization and/or any of its Affiliates is a party and in which a Director has a direct or indirect financial interest, or other fiduciary duty such that it could influence his or her action on the matter while acting on behalf of the Organization. Conflicts of interest can arise in other instances.

Although it is impossible to list every circumstance giving rise to a conflict of interest, the following will serve as a guide to the possible types of activities that might present potential or actual conflicts of interest and that should be fully and promptly reported as provided below.

1. **Financial / Outside Interests:** The personal interests of a Director of the Organization may conflict with the interests of the Organization if she or he, or any immediate family member, by blood or marriage (“immediate family member”), is a person:
 - a. Who solicits, bids, contracts, or supplies goods or services (including consulting or professional services) to the Organization and / or to any of its Affiliates;
 - b. From whom or to whom the Organization and/or any of its affiliates leases property or equipment;
 - c. With whom the Organization and/or any of its Affiliates is dealing or is planning to deal in connection with the gifting, purchase or sale of real property, investment securities, or other property;
 - d. Who is an officer, serves on the Board of Directors, participates in management, or is otherwise employed or compensated by a person, company, or organization which competes with the Organization and/or any

- of its Affiliates;
 - e. Who is an officer, serves on the Board of Directors, participates in management, or is otherwise employed or compensated by a person, company, or organization that is engaging in transactions with the Organization and/or any of its Affiliates, other than the Organization's own Affiliates.
 - f. Who has a material financial interest through ownership of stock or other type of equity interest ("equity interest") in a person or company ("entity") that is engaging in transactions or competes with the Organization and/or any of its Affiliates of the type listed in (a) through (e) above. For purposes of subsections (f) and (g), a "material financial interest" shall not include equity interests of less than 1% in entities whose securities are listed on an established public securities exchange and have \$75 million or more in shareholder equity. It shall be a "material financial interest" if the equity interest exceeds 1% of the entity's market capitalization or 5% of the Director's officer's or their immediate family member's personal assets; or
 - g. Who has a material financial interest as a creditor of a Company that is engaging in transactions or competes with the Organization and/or any of its Affiliates of the type listed in (a) through (e) above.
2. **Corporate Opportunity:** It may be a conflict of interest when a Director or officer fails to inform the Organization of a corporate opportunity and instead diverts it to himself or herself (or immediate family member) to the detriment of the Organization. A "corporate opportunity" is a business opportunity that the Organization (1) has a reasonable interest in or could be expected to take advantage of; and (2) is financially able to undertake. The opportunity must be in a line of business similar to those the Organization currently operates and must be one that could be advantageous to the Organization.
 3. **Nonpublic Inside Information:** It is a conflict of interest to disclose nonpublic inside information relating to the Organization and/or any of its Affiliates' business and/or use such information for the personal profit or advantage of any Director, his or her immediate family, or any other entity of which the Director is an employee, officer, Director, or shareholder. It also may be a conflict of interest if the Director possesses nonpublic confidential information concerning a transaction involving the Organization which cannot be disclosed to the Organization.
 4. **Gifts, Gratuities, and Entertainment:** It may be a conflict of interest for a Director (or immediate family member) to accept gifts, excessive entertainment, unsecured loans, or other favors from an outside concern that does, or is seeking to do, business with, or is a competitor of the Organization and/or any of its Affiliates under circumstances from which it might be inferred that such action was intended to influence or possibly would influence the Director in the performance of his or her duties. This does not include the acceptance of items of nominal or minor value that are clearly tokens of respect or friendship and not related to any particular transaction or activity of the Organization and/or any of its Affiliates.
 5. **Other Areas of Conflicting Interest:** Other circumstances may arise which could result in a conflict between a Director's personal interests and those of the Organization. These Policy guidelines are not intended to describe all potential conflict situations. In general, any circumstances that may give rise to reasonable questions of possible favoritism, self-dealing or undue influence may be a conflict of interest. All such conflicts should be avoided, if possible. The Organization's Directors should also be sensitive to the appearance of conflict, even if no actual conflict exists. If an actual or possible conflict cannot be avoided, it shall be disclosed according to the procedures set forth in Article IV of this Policy.

IV. DISCLOSURE, REVIEW AND INITIAL DETERMINATION

1. **General Obligation:** Each Director must promptly and fully report to the Board Chair, the chair of a particular committee, or the chair of any committee established by the Board to address conflicts of interest, situations that may create a conflict of interest when he or she becomes aware of such situations. In any situation where a Director is in doubt, full disclosure should be made so as to permit an impartial and objective determination. A written record of the disclosure will be made.
2. **Annual Disclosure Statement:** In addition to the ongoing disclosure obligation, the Organization shall annually send to all Directors a copy of this Policy statement and the Conflict of Interest Disclosure Statement. The Directors must promptly complete, sign, and return the statement to the Organization. The completed statements will be reviewed

by the Board Chair.

3. **Review, Evaluation and Initial Determination:** The Board Chair, the committee chair of a committee at which a potential conflict arises or the chair of any committee established by the Board to address conflicts of interest shall make such further investigation of conflicts of interest disclosures as he or she may deem appropriate. If the conflict involves the Board Chair, the Vice Chair will assume the Chair's role outlined in this policy. Based on review and evaluation of the relevant facts and circumstances, the Board Chair or committee chair will make an initial determination as to whether a conflict of interest exists and whether, pursuant to this Policy statement, review and approval or other action by any committee established by the Board to address conflicts of interest or the Board of Directors is required. A written record of the Board Chair's or committee chair's determination, including relevant facts and circumstances will be made. The Board Chair or committee chair shall then make an appropriate report to the Governance Committee of the Board concerning such review, evaluation and determination. If there is a difference of opinion between the Board Chair or committee chair and another Director whether the facts and circumstances of a given situation constitute a conflict of interest, the matter shall be submitted to any committee established by the Board to address conflicts of interest, which shall make a final determination as to the matter presented. Such determination, including relevant facts and circumstances will be reflected in minutes of any committee established by the Board to address conflicts of interest and will be reported to the Board of Directors.

V. BOARD REVIEW AND ACTION WITH REGARD TO CONFLICTS

Once a conflict of interest has been established, as provided above, the transaction may still be approved by the Board of Directors; provided, the following procedures are followed. The following procedures are equally applicable to action by any committee of the Board of Directors.

1. **Transactional Conflicts of Interest:** The Board of Directors shall carefully scrutinize and must in good faith approve or disapprove any transaction in which the Organization and/or any of its Affiliates is a party and in which one or more of the Organization's Directors either (1) Has a material financial interest; or (2) Is a Director or officer of the other party (other than the Organization's own affiliates). The Board of Directors must approve the transaction by a majority of the Directors on the Board, without counting the vote of any Director who has an interest in the transaction. In reviewing such transactions between the Organization and vendors or other contractors who are, or are affiliated with, Directors, the board shall act no more or less favorably than it would in reviewing transactions with unrelated third parties. The transaction will not be approved unless the Board determines that the transaction is fair to the Organization.
2. **Other Conflicts of Interest:** The Board shall carefully review and scrutinize non-transactional conflicts of interests (e.g., disclosure of nonpublic information, competition with the Organization, failure to disclose a corporate opportunity, excessive gifts or entertainment, etc.). By a majority vote of the disinterested Directors, the Board shall take whatever action is deemed appropriate under the circumstances with respect to the Director in order to best protect the interests of the Organization including possible disciplinary or corrective action.
3. **Disclosure by Interested Director:** When conflicts of interest are considered by the Board, the Director must disclose all of the material facts to the Board. The Director shall not vote or use his or her personal influence on the matter. However, if requested, such Director is not prevented from briefly stating his or her position in the matter, nor from answering pertinent questions from Board members, as his or her knowledge may be of significant importance. The Director shall be excused from the meeting during discussion and vote on the conflict of interest.
4. **Record of Proceedings:** Minutes of the Board of Directors shall reflect the following: the individual making the disclosure, the nature of the disclosure, discussion regarding any proposed transaction, the decision made by the Board, and that the interested Director abstained from voting.

VI. POLICY VIOLATIONS

If there is a committee established by the Board to address conflicts of interest and such committee reasonably believes that a Director has failed to disclose either an actual or potential conflict of interest, or all material facts surrounding an actual or possible conflict as required by this Policy, the Director will be given an opportunity to explain such alleged failure to disclose.

After hearing the response of the Director, the committee established by the Board to address conflicts of interest will conduct such additional investigation as may be appropriate. If the committee determines that the Director has in fact failed to disclose as required by this Policy, the committee will recommend to the Board that it take appropriate disciplinary or corrective action. In the absence of any committee established by the Board to address conflicts of interest, the foregoing actions will be taken by a committee established by the Chair.

VII. LOANS AND GUARANTEES

The Organization is prohibited from lending money to or guaranteeing the obligation of any Director.

F.3 BOARD MEMBER REFERENCES & RESUMES

The biographical sketches below provide a summary of each board member's relevant qualifications and experience as well as references. Resumes for each board member are included following the biographical sketches.

Sue Anne Wells, PhD

Dr. Sue Anne Wells is a visionary community leader who co-founded the Chattanooga Girls Leadership Academy (CGLA) in 2009, creating the first single gender STEM public charter school in Tennessee. The school's vision is to inspire hope in each girl, positively changing her trajectory in life, and empowering her to possess infinite choices in the future. After graduating from Girls Preparatory School, Sue Anne Wells received a B.A. in French Education from The University of North Carolina at Chapel Hill, and an M.A in French Language from Middlebury College and the University of Paris and a PhD in French Literature from the University of North Carolina at Chapel Hill. She has taught French, Spanish, and English at the University of Tennessee at Chattanooga, the University of North Carolina at Chapel Hill, Chattanooga School for the Arts and Sciences, Girls Preparatory School, and Notre Dame High School. Dr. Wells is also the founder and owner of Mustang Leadership Partners, an organization dedicated to the protection of the wild American mustang and to ongoing advocacy efforts through a mustang mentoring program for girls who attend the Leadership Academy. The vision of Mustang Leadership is to give students opportunities to develop, practice and understand relationship skills, social accountability, and self-confidence. Dr. Wells' leadership has benefited a number of community organizations. She has served as Chairman of the Boards of Bright School, Ballet Tennessee, and Girls Inc. She currently chairs the Board of Directors of Chattanooga Girls Leadership Academy. She has served on the Boards of Siskin Children's Institute, Tennessee River Gorge Trust, ArtsBuild of Greater Chattanooga, A Night To Remember, and the University of Chattanooga Foundation. Dr. Wells currently serves on the Board of Directors for the National Mentoring Partnership, Public Education Foundation, and Coca Cola Bottling Company Consolidated. Dr. Wells has been honored as a Woman of Distinction and Fulbright Fellowship Recipient. Her numerous awards include the WTCI Be More Devoted Award, the Girls Inc President's Award, the Anheuser-Busch White Eagle Service Award, The J.C. Penny Golden Rule Award, the Margaret Lupton GPS Service Award, and the Dance Advocate Award from Tennessee Association of Dance.

References:

Todd Womack 202-224-3344 womack@corker.senate.gov	Edna Varner 423-488-5292 eevarner@aol.com	David Shapiro 617-276-4356 dshapiro@mentoring.org	Stacy Lightfoot 423-653-4945 Stacy_good@hotmail.com

Donna Coleman

Donna Coleman holds a Masters of Education in Community Counseling and a Bachelor of Science in Psychology. Ms. Coleman has diverse career experience including 20 years of experience in mental health services with a focus on children and adolescents. Ms. Coleman has managed a variety of business operations at Hutton Company. She most recently served as Director of Development for CGLA where she was instrumental in building and cultivating donor relationships.

References:

Ozbek, Nicky Professor, University of Tennessee at Chattanooga Nicky-Ozbek@utc.edu 423.425.4285	Stephens, Dorothy Vice President of Clinical Services	Bourdon, Donna President, ContinuCare Health Services 423.386.1152

Shewanee Howard-Baptiste, PhD

Dr. Shewanee Howard-Baptiste holds a PhD in Educational Leadership from Miami University, an MS in Health Appraisal and Enhancement, and a BS in Exercise Science with a Minor in Coaching. Dr. Baptiste's academic and research focus areas include personal health, worksite health promotion, and the scholarship of teaching and learning at the intersection of race and gender. Dr. Baptiste's work has been recognized through numerous publications in peer-reviewed journals, invited presentations, and grant awards and honors. Dr. Baptiste has served as a volunteer implementing health promotion activities for CGLA students and serves on the Board of Directors for the Chattanooga Preparatory School.

References:

Lightfoot, Stacy slightfoot@pefchattanooga.org 423.653.4945	Dunham, Shea sdunhamcrh@gmail.com 330.212.2884

Keith King

Keith King is an experienced communications professional with significant experience in community relations. He has experience in managing charitable giving initiatives that have benefitted the same population that Montessori Elementary seeks to serve. Mr. King holds a BS in Mass Communications and an MBA from the University of Tennessee at Chattanooga. He serves as Project Manager for BlueCross BlueShield of Tennessee Foundation's signature cause, BlueCross Healthy Places.

References:

Wilson, Scott Director, BCBST Foundation Scott_Wilson@bcbst.com	Johnson, Chelsea Manager, BCBST Foundation Chelsea-Johnson@bcbst.com

Stacey Roddy

Stacey Roddy holds an Masters Degree in Educational Administration and Supervision and a BS in Early Childhood and Elementary Education. She served Hamilton County Schools in a number of professional roles, starting as a kindergarten teacher in 1985 and concluding a meritorious career as Director of Elementary Math and Science. Ms. Roddy has been active in educational professional activities including serving on the Tennessee Board of Education's Standards Review Committee for mathematics. Ms. Roddy was the professional development coordinator on a \$5 million NSF grant.

References:

Swafford, Ray Assistant Superintendent of Elementary Schools (retired), Hamilton County Schools Swafford_r@yahoo.com 423.322.5301	Parris, Jamason (Jamie) Director of High School Teaching & Learning, Hamilton County Schools Parris_jamason@hcde.org 423.498.7143

Keith Sanford

Keith Sanford was elected as President and CEO of the Tennessee Aquarium in 2016, after serving a 36-year career in banking at First Tennessee. Mr. Sanford was First Tennessee's Chattanooga Market President for 5 years and was instrumental in First Tennessee's growth into the region's largest bank. Mr. Sanford has been a tireless advocate for a diverse array of nonprofit organizations including ArtsBuild, the Chattanooga Area Chamber of Commerce, the Chattanooga Rotary Club, United Way, and the Lookout Mountain Conservancy.

References:

Graves, Autumn Head of School, Girls Preparatory School Agraves@gps.edu 423.634.7600	Coppinger, Jim Mayor, Hamilton County 423.209.6100	Berke, Andy Mayor, City of Chattanooga mayor@chattanooga.gov 423.643.7800

Susan Stein

Susan Stein is the owner of SCS Designs, a local business specializing in interior design. She has utilized her expertise to benefit numerous nonprofit organizations including the Chambliss Center for Children. Ms. Stein also has significant expertise in nonprofit fundraising and development, having served in leadership development roles for Homes and Havens as well as the Chambliss Center for Children.

References:

Acord, Phil President / CEO, Chambliss Center for Children paacord@chamblisscenter.org 423.698.2456	Daniels, Catharine Bahner Owner, Plum Nelly Shop plum@plumnellyshop.com 423.903.0135	Childers, Robert Rector, The Church of the Good Shepherd robert@gslookout.com 423.821.1583

Tammy Swenson

Tammy Swenson serves as Executive Vice President for Business and Finance as well as the Athletic Director for Chattanooga State Community College. She has significant experience in managing finance and business affairs within an educational setting. In her role, she supervises all financial and business functions as well as the Child Development Center, Physical Plant Operations & Maintenance, and Auxiliary Services including printing, food services, and financial aid. This broad base of knowledge will be invaluable to the Board of Directors.

References:

McCormick, Kimberly Vice Chancellor for External Affairs, Tennessee Board of Regents 615.366.4400	Ashford, Rebecca President, Chattanooga State Community College Rebecca.ashford@chattanoogaastate.edu 423.697.4455

Dr. Sue Anne Wells

Swan7543@gmail.com

<https://www.linkedin.com/in/sue-anne-wells-193182b>

Profile

A visionary community leader who co-founded the Chattanooga Girls Leadership Academy, creating the first single gender STEM public charter school in Tennessee.

Education

University of North Carolina at Chapel Hill

Ph.D. French Literature

Middlebury College & University of Paris

M.A. French Language

University of North Carolina at Chapel Hill

B.A. French Education

Experience

Chattanooga Girls Leadership Academy (CGLA)

Co-Founder August 2007 – Present

Created a school with the vision of inspiring hope in each girl, positively changing her trajectory in life, and empowering her to possess infinite choices in the future.

Mustang Leadership Partners, LLC

Owner June 2010 – Present

Created an organization dedicated to the protection of the wild American mustang and to ongoing advocacy efforts through a mustang mentoring program for girls who attend CGLA.

MLP's vision is to give students opportunities to develop, practice, and understand relationship skills, social accountability, and self-confidence.

Board Memberships

Currently Chairman of the Board

- CGLA

Previously Chairman of the Board

- Bright School
- Ballet Tennessee
- Girls, Inc.

Currently Serving on the board

- ArtsBuild of Greater Chattanooga
- A Night to Remember
- National Mentoring Partnerships

- University of Chattanooga Foundation
- Public Education Foundation
- Coca-Cola Bottling Company Consolidated

Previously Served on the Board

- Siskin Children's Institute
- Tennessee River Gorge Trust

Awards and Honors

Woman of Distinction

Fulbright Fellowship

WTCI Be More Devoted Award

Girls, Inc. President's Award

Anheuser-Busch White Eagle Service Award

J.C. Penny Golden Rule Award

Margaret Lupton GPS Service Award

Tennessee Association of Dance's Dance Advocate Award

Donna Coleman, M.Ed

87 South Crest Road, Chattanooga, TN 37404 coleman.donna@gmail.com 423.618.5362

Education

University of Tennessee Chattanooga,
Masters of Education, Community Counseling

University of Tennessee Chattanooga
Bachelor of Science, Psychology
Minor, Health and Physical Education

Boyd-Buchanan High School, Chattanooga, TN

Employment

Chattanooga Girls Leadership Academy, Chattanooga, TN (July 2016 - October 2018)

- *Director of Development*, Worked to secure funds for CGLA through personal gifting, endowment, fund raising events and developing relationships

HUTTON, Chattanooga, TN, (Sept 2011-October 2016)

- *Special Projects*, Managed Company Philanthropic adventures including CGLA, Habitat for Humanity and the Jordan Thomas Foundation
- *Executive Administrative Assistant to CEO and President*
- *HR Coordinator*, implementing new HR procedures, company handbook, mediation between employees, United Way giving coordinator and 401K administrator
- *Press Coordinator*, works with outside media groups to provide updates and accurate company information
- *Event Coordinator*, responsible for booth exhibits in trade shows, plans and implements company events, Power Point presentations for company marketing
- *Corporate and Personal Gifting*, community networking
- *Website/Branding Coordinator* and updates

Fortwood Mental Health Center, Chattanooga, TN, (1991-2011)

Supervisor, Long Term Care, managed and provided clinical supervision for six case managers, assessed admits and discharges from MBMHI for LTC, audited medical records for compliance, worked with Accounting to assure budget compliance, liaison to the Group Home to assure compliance and provided reviews to insurance companies for pre-certifications and re-certifications.

Supervisor, Children's Case Management Services and Children's CTT, managed and provided supervision up to 16 case managers and one supervisor, worked with TN Care to assure compliance, provided upper management with monthly reports, monitoring productivity and appropriate case assignment, medical record auditing for insurance and state compliance.

Supervisor, Homeless Outreach for Children (Grant) provided direct supervision to one case manager, liaison to Homeless Coalition and Shelter programs, managed the budget and provided language to maintain and keep the grant and provided communication with the state to assure compliance.

Training Coordinator, responsible for making sure that Fortwood Center was compliant with state and insurance training requirements, managed the online training resource, one on one and group training in multiple areas, i.e. cultural diversity.

Manager of Adult and Children's Case Management Services (1997-2010), supervised approximately 40 case managers for both children and adult consumers, supervised three team leaders, responsible for monthly reports, billing and payment, provided crisis intervention and direct patient care when needed.

Family Preservation Therapist (1993-1997), in-house therapy for at-risk children, trained in Basic Skills Institute and Family Preservation model.

Outpatient Therapist for Children and Adolescents (1991-1993) provided assessments, diagnosis and therapy to at-risk children.

Quality Improvement Committee, responsible for writing policy and procedures, scope of services and established measurable outcomes for the center.

Quality Assurance Committee, served on QA committee, auditing medical records and making recommendations to staff for measurable outcomes and clinical review.

TPG/CRG Coordinator, trained and retrained employees in the state required forms to determine eligibility and managed communication between the state and the center.

Santa's Sleigh Fundraiser and Event Coordinator, raised money to provide Christmas presents for 600+children who received TN Care beginning with email and then personal solicitation; raised approximately \$9,000 the first year, \$13,000 second year and \$18,000 during the third year during a two week period of time.

Incentive Program, Designed and supervised incentive program based on proof of payment and productivity for Case Managers.

University of Tennessee at Chattanooga (2001- 2010)

Adjunct professor, Psychology Department - Teaching Community Mental Health

University of Tennessee at Chattanooga (1989-1991)

Graduate Assistant

Community Counseling/ Special Education

Tutor/ Counselor/ Event Planner

College Access Program

Chattanooga State Community College (1990-1991)

Adjunct professor, Psychology Department – Psychology 101

IBM Corporation (1985-1988)

Corporate Sales/ Marketing Support Assistant

Cold Call sales, account maintenance, seminars and training

Additional Training

- 40 Hours ADR/ Mediation Training/ Civil Litigation Training, *Trainer, Carol Berz, Chattanooga, TN*
- Family Preservation/ Home Builders Model training, *Basic Skills Institute*
- Suicide training for Volunteers, *Greater Mental Health Association,*

Activities

- Handball and Racquet Ball – State, Regional and National Championship titles, World Ranking 26th in Women's Handball - 2012.
- United States Paddle Team, 1995 – World Games, Mendoza, Argentina
- USTA/ CTA Tennis – present member
- Musician, lead vocalist and guitarist, Priscilla and Little RicKee
 - House Band 1993 – Present - Las Margaritas, Riverview, Chattanooga, TN
 - House Band 2009 – 2018 - The Foundry, Chattanooga Hotel and Conference Center
 - House Band 2018 - Present - Scottie's on the River

References

Dr. Nicky Ozbek, **Professor**

Dorothy Stephens, **Vice President of Clinical Services**

Dr. Elaine Swafford, **CEO of Chattanooga Girls Leadership Academy**

Donna Bourdon, **Erlanger Medical Center**

Shewanee D. Howard-Baptiste, PhD

Associate Professor- Department of Health and Human Performance
College of Health, Education and Professional Studies
The University of Tennessee at Chattanooga
615 McCallie Ave/Dept. 6606- 211 Metro Building
Chattanooga, TN 37403
513-461-1521
Shewanee@gmail.com

EDUCATION

Miami University Ph.D. in Educational Administration (Interdisciplinary Studies) Dissertation: “Standing on the Auction Block: Teaching Through the Black Female Body” Advisor: Denise Taliaferro Baszile	Oxford, OH August 2007
Miami University M.S. in Health Appraisal and Enhancement	Oxford, OH Dec. 2000
Miami University B.S. in Exercise Science, Minor in Coaching	Oxford, OH May 1999

TEACHING EXPERIENCE

Associate Professor: The University of Tennessee at Chattanooga (August 2016-present)

- Undergraduate course instruction in class and online: Personal Health, Sociology/Psychology of Exercise Science & Leisure Studies, Sociology of Sport, Promotion of Worksite Health and Human Performance, Community and Environmental Health, Health Behavior Change, First Year Studies: The UTC Experience
- Graduate courses taught: Health Behavior Change Theory, Health Promotion Planning and Evaluation, Multicultural Health Issues
- Sabbatical Fall 2018: (Project HAITI) An Interdisciplinary Approach to Curriculum Development: Creating the First Health and Physical Activity Curriculum in Haiti

Assistant Professor: The University of Tennessee at Chattanooga (August 2013-July 2016)

- Undergraduate course instruction in class and online: Personal Health, Sociology/Psychology of Exercise Science & Leisure Studies, Sociology of Sport, Promotion of Worksite Health and Human Performance, Community and Environmental Health,, First Year Studies: The UTC Experience
- Graduate courses taught: Health Behavior Change, Health Behavior Change Theory, Health Promotion Planning and Evaluation, Worksite Health Promotion

Assistant Professor/Tenure Eligible: Ithaca College- Department of Health Promotion and Physical Education Tenure Track Position (August 2009- July 2013)

- Responsible for instructing the following undergraduate courses: Multicultural Health Issues (undergrad/grad), Drug Use and Abuse, Human Sexuality, Introduction to Health & Physical Education, Introduction to Health Promotion

Assistant Professor/Tenure Eligible: Southeast Missouri State University- Department of Health, Human Performance, & Recreation (January 2008- May 2009).

- Responsible for instructing the following courses: Health Perspectives, Health Concerns of Aging, Sport & Society, Leisure in a Diverse Culture, & Critical Perspectives of the Body

Adjunct Professor: Miami University- Department of Physical Education, Health and Sport Studies (August 2006-May 2007).

- Responsible for instructing a course entitled The Meaning of Leisure

Teaching Associate: Miami University- Department of Physical Education, Health & Sport Studies (August 2003-May 2007).

- Responsible for instruction of Individual Exercise, Personal Health, Personal Wellness, Critical Perspectives on the Body, The Meaning of Leisure

Health Educator: Normandy School District- senior high school, St. Louis, MO (August 2000-May 2003)

- Responsible for all instruction, planning, implementation, and grading of health education courses and curriculum; facilitated, developed, and updated curriculum for Missouri state standards.

Graduate Teaching Associate: Miami University- Department of Physical Education, Health & Sport Studies and Educational Leadership (January 2000- December 2000).

- Responsible for instruction of laboratory classes for exercise physiology classes. Set-up and maintained exercise physiology equipment, graded exercise tests, and all laboratory instruction materials.

Personal Trainer: Bally's Total Fitness- St. Louis, MO (September 1999- December 2000).

- Responsible for teaching and instruction of personal training techniques to new and existing clientele; Developed personal training regimens for clientele; Developed new initiatives to meet quota demands set by the company.

ADMINISTRATIVE EXPERIENCE

American Association for Blacks in Higher Education (AABHE) Leadership and Mentoring Institute (LMI): The Leadership and Mentoring Institute (LMI) for AABHE members and other African-Americans is an effort to help professionals acquire the requisite information and skills to prepare for senior administrative and faculty positions. Week long training in Houston, TX (July 2018).

General Education Refresh Steering Committee: Represented college with other faculty and administrators to assess current general education by applying a “design thinking” approach to further explore the purpose of general education, gain insights from key stakeholders, understand national general education trends, use reliable assessment practices for accreditation compliance, and gain broad faculty input are all parts of the process.

Chattanooga Girls Leadership Academy (CGLA) Partnership with UTC Mentor: oversee pairing UTC faculty as mentors to senior students at CGLA in the areas of Science, Engineering, Technology, and Health.

Urban League of Greater Chattanooga- Inclusion by Design: Invited participant in a three-year pilot program aims specifically to create a pipeline of competitive, highly skilled people of color and women

leaders who are prepared to assume executive level leadership assignments, thereby positively changing the face of the business and nonprofit communities in Chattanooga.

Executive Administrative Intern- Office of the Provost (UTC): Perform administrative duties as assigned by the Office of the Provost which includes assessing data, grant writing, student enrollment, and measuring deliverable outcomes (August 2016-May 2017).

2016-2018 Cohort of the Department Head Certification Training (DHCT): The DHCT program will include year-long training, statement of goals and objectives, 360-degree evaluation of your leadership and interpersonal relating styles, a professional experience project that you will lead, a mentor/protégé program, face-to-face training, electronic portfolio, and coaching through the National Association of Kinesiology in Higher Education (NAKHE).

Faculty Representative (CHEPS-College of Health, Education and Professional Studies/UTC): UTC Department Head Leadership Series-Focus Area One: Faculty Review and Performance Assessment.

Invited Faculty Participant at UTC: Provost Leadership Training Series [2014 to present]

Health and Human Performance Departmental Review Committee: Program Review/Academic Audit of undergraduate programs in the department [2015]

Academic Audit Team Trainee: Program review and academic audit trainee to audit programs at other institutions. Responsible for conducting interviews and writing formal reports for submission at the state level. (2016 to present)

Physical and Activity Health Coordinator: COMPASS Grant: Combating Obesity's Multiple Chronic conditions through Preparation Activities Shared among Students program (UTC). (HRSA Grant from August 2014- June 2018/\$1.1 million dollars/3 years)

- The Physical and Activity Health Coordinator (PAH) works closely with the Project Direction, coordinating FNP (Family Nurse Practitioner) and Physical Activity Health curriculum alignments with community-based student experiential team learning. The PAH Coordinator collaborates with the Project Director in developing and implementing digital learning resources for the interprofessional Virtual Learning Environment that will support shared learning activities. The PAH Coordinator shares in the responsibility for recruiting and hiring project personnel; coordinating efforts with internal and external partners; taking a leadership role in the COMPASS Coalition and chair the Coalition in the Project Director's absence; planning and implementing dissemination activities; monitoring formative and summative evaluation activities and findings regularly in conjunction with the Project Director; and supporting the project's evaluation and reporting efforts.

Field Writer and Reviewer: One2One Health. (July 2014-October 2014)

- Responsible for creating, editing and reviewing information with a team of professionals to develop a curriculum/scripts for worksites in the Chattanooga area.

Facilitator: Study abroad program in the Dominican Republic. Culture and Society: An International Field Experience. (June 1, 2010- June 18, 2010)

- Part of the designated leadership team which was responsible for planning, assessing and implementation of daily activities; Facilitated reflections; Aid in the logistics of day to day activities; Provide health and safety support to students in stress.

Co-Director Study Abroad Program in International Health: Miami University- Oxford, OH (June 1, 2009-July 14, 2009).

- Responsible for instruction of course entitled “International Health: Global Perspectives” and “A European Perspective: Health, Social, Economic and Political Impacts of Health Promotion” in France and Switzerland. Donated a [blue trunk](#) library to Nigeria.

Advisor, The National Black Student Leadership Development Conference: Ithaca College (January 6, 2011- January 9, 2011).

- Responsible for helping students process the experience, attend workshops and presentations, and apply what they learn at the conference in their academic, personal and professional lives at Ithaca College.

RESEARCH EXPERIENCE

Full-Bright Specialist: (2018) Submission of materials to be listed as a U.S. academic/established professional to engage in two-to six week, project-based exchanges across the globe.

Research Assistant: Miami University- Educational Leadership/Community & School Partnerships (August 2006-August 2007). Lincoln Heights Elementary School Collaborative Project. Supervisor: Dr. Sally Lloyd

- Responsible for assisting professor on community relations project; Worked closely with elementary school in developing partnerships with local businesses and organizations to foster stronger community relationships; Worked collaboratively with principals, teachers, administrators and faculty to develop initiatives and activities for students and families.

Research Assistant: Alcohol EDU, U.S. Department of Education: Miami University (August 2006-December 2006)

- Maintained a computer lab where parents, prospective and current students were able to complete an online questionnaire and survey to determine their knowledge and attitude about alcohol consumption in an interactive alcohol prevention program. Worked closely with grant writers to collect data and analyze information gathered.

Research Assistant: Miami University- Department of Health, Human Performance & Recreation (August 2003- May 2007). Supervisor: Dr. Valeria Freysinger

- Responsible for assisting professor on research initiatives related to leisure and aging; Gathered and researched information for literature review; Compiled and analyzed multiple data sets for ongoing research in leisure and aging studies.

PEER-REVIEWED PUBLICATIONS

Wilkerson, S., Baker, E., Longjohn, M., **Howard-Baptiste, S.**, Hamilton, K., & Hahn, K. (submitted January 2018). Building Strategic Alliances to Promote Healthy Eating and Active Living. In *Lifestyle Medicine, chapter 132*). Taylor and Francis Group.

Hamilton, K., **Howard-Baptiste, S.**, Hahn, K. & Smith, R. (submitted February 2018). The Iterative Process of Developing a School-based Dance Program for Low-SES Urban Children. *Journal of Health Care for the Poor and Underserved*.

Howard-Baptiste, S. (August, 2017). Book Review: *Toxic Terrains: Intersections of Work Stress, Health and Well-being among Historically Underrepresented Minority (URM) Faculty* by Ruth Enid Zambrana. Rutgers University Press.

Schmidt, C., McNulty, B., **Howard-Baptiste, S.**, & Harvey, J. (February, 2017). Perspectives About How to Define and Use Collegiality in Higher Education. *International Journal of Kinesiology in Higher Education*, 8, 28-34. Taylor and Francis Group, England and Wales.

Howard-Baptiste, S. (2016). *Toxic Terrains: Intersections of Work Stress, Health and Well-being among Historically Underrepresented Minority (URM) Faculty* by Ruth Enid Zambrana. Rutgers University Press.

Howard-Baptiste, S. & Johnson, B. (June, 2016). Done Well or not Done at All: Increasing Minority Women's Representation in Leadership. In A. Normore and T. Watson (Eds.), *Racially and Ethnically Diverse Women Leading Education: A Worldview*. United Kingdom: Emerald Group Publishing.

McNulty, B., Harvey, J., **Howard-Baptiste, S.**, & Schmidt, C. (2015, September). Developing Professionalism as a Student by Joining Health and Physical Education Professional Organizations. Georgia Association for Health, Physical Education, Recreation and Dance Journal.

Harvey, J., Schmidt, C., McNulty, B., & **Howard-Baptiste, S.** (2015). Never too old to play. Journal of Physical Education, Recreation, and Dance. Horizon Research Publishing Corporation. *International Journal of Human Movement and Sports Sciences* 3(2):11-15. doi:10.13189/saj.2015.030201

Omotayo, B., Wallace, E., **Howard-Baptiste, S.**, Lindsey, J., Frederick, N. & Whembolua, G. (September 2015). Gangster's Paradox: Representations in Hip Hop Videos and the Reality of Health Disparities. *Black Sociology: Contemporary Issues and Future Trends*. Ashgate Publishing Company.

Howard-Baptiste, S. & Baptiste, M. (2015). Piti, piti, wazo fe nich li (Little by Little, the bird builds its nest): Promoting Change and Health Education in Post-Earthquake Haiti. In J. Bird (Ed.) *Innovative Collaborative Practice and Reflection in Patient Education* (pp.129-151). Hershey, PA: IGI Global.

Howard-Baptiste, S. (November 2014). Arctic Space, Lonely Place: "Mammy Moments" in Higher Education. *The Urban Review: Issues and Ideas in Public Education*, v46, n4 p764-782.

Howard-Baptiste, S. & Harris, J. (January 2014). Teaching Then and Now: Black Female Scholars and the Mission to Move beyond Borders. *The Negro Educational Review: Women in the Academy Part II*, v65, (1-4).

Howard-Baptiste, S. & M. Baptiste (2013). Echoes of a Not So Distant Summer: Scholar-Servant as Humble Leaders. In A. Normore and N. Erbe (Eds.), *Collective Efficacy: Interdisciplinary*

Perspectives on International Leadership (pp. 73-87). United Kingdom: Emerald Group Publishing.

Howard-Baptiste, S.D. (2013). Let Your Soul Glow: The Intersection of Race, Gender, Health, and Leisure. In V. Freysinger, S. Shaw, K.A. Henderson, and M.B. Bialeschki (Eds.), *Women, gender relations and leisure* (pp. 357-367). State College: Venture.

Sofo, S. **Howard-Baptiste, S.**, & Slattery, S. (2013). Physical Education Teacher Candidates' Perceptions of Curricular Outcomes for School Health Education. *International Journal of Liberal Arts and Social Science*, 1(2), 67-74.

Sofo, S., Beard, D.H., Slattery, A. & **Howard, S.D.** (2012). Physical Education Preservice Teachers' Perceptions of the Goals of School Health Education. *Missouri Journal of Health, Physical Education, Recreation, and Dance*, 22, 18-35.

Howard, S.D. (2005). No Child Left Behind: The Scenes Behind the Act. In T.S. Poetter, J.C. Wegwert, & C. Haerr (Eds.), *No child left behind and the illusion of reform: Critical essays by educators*. (pp.41-47). Lanham, MD: University Press of America.

IN-PROGRESS MANUSCRIPTS

Howard-Baptiste, S., Hamilton, K., Smith, R. (submitting fall 2018). Service Learning in Allied Health Courses. *A Journal of Service-Learning and Civic Engagement*.

Grant, A., Hahn, K., **Howard-Baptiste, S.**, & Hamilton, K. (submitting fall 2018). A Systematic Literature Review of Dance Programs to Increase Physical Activity in Children. *Journal of Urban Health*.

Howard-Baptiste, S., Pearse Greiner, L., Guo, Z., & Smith, C. (submitting fall 2018). Engaging Youth in Physical Activity: Tai Chi as Model for Movement. *Health Promotion Practice*.

Howard-Baptiste, S., Smith, C., Pearse Greiner, L. & Harvey, M. (submitting fall 2018). Integrating Inteprofessionalism into Graduate Courses. *Journal of Research in Interprofessional Practice and Education*.

Pearse Greiner, L., **Howard-Baptiste, S.**, Smith, C. & Harvey, M. (submitting fall 2018). Creating Partnerships for Healthy Eating and Active Living. *Journal of Community Health*.

Howard-Baptiste, S., Pearse Greiner, L., Smith, C. & Harvey, M. (submitting fall 2018). Community Based Participatory Research- Lesson Learned. *Perspectives in Public Health*.

Pearse Greiner, L., **Howard-Baptiste, S.**, Smith, C. & Harvey, M. (submitting fall 2018). Journey to Wellness: Worksite Wellness on a College Campus. *Family and Community Health*.

Smith, C., Harvey, M., **Howard-Baptiste, S.** & Pearse Greiner, L. (submitting fall 2018). Recruitment of Diverse Candidates into Graduate Nursing Programs. *Public Health Nursing*.

PEER-REVIEWED PRESENTATIONS

Hailey, K. and Howard-Baptiste, S. (February, 2018). Improving the Health of African American College Students: Personal Accountability. Black Issues Summit: The University of Tennessee at Chattanooga (UTC). Chattanooga, TN.

- Grant, A. and Howard-Baptiste, S. (February, 2018). Can a Participant-Tailored Physical Activity Intervention Impact MVPA in Low-SES, Urban School Adolescents? Southeast American College of Sports Medicine (SEACSM) Regional Conference. Poster Presentation. Chattanooga, TN.
- Howard-Baptiste, S. (January, 2018). Developing an Approved Masters in Public Health. National Association for Kinesiology in Higher Education (NAKHE) National Conference. Phoenix, AZ.
- Howard-Baptiste, S., Hamilton, K & Grant, A. (Nov. 2017). Innovative Integration of Movement: Utilizing Dance to Increase Physical Activity Among Adolescents. American Public Health Association (APHA) National Conference. Atlanta, GA.
- Howard-Baptiste, S., Pearse Greiner, L. (Nov. 2017). Journey to Wellness: Providing a N.A.P. to Community Members. American Public Health Association (APHA) National Conference. Atlanta, GA.
- Howard-Baptiste, S., Mauldin, M. Hamilton, K., & N. Brown (April, 2017). The Tale of Two Cities: Food Deserts in Chattanooga, TN. Research Dialogues: UTC. Chattanooga, TN.
- Howard-Baptiste, S. & Pearse, L. (2016). Community Engagement in Higher Education: Challenges to Create a Positive Culture and Climate. International Conference on Urban Education. Puerto Rico.
- Howard-Baptiste, S.D. (2016, July). Math in Motion: Enhancing Critical Thinking Skills. Haitian American Caucus: Presentation at the 6th Annual Teacher's Summer Institute & Educate Haiti Now. Croix-des-Bouquet, Haiti.
- Howard-Baptiste, S.D. (2016, July). CPR & First Aid for the Haitian Classroom. Haitian American Caucus: Presentation at the 6th Annual Teacher's Summer Institute & Educate Haiti Now. Croix-des-Bouquet, Haiti.
- Colston, M. and Howard-Baptiste, S. (2016, January). Cultural Diversity in Athletic Training. Tennessee Athletic Trainers' Society. Nashville, TN.
- Howard-Baptiste, S.D. (2015, November). Shameless but not Nameless: Scholars as the Problem not the Solution. American Educational Studies Association National Conference. San Antonio, TX.
- Howard-Baptiste, S.D. (2015, July). CPR & First Aid for the Haitian Classroom. Haitian American Caucus: Presentation at the 5th Annual Teacher's Summer Institute & Educate Haiti Now. Croix-des-Bouquet, Haiti.
- Howard-Baptiste, S.D. (2015, July). Math in Motion: Adding Movement to Lesson Plans. Haitian American Caucus: Presentation at the 5th Annual Teacher's Summer Institute & Educate Haiti Now. Croix-des-Bouquet, Haiti.
- Howard-Baptiste, S.D. (2014, July). CPR & First Aid for the Haitian Classroom. Haitian American Caucus: Presentation at the 4th Annual Teacher's Summer Institute & Educate Haiti Now. Croix-des-Bouquet, Haiti.

- Howard-Baptiste, Johnson, B., & Baptiste, M. (2014, April). "Scholar Servanthood: An Introduction to Teaching in a Democratic Classroom" Teaching Matters- 12th Annual Interdisciplinary Conference for Teachers of Undergraduates. Barnesville, GA.
- Howard-Baptiste, S. (2013, April). "Still Standing on the Auction Block: Black Female Professors in Higher Education" Faculty Women of Color in the Academy National Conference. Champaign-Urbana, IL.
- Howard-Baptiste, S. (2012, July). "Women Helping W.O.M.E.N.: Working on Multiple Empowerment-projects Now" Presentation at the 2nd Annual Teacher's Summer Institute- Haitian American Caucus. Croix des Bouquets, Haiti.
- Howard-Baptiste, S. (2012, July). "Developing a Culturally Appropriate First Aid Kit for Haitians" Presentation at the 2nd Annual Teacher's Summer Institute- Haitian American Caucus. Croix des Bouquets, Haiti.
- Howard, S.D. (2011, September). *in the Academy*. Presentation at 16th "Mammy's" Burden: Envisioning Black Female Scholars as Leaders Annual Values and Leadership Conference. Victoria, British Columbia, Canada.
- Sofo, S., Beard, D.H., Slattery, A. & Howard, S.D. (2010, October). *Physical Education Preservice Teachers' Perceptions of the Goals of School Health Education* Presentation at the 84 Annual School Health Conference, Kansas City, MO.
- Howard, S.D. & Deterville, C. (2010, October). *Strangers with a Similar Struggle: Reflections of a Black Female Student and a Black Female Professor*. Presentation at the 36 Annual Fall Conference on Research on Women and Education, Philadelphia, PA.
- Howard, S.D. (2010, March). *Health Education Travel Study Abroad: Lessons Learned from Successful Programs*. Presentation at the AAHPERD's 2010 National Convention & Exposition, Indianapolis, IN.
- Sofo, S., & Howard, S.D. (2009, January). *Fitness and Math. Share the Wealth Conference Use of African Games and Dances in Teaching Physical*: Presentation at the 21st Sharing the Wealth in Elementary, Middle, and High School Physical Education Conference, Jekyll Island, GA.

PROFESSIONAL/INVITED PRESENTATIONS

- Hailey, K. & Howard-Baptiste, S. (February, 2018). Health and the Black College Student. UTC: Black Issues Summit. Chattanooga, TN.
- Howard-Baptiste, S. (May, 2017). Keynote Speaker for Normandy Senior High School 2017 Commencement (Alma Mater). St. Louis, MO.
- Howard-Baptiste, S. (May, 2017). Tennessee Department of Health. Community Organizing/Building and Health Promotion. Chattanooga, TN.
- Howard-Baptiste, S. (April, 2017). Keynote Speaker for UTC 2017 Outstanding Senior Awards Student Government Association. Chattanooga, TN.

- Howard-Baptiste, S. (January, 2017). Keynote Speaker for Delta Sigma Theta Sorority Inc., Founders Day Celebration. Chattanooga, TN.
- Howard-Baptiste, S, Ellis, J., Brown, N. & M. Harris. (January, 2017). The Power Hour: Making Every 00:00 Count. UTC-Student Development.
- Howard-Baptiste, S. & Harvey, J. (2016, August). Simple Steps to Behavior Change. UT Institute for Public Service annual conference.
- Howard-Baptiste, S. (2014, October). Faces, Places and Spaces: Critical Self-Reflection for the "Expert". The Center for the Study for Culture, Race and Ethnicity: Ithaca College-Ithaca, NY.
- Howard-Baptiste, S. (2014, October). *Crisis, Conclusions, and Community: Addressing Obesity from a Clinical Perspective*. Department of Health Science and Human Performance: Ithaca College-Ithaca, NY.
- Howard-Baptiste, S. (2011, November). "Sharing Experiences of ALANA Faculty & Students". Sister 2 Sister ALANA Student Organization. Ithaca College. Ithaca, NY.
- Howard, S. D. (2010, May 25) Guest Speaker, "Experiences of Teaching in the Black Female Body"- 2010 May Faculty Institute and Workshop. Ithaca College. Ithaca, NY.
- Howard, S.D. (2010, August 18). "Surviving the First Year"- Panel Discussion at Ithaca College at the New Faculty Orientation. Ithaca College. Ithaca, NY.
- Howard, S.D. (2009, September 24) "No Choice! Forced Sterilization of Women in the United States"- Presentation for Sister to Sister (student organization on campus at Ithaca College). Ithaca, NY.
- Howard, S.D. (2009, December 4) "Let's Talk About Sex"- Presentation for Sister to Sister (student organization on campus at Ithaca College). Ithaca, NY.
- Howard, S. D. (2007, February). *the Classroom*. Miami University 8*Where is my Space in this Place? Images of Black Women Teaching in*th conference on Race/ Gender/Class/Sexuality-(Im)migration and Borders: Intersectional Perspectives. Oxford, OH.
- Howard, S. D. (2007, February). *The Raced Voice: Re(articulating) the Black Female Voice in the Classroom*. 7th Annual Miami University Graduate Student and Faculty Conference. Oxford, OH.
- Howard, S.D. (2006, March). *Shewanee in Wonderland: Experiences of Teaching in Higher Education*. American Association for the Advancement of Cultural Studies (AAACS). (Panel Discussion). Berkeley, CA.
- Howard, S.D. (2006, June). *Overlooked and Abandoned: Decreasing Child Mortality in Africa*. Sixth Annual Study Abroad Program: International Health Program in Europe.
- Howard, S.D. (2006, November). *Towards a Critical Race Hermeneutics: Standing on the Auction*

Block: Teaching through the Black Female Body. American Educational Studies Association National Conference. Spokane, WA.

Howard, S. D (2005, April). *Images of Older Adults in the Print Media*. Ohio Association for Aging Conference. Akron, Ohio.

Howard, S. D. (2005, August). *Who's Winning the Race: The Prevalence of Eating Disorders Amongst African American Female Athletes*. Summer School at the Institute of Sport and Exercise Science, University of Copenhagen. Copenhagen, Denmark.

Howard, S. D. (2004, March). *Sarah Bartmann: Deconstructing the Black Female Body*. Dr. Cheryl Burgan Evans Graduate Research Conference. Oxford, Ohio.

PROFESSIONAL DEVELOPMENT

Instructional Excellence (Spring 2018): Bloom's Taxonomy, Experiential Learning, Hamilton County School District (Spring 2018): Opportunity Zone Instruction and Initiatives (literacy, math, science, and public health).

UNIVERSITY & COMMUNITY SERVICE

The University of Tennessee at Chattanooga:

- Operation Move-In: Volunteer for students moving into dorms (August 2018)
- Reviewer for Ruth S. Holmberg Grant Award (2018)
- Faculty Advisor URace Summer Fellowship (Summer 2018): Keaunna Hailey (Exercise Science major): Research Topic: How Stress Impacts Academic Performance for African American College Students
- Faculty Advisor URace Summer Fellowship (Summer 2018): Deonna Starks (Political Science major): Research Topic: Movin' On Up: The Elements and Impact of Summer Bridge Programs
- Host and Coordinator for radio show on The Perch (DEA Public Health Radio Program) (2017 to present)
- UTC Suit-Up: Stylist for students at JCPenney Professional Career Workshop (January 2017)
- Journey to Wellness (worksite health promotion program for employees) (2016 to present)
- Developed & implemented first Allied Health Fair (Fall 2016 and Spring 2017) for local high school to increase interest in allied health fields
- Research Dialogues Facilitator (2016 to present)
- Operation Move-In: Volunteer for students moving into dorms (August 2017)
- Think Achieve Orientation Presentations for incoming freshman (summer 2017)
- Attendee: Leadership in Higher Education Conference (Atlanta, GA) (2016)
- Diversity Task Force (2016)
- Academic Affairs & Student Development Task Force (2016 to present)
- Operation Move-In & Parent's Welcome to UTC (2016)
- Search Committee Member for Multiple Positions (Pre-Health Advisor, Coordinator of International Student Recruitment & Advising, Coordinator of J1 Programs & International Student Recruitment & Advising, & Coordinator of International Student Recruitment & Advising (2016)
- National Institute of Health (NIH): Regional Seminar and Pre-Seminar Workshops (2015)
- Commencement Marshall (May and December Graduation) (2013 to present)

- NAACP (National Association for the Advancement of Colored People) Guest Speaker- “UTC Speaks Up: Making Our Voices Count” (2015)
- Steering Committee: Student Food Pantry (2015)
- Faculty Representative for College of Health, Education and Professional Studies- Institutional Strategic Plan (ISP) (2015)
- Faculty Mentor for Multicultural Mentorship Program (UTC, 2015)
- Think Achieve Faculty Fellow: Integrating Undergraduate Research into the Curriculum at UTC (2015-2016)
- Reviewer for Ruth S. Holmberg Grant Award (2015)
- Invited Guest Speaker for Black Issues Summit (UTC)- “Improving the Health of the Black Community” January 2015)
- Judge for Omega Phi Psi Fraternity Inc. UTC Talent Show (2015)
- Invited Guest Speaker for Black Issues Series (UTC)- “Health of the Black Community” (2014)
- Taught USTU 1250-First Year Studies: The UTC Experience (2014)
- HHP Faculty Representative: New Student Orientation (2014)
- BRAD Award (NIH) Steering Committee Member on interprofessionalism (2014 to present)
- StepUp! [Bystander intervention] Steering Committee Member (2014 to present)
- Invited Guest Speaker, WE Retreat (Women of Excellence) (2014)
- Journal Editor, The Journal of Adolescent and Family Health (2014 to present)
- Faculty Representative, Faculty Women of Color in the Academy Conference (Champaign, IL- The University of Illinois) (2014)
- Departmental Representative: UT-Chattanooga Wellness Committee (2013)
- Faculty Representative & Recruiter, The Compact for Faculty Diversity: The 20th Institute on Teaching and Mentoring (2013)

Department of Health Promotion & Human Performance-UTC:

- Departmental Honors Faculty Advisor: Rachel Smith (2016-2018)
- Departmental Honors Faculty Advisor: Kalah Vance (2016-2018)
- Search Committee Member: Department Head, Health & Human Performance (2017 to 2018)
- Departmental Honors Faculty Co-Advisor: Liana Rodriguez (2015-2017)
- Development & implementation of Health & Human Performance Graduate School Workshop (2015 to present)
- KINGS Club Advisor (Student Group focused on Physical Activity and Nutrition) (2015-2017)
- Invited Guest Speaker: Athletic Training Graduate Classes & Nutrition Courses (Presentation of Cultural Competency in Athletic Training) (2015 to present)
- Invited Guest Speaker: 2016- National Conference on Undergraduate Research (4 students presented)
- Faculty Adviser: Collaborative Health Student Organization (CHSO) (2015 to present)
- Advisor: over 60 undergraduate students (2014 to present)
- Committee Member, Departmental Student Honors Committee (2014-2015)
- Search Committee Member, Athletic Training Search Committee (2014)
- Committee Member, Exercise Science Workgroup (2013 to present)
- Committee Member, Health and Human Performance Awards Ceremony (2013-2015)

Community (Chattanooga, TN):

- Shoes for School: Volunteer for back to school events (August 2018)
- Chattanooga Boys Preparatory School Leadership Academy: Board Member, (March 2018-present)
- Minority Health Fair (2014 to 2017)
- After School D.A.N.C.E. Program- East Lake Academy of Fine Arts (2016 to present)
- After School D.A.N.C.E. Program- Orchard Knob Middle School (2017 to present)
- S.T.E.A.M. Presentation at Rivermont Elementary School (September 2017)
- Blue Cross Blue Shield GetFitAdvisory Board (2016 to present)
- STEMposium Presentation “Health Jeopardy”- Girls Inc., Chattanooga, TN (April 2016)
- In-Service Presentation, Ooltewah School District “How to Address Difficult Subjects in Health” (2014)
- Delta Sigma Theta Sorority, Inc. (Member)- Chattanooga Alumnae Chapter (2013 to present)
- Delta Sigma Theta Sorority, Inc. (Chapter President, Secretary))-Ithaca Alumnae Chapter (2009-2013)

Service to the Profession:

- NAKHE (National Association for Kinesiology in Higher Education): Steering Committee Member for 2016 Conference (San Diego, CA)
- TAA Council Elect (Text and Academic Authors Association): June 2015-July 2018
- Board Member: Educate Haiti Now (EHN)
- Facilitator for AESA National Conference sessions (American Educational Studies Association)
- Journal Editor: The Journal of Adolescent and Family Health (Chattanooga, TN- UTC)
- Sisters of the Academy (SOTA) (April 2014)
- Reviewer, Journal of Black Studies (2011-present)
- Editorial Board Member, Editorial Board for the *Ralph Bunche Journal of Public Affairs* (2008-present)
- Manuscript Reviewer, The Journal of American College Health (2007)
- Manuscript Reviewer, Leisure/Loisir: Journal of the Canadian Association for Leisure Studies (2005)

GRANTS

Preliminary proposal to the Robert Wood Johnson Foundation: Dr. Gregory Heath (Office of the Vice Chancellor for Research), Drs. Shewanee Howard-Baptiste, Charlene Schmidt, and Karissa Peyer (Health and Human Performance) Chattanooga Child Health and wellness Opportunities through Inter-Sectoral Collaboration and Environmental change (CHOICE)”

American Association of Black in Higher Education (AABHE) (higher education training workshop) Scholarship Recipient	\$2,500.00
DEA Public Health Radio Show (Partnership with Chattanooga Girls Leadership Academy (CGLA) High Impact Practices Development Grant- UTC	\$1,800.00
Are you Ready for a N.A.P.? Nutrition and Physical Activity UTC Academic Affairs & Student Development	\$1,800.00

The Right to Move: <i>Lemonade Series</i> in partnership with James Arnett (English) UTC Academic Affairs & Student Development	\$1855.00
Community Foundation of Greater Chattanooga Grant DANCE Intervention Program	\$8,500.00
CRISP Award (Collaborative Research Initiative for Sponsored Programs) Topic: The Best Town Ever: Where Cheap Meats and Sugary Foods Divide Cultures- December 2016 (UTC)	\$1,100.00
Think Achieve Grant-UTC (focus on undergraduate student experience-based and applied learning/co author Dr. Elgin Andrews)- January 2016	\$1,798.75
Recipient, Big Data Analysis Grant: Examining the Prevention of Stroke through an Analytic Lens: How Lifestyle Choices Impact Lifetime Outcomes (UTC)	\$4,000.00
Recipient, 2014-Ruth S. Holmberg Grant- UTC Award http://blog.utc.edu/news/2014/09/ruth-s-holmberg-grant-faculty-excellence-awards-announced/	\$5,000.00
Recipient/Physical Activity & Health Coordinator, 2014- COMPASS: Combating Obesity's Multiple Chronic condition through Preparation Activities Shared among Students program (UTC)	\$1.1 million/3 years
Recipient, 2012 Instructional Development Grant from Ithaca College	\$2,000.00
Recipient, 2010 Summer Research Grant. "Stressing Race: The Impact of Stress on the Health of Black Women in Higher Education" Ithaca College	\$3,350.00
Recipient, The Don Edwards Graduate Assistant Expense Fund Award (2006) Miami University (Ohio)	\$500.00
Recipient, Graduate School Research Award (2006). Miami University (Ohio)	\$500.00
Recipient, Women's Studies Memorial Award, Miami University (2005) Miami University (Ohio)	\$300.00
Recipient, American and World Cultures Research Award (2006) Miami University (Ohio)	\$300.00
Recipient, Department of Educational Leadership Graduate Research Award (2006) Miami University (Ohio)	\$300.00
Recipient, Graduate School Research Award, Miami University (2005) Miami University (Ohio)	\$300.00
Recipient, American & World Cultures Research Award (2005) Miami University (Ohio)	\$300.00
Recipient, Department of Physical Education, Health & Sports Studies Graduate Award, (2005) Miami University (Ohio)	\$200.00
Recipient, Department of Educational Leadership Graduate Research Award (2005) Miami University (Ohio)	\$300.00

AWARDS

Membership in The Alpha Society (The University of Tennessee at Chattanooga): The university's official honor society in recognition of outstanding academic achievement and service.

UTC/College of Health and Professional Studies 2016- Dean Stinnett Award

UTC Finalist, 2016- Outstanding Advising for the University of Tennessee at Chattanooga

Fellowship Recipient, 2015- National Institutes of Health (NIH): PRIDE- Program to Increase Diversity among Individual Engaged in Health-Related Research

Recipient, 2015- Outstanding Research Award (College of Health, Education and Professional Studies/UTC)

Recipient, 2015- Health and Human Performance Favorite Professor (selected by Cree Moore)

Recipient, 2015- Health and Human Performance Faculty of the Year Award

Recipient, 2014- Health and Human Performance Faculty of the Year Award

Recipient, 2014- Health and Human Performance Favorite Professor (selected by Richard Smith)

Recipient, 2012- "You Go Girl Award" From the Lansing Community for Girls

Recipient, 2010 "You Make A Difference Award" From the ALANA student community. Ithaca College.

Recipient, 2010 Academic Enrichment Services- Collegiate Science and Technology Program Salute: In recognition of service, involvement, inspiration, and mentoring of CSTEP participants at Ithaca College.

PROFESSIONAL MEMBERSHIPS

American Public Health Association (APHA) (Member, 2017)

Text and Academic Author's (TAA) Association (Member-2013 & Council Member-2015- present)

American Alliance for Health, Physical Education, Recreation and Dance (Member, 2010- present)

American Educational Research Association (Member, 2007- present)

The Gerontological Association (Member, 2008- 2009)

International Union for Health Promotion and Education (IUHPE) (Member, 2006)

Phi Kappa Phi (Member, 2003- present)

Delta Sigma Theta Sorority, Inc. (Member, 2002-present)

KEITH KING

Chattanooga, TN · 423-713-1236

keithking09@gmail.com · www.linkedin.com/in/keithjking

Experienced communications professional with a demonstrated history of managing public relations projects, events and activities for a global automaker. More than five years of direct experience in community relations, executing regional charitable giving programs, and government relations. Nationally recognized as an *Under 30 Rising Star* by PR News in 2018.

EXPERIENCE

JANUARY 2015 – APRIL 2019

BLUECROSS BLUESHIELD OF TENNESSEE, PROJECT MANAGER

Project manager for the BlueCross BlueShield of Tennessee Foundation's signature cause, BlueCross Healthy Places. Ensures the success of each project, ranging in budget from \$600,000 to over \$4 million, from contract to grand opening.

JANUARY 2015 – APRIL 2019

VOLKSWAGEN GROUP OF AMERICA, COMMUNICATIONS SPECIALIST

Responsible for the planning and implementation of activities and events that support strategic communications objectives. Manages communications events and projects for local, regional and national audiences from drawing board to completion. Plans and executes annual charitable giving program, establishing and maintaining relationships within the regional non-profit community. Participates in local and state government relations and stakeholder management efforts.

JANUARY 2014 – DECEMBER 2014

VOLKSWAGEN GROUP OF AMERICA, COMMUNICATIONS INTERN

Supported communications activities including project planning and execution, assisted with the implementation of the charitable giving program, participated in government relations efforts, drafted press releases and coordinated public tours. Tasked with redevelopment of social media accounts for Volkswagen Chattanooga and established new social media management processes.

EDUCATION

2009 - 2014

B.S. MASS COMMUNICATIONS ADVERTISING, SOUTHERN ADVENTIST UNIVERSITY

Graduated with honors. Took a gap year to volunteer at a secondary school in Nairobi, Kenya.

2017 - PRESENT

M.B.A., UNIVERSITY OF TENNESSEE CHATTANOOGA

SKILLS

- Project management
- Proficient in Microsoft Office
- Strong interpersonal and organization skills
- Excellent written and oral communications
- Media Relations
- Social Media management

STACEY RODDY

**11730 Burchard Road
Soddy Daisy, TN 37379**

**423-667-5915
afroddy@epbfi.com**

EDUCATION:

M. Ed., Administration and Supervision, Trevecca Nazarene University, 2003

Bachelor of Science (B.S.), Early Childhood and Elementary Education, University of Tennessee
at Chattanooga, 1983

PROFESSIONAL EXPERIENCE – HAMILTON COUNTY SCHOOLS:

Director of Elementary Math and Science, Central Office, March 2006 – December 2015

NSF Grant (\$5 million dollars), Project Internal Evaluator/Professional Development
Coordinator, Central Office, June 2002 - February 2006

Consulting Teacher, Ooltewah Middle School, Orchard Knob Middle School, and Falling Water
Elementary School, 2000-2002

Mathematics Teacher, Loftis Middle School, 1995-2000

Mathematics/Science Teacher, Daisy Elementary School, 1986-1995

Kindergarten Teacher, Red Bank Elementary School, 1985-1986

PROFESSIONAL ACTIVITIES:

Tennessee State Board of Education's Standards Review Committee, November 2014 – June 2016

- Appointed to serve in Math Standards Review and Development Committee – vertical alignment of K-12 Mathematics Standards
- Served as a chair of K-5 Math Standards Team – writing the state standards for K-5 Mathematics with selected educators from Tennessee.

Tennessee Mathematics Leadership Team, January 2013 – December 2013

- Served in an advisory role for guidance and support of mathematics instruction and resources
- Authored instructional tasks published and utilized on the state TNCore website

Establish Mathematics Learning Laboratories in partnership with Teachers Development Group,
2010 – 2014

Tennessee Presidential Award for Excellence in Mathematics and Science Teacher Selection Panel, 2010

Panelist for State Standard Setting to recommend cut scores for new elementary state assessment, 2010,
2014

Served on the State Standards Committee for writing Tennessee Mathematics Standards, 1998, 2008-2009

Developed Mathematics Model Classrooms/Mathematics Coaching Model in 20 Elementary Schools, 2006 - 2015

Organized and Facilitated District-wide Elementary Mathematics Professional Development, 2006 – 2015

Served on numerous Tennessee Mathematics Assessment and Bias Committees, 2000 – 2014

Managed numerous Math/Science Partnerships (MSP) and Improving Teacher Quality (ITQ) Grants with UTC, MTSU and TN Tech, 2000 – 2013

Organized District-wide Middle School Math Professional Development, 2000-2006

Worked with a committee to develop Math Grade Markers for Hamilton County Schools, 1998

Wrote Performance Tasks for Middle School Mathematics, 1998

Wrote a Banking Curriculum for Middle Schools in collaboration with UTC Engineering Department, 1996

PRESENTATIONS:

Co-presenter at the TN LEAD Conference: Building a Culture that Supports Student Learning in Mathematics: Hamilton County's Journey Towards a Cohesive Approach to Instruction, October 2013

Co-presenter, National Leadership Seminar of Mathematics Professional Development (Portland, Oregon), February 2011

Presenter, PEF/HCDE Winter Leadership Institute, 2008

Presenter, Train-the-Trainer Mathematics Professional Development Sessions, 2000 - 2015

Co-presenter, Algebraic Reasoning Institutes I & II, 1999

Co-taught a Graduate Course, Working with Special Needs Students in Math & Science, 1998

Presenter, Hamilton County District-wide Mathematics and Leadership Professional Learning Sessions, 1995 – 2015

PROFESSIONAL MEMBERSHIPS:

Chattanooga Area Math Teachers Association

National Council of Supervisors of Mathematics

National Council of Teachers of Mathematics

Association for Supervision and Curriculum Development

National Staff Development Council

Delta Kappa Gamma

Phi Delta Kappa

CONFERENCES:

Annual NCSM Conferences, 2000-2015

Annual NCTM Conferences, 1995-2015

Tennessee Supervisors' Academy, 2008-2010

Leadership Seminar in Mathematics Professional Development, 2005

Designing Professional Development for Teachers of Math and Science-West Ed, 2002

ASCD Conferences, 2000, 2006

Connected Mathematics Institute at Michigan State University, 1999

Building Support for Curricular Change: K-12 Math Curriculum Center, 1999

Strategies for Implementing TN Math Framework (K-8) – UT Martin, 1998

TEA Representative Assembly, 1996

Problem Solving and Mathematical Reasoning Institute at UTC, 1995

PROFESSIONAL ACHIEVEMENTS AND AWARDS:

Selected for Leadership Fellows Program, Public Education Foundation, 2005-2006

Selected to participate in WestED National Academy of Math and Science Leadership, Cohort V, 2004-2006

Awarded CSRD Grant (\$200,000) for Orchard Knob Middle School, 2002

Awarded Accountability Grant (\$80,000) for Orchard Knob Middle School, 2001

Awarded a grant from Southeastern Institute of Visual Arts, 1998

Invited to join Delta Kappa Gamma, honorary teaching society for women educators, 1998

Finalist in HCEA Distinguished Classroom Teacher of the Year, 1997

Loftis Middle School Teacher of the Year, 1997

Tennessee PTA Honorary Life Membership Award, 1995

Who's Who Among America's Teachers – nominated by former students, 1994, 1998

Nominated HCEA New Distinguished Classroom Teacher of the Year, 1990

Daisy Elementary Teacher of the Year, 1989

W. Keith Sanford

Professional Experience

March 1, 2016, President and CEO, Tennessee Aquarium

Started employment at First Tennessee June 30, 1980, and left March 2016 after almost 36 years

1980-1985 Management trainee, worked way up to Branch Manager

1986-1991 Vice President and RM, Correspondent Banking, covering TN and AL

1991-98 VP and Manager Correspondent Banking

1999-2011 EVP and Retail Banking Executive, SE Tennessee

2011-2016 Market President

Personal

Native of Lynchburg, Virginia

Married to Julia Grosvenor Sanford of Memphis for 38 years

We have 4 children, Charles 323 (wife Meg, son Brougner), Phillips 30, Julia 28, and Elizabeth 26

Live on Lookout Mountain

Attend Church of the Good Shepherd Episcopal, and am currently treasurer and verger

Education

1976 graduate of Virginia Episcopal School

1980 graduate Washington and Lee University

1985 SE School of Banking

1988 Graduate School of Banking of the South

Professional

World Association of Zoos and Aquariums, Aquarium Affairs Committee

AZA Aquarium Affairs, Committee to rewrite Accreditation Financials

Former Faculty and Bank Simulation Team Leader, SE School of Banking, Nashville

Former director and President, Young Bankers Division, Tennessee Bankers Assoc

Former Trustee and Board Chair, SE School of Banking

Former Trustee, Graduate School of Banking of the South

Current Civic

Member, Director and immediate past President, Chattanooga Rotary Club

Director and former board chair, Caldsted Home and Foundation (Elder Care)

Chair, planning commission City of Lookout Mountain, GA

Chair, finance committee, City of Lookout Mountain, GA

Board, former Exec Committee, Chattanooga Area Chamber of Commerce

Board Chair and Founding Director, Tivoli Foundation (historic theater)

Trustee, Helen Ross McNabb Foundation (mental health)

Chair and Director, Chattanooga Convention and Visitors Bureau

Director, Riverfront Business Association

Trustee, Chattanooga State Community College Foundation

Member of the Chancellors Round Table, UTC

Director, Tennessee Tourism Council

Past Civic

Trustee and past Chair of Management Committee, past treasurer, Hunter Museum of American Art
Director, former Executive Committee, United Way, former campaign chair
Director and Board Chair, Fort Wood mental health center
Board Chair and Director, Creative Discovery Children's Museum
Board Chair and Director, Ballet Tennessee
Board Chair and Director, Association of Visual Arts
Board Chair and Director, Junior Achievement of Chattanooga
Director, Children's Hospital at Erlanger Medical Center Foundation
Director, Alexian Brothers Foundation (Elder support)
Director, St Barnabas Senior Living
PTO President and Treasurer, Fairyland School
Vestry and Senior Warden, Church of the Good Shepherd Episcopal
Director and board chair, Children's Home/Chambliss Shelter
Trustee and Treasurer, former chair of annual fund, Girls Preparatory School
Co Chair, Civil War sesquicentennial, Chattanooga, Lookout Mtn, Chickamauga Military Park
Trustee and Treasurer, Chattanooga Theatre Centre
Director, Chattanooga Symphony and Opera
Director and treasurer, Arts Build
Trustee, Tennessee Aquarium
Trustee and Chair, Lookout Mountain Conservancy (Land Trust)

Fund Raising

2015 Campaign Chair United Way Campaign
Co-chair Chambliss Children's Center Capital Campaign
Past Chair GPS Annual Fund
Co-chair Sesquicentennial Campaign for Battle of Chickamauga/Lookout Mountain
Chattanooga Friends of the Park Annual Dinner
Fletcher Bright Fund for Strings
Chattanooga Chamber Membership Campaign
Chattanooga Chamber Economic Development Campaign
Four Bridges Patron Event
Have worked telethons for: Arts Build, McCallie, GPS, Fairyland School, WTCI and others I can't remember

Honors:

Manager of the Year, 2014
Fundraiser of the Year, 2014
Cotton Ball King 2014

Susan C. Stein

200 Manufacturers Road Unit 606, Chattanooga, TN ✧ 37405 ✧ (423)991-9172 ✧ scsdesigns@hotmail.com

Professional Experience

SCS Designs, Chattanooga, TN

Interior Design Consultant/Owner, 2004 – Present

- Residential design.
- Lead Designer for Chambliss Center for Children's Transitional Living Housing.

Homes and Havens, Chattanooga TN

Director of Development/ Team Member 2018 - 2019

- Doubled donations in one year's time.
- Cultivation of relationships with new donors and education of community about our service population and our impact on the community.
- Hands-on work with volunteers.
- Installing and curating designs for the women we serve.

Chambliss Center for Children, Chattanooga, TN

Assistant Director of Development, 2012 - 2014

- Worked in collaboration with the Board of Directors to create and implement strategic plan.
- Responsible for designing, planning, and implementing successful fundraising events that generated major funds for Chambliss Center.
- Liaison to the Board of Directors. Managed relationships with Board Members including helping them identify how they best could serve our organization.
- In charge of recruiting new Board Members.
- Maintained contact with existing donors and cultivated new donors on an ongoing basis.
- Responsible for communications with major donors including thank you gifts and letters, notification of ongoing projects and events.
- Designed and implemented educational forums for large groups, businesses, and future donors about Center's mission and its outcomes.
- Worked with development team to select and utilize donor management software.

ETCETERA, Chattanooga, TN

Independent Personal Stylist/Agency Owner, 2009 - 2014

- Owned and operated an independent agency for six years.
- Leader in direct sales fashion for women for a couture level clothing brand.

- Provided trunk show style shopping along with personal styling and wardrobe consulting
- Managed a sales team of 3 members.
- Consistently led sales in the region with yearly sales of \$250,000+.

Talley and Company, Chattanooga, TN

Partner, 2001 - 2004

- Partner in interior design firm.
- Refocused direction from a retail store to a high-end design firm.
- Responsible for acting as client's representative and design manager, overseeing all aspects of design, renovations, and relocation.
- Reviewed and selected all color, fabrics, wallpaper, paints, lighting, furniture, and carpets with clients.

Yessick's Interior Design, Chattanooga, TN

Interior Design Associate, 1997 - 2001

- Responsible for cultivating relationships with retail customers and converting them to design clients.
- Designed and managed projects in Chattanooga and Clearwater, Florida, that included homes in excess of 20,000 sq ft.
- Managed large budgets.
- Coordinated teams of workrooms and installers, as well as delivery of large quantities of merchandise.
- In charge of managing purchase orders for designers.

Education

University of Tennessee at Chattanooga, Chattanooga, TN

Bachelor of Science in Interior Design, 1997

Awards

2011 Woman of Distinction

Boards and Community Service

- 2000: THE BUNNY HOP!!!, Co Founder, Co-Chair 2000-2003
- 2003-2011: Chambliss Center for Children, Board of Directors, Board Chair, Chairman of Development, Executive Committee
- 2007: Spectrum Hunter Museum of Art, Co-Chair
- 2009-2011: Hunter Museum of Art, Development Committee, Executive Board
- 2010-2013: 4 Bridges Art Festival, AVA Development Committee
- 2010-2013: 4 Bridges Patron Party, Co Chair

- 2012: Church of the Good Shepherd to include a full sermon, Stewardship
- 2014-2016: Chambliss Center for Children, Capital Campaign Leadership Team
- 2015–2019: Family Promise Good Shepherd Church, Lead Coordinator
- 2016: Garden Club of Lookout Mountain Flower Show, Co-Chair
- 2017-2019: Garden Club of Lookout Mountain, Programing Co-Chair
- 2017: CO. Starters Core, Nine week program cohort based program that turns ideas into action.
- 2017: Facilitated Fowlers Furniture Shoppe donation of furnishings for Chambliss Center, 8 new transitional living apartments. Designed new apartments.
- 2017-2018: Bowen Theory Training Program
- 2018: A-Step Ahead, Major Donor Party
- 2019: Stewardship Committee Church of The Good Shepherd
- 2019: Team Member Anthropologie Seasonal Associate

Tammy L. Swenson

5924 Lake Resort Drive
Hixson, Tennessee

423.697.4418
423.260.3441

Professional Profile

- Demonstrated ability to lead & motivate
- Ability to strategically analyze situations and develop plan for solution
- Capacity to manage numerous priorities and projects
- Ability to make difficult decisions
- Ability to bring projects to completion under deadlines
- Effectively evaluates performance
- Fiscally conservative

Professional Experience

Executive Vice President, Business and Finance and Athletic Director

Chattanooga State Community College, Chattanooga, TN
July 2008- Present

Position establishes institutional goals and objectives for the athletic and business and finance units including the Business Office, the Bursar's Office, Child Development Center, Plant Operations, Print Services, Food Service, Bookstore, and Financial Aid. Evaluates results, develops and recommends policies, procedures, programs and improvements relative to the division. Advises management on effective fiscal and facility administrative practices. Ensures compliance with federal, state, and local regulations, policies, and reporting requirements. Provides leadership in strategic financial planning. Identifies methods for improvement in efficiency and effectiveness. Supervises activities and evaluates performance of the Assistant Vice President of Business and Finance, Bursar, Executive Director of Plant Operations, Director of Financial Aid, Athletic Coaches, and the Executive Secretary. Coordinates the preparation, presentation, and management of the college budget, capital outlay requests, and annual financial reports to the Tennessee Board of Regents. Oversees construction, renovation, and utilization of college facilities. Oversees daily operations of the Athletic department. Participates in the general governance of the college.

Vice President of Business and Finance

Chattanooga State Technical Community College, Chattanooga, TN
1996- 2008 (Served as Interim Vice President of Business and Finance, 1991 and 1995)

Position establishes institutional goals and objectives for the business and finance unit including the Business Office, the Bursar's Office, Child Development Center, Plant Operations, Print Services, Food Service, and Bookstore. Evaluates results, develops and recommends policies, procedures, programs and improvements relative to the division. Advises management on effective fiscal and facility administrative practices. Ensures compliance with federal, state, and local regulations, policies, and reporting requirements. Provides leadership in strategic financial planning. Identifies methods for improvement in efficiency and effectiveness. Supervises activities and evaluates performance of the Assistant Vice President of Business and Finance, Assistant Vice President of Grants and Contracts, Assistant Vice President of Plant Operations, Director of Print Services, and the Executive Secretary. Coordinates the preparation, presentation, and management of the college budget, capital outlay requests, and annual financial reports to the Tennessee Board of Regents. Oversees construction, renovation, and utilization of college facilities. Participates in the general governance of the college.

Director of Accounting Services

Chattanooga State Technical Community College, Chattanooga, TN
1987 – 1996

Supervised (i.e. hire, train, set goals and objectives, and evaluate performance) business office employees. Directed all general accounting functions including accounts payable, general ledger, and preparing bank reconciliations. Established and maintained a stringent internal control structure. Developed fiscal policies and procedures for the college. Coordinated the submission of the annual appropriation request to the Tennessee Higher Education Commission. Managed cash, investments, and prepared all financial reports including budgets for the college and technology center.

Legislative Auditor III

State of Tennessee Nashville, TN
1983 – 1987

Conducted annual audits of all Tennessee colleges and universities in both the University of Tennessee System and the Tennessee Board of Regents System in accordance with generally accepted governmental auditing standards. Designed audit programs to evaluate each institution's internal control structure. Determined

the fairness of the presentation of all financial statements. Assessed compliance with laws, regulations, contracts, and grants. Recommended appropriate actions to each institution's President to correct deficiencies. Conducted audits of subcontractors receiving state funding and of State of Tennessee agencies (including the Department of Conservation, the Department of Transportation, the Department of Health and Environment, and various Human Resource agencies). Supervised audit teams of five auditors, reviewed their work, and prepared performance assessments of each on all audits.

Education

Masters of Business Administration University of Tennessee, Chattanooga, TN
1993

Bachelors of Science Tennessee Technological University,
Cookeville, TN
1983
Major: Accounting

License/Certifications

Certified Public Accountant (No. 13688), May 1993
Certified Government Financial Manager, July, 1995

F7. BOARD POLICIES, INCLUDING POLICIES ON OPEN MEETINGS AND OPEN RECORDS³⁴

The Montessori Elementary @ Highland Park Governance board will establish and secure board approval for policies to institutionalize and ensure consistency in critical governance and operations functions. All policies and procedures will be consistent with Tennessee statutory requirements including licensing requirements for teachers, open meetings and public records, civil rights, health and safety standards, public records, immunizations, etc. as specified in Tennessee Code Annotated § 49-13-105 and 111.

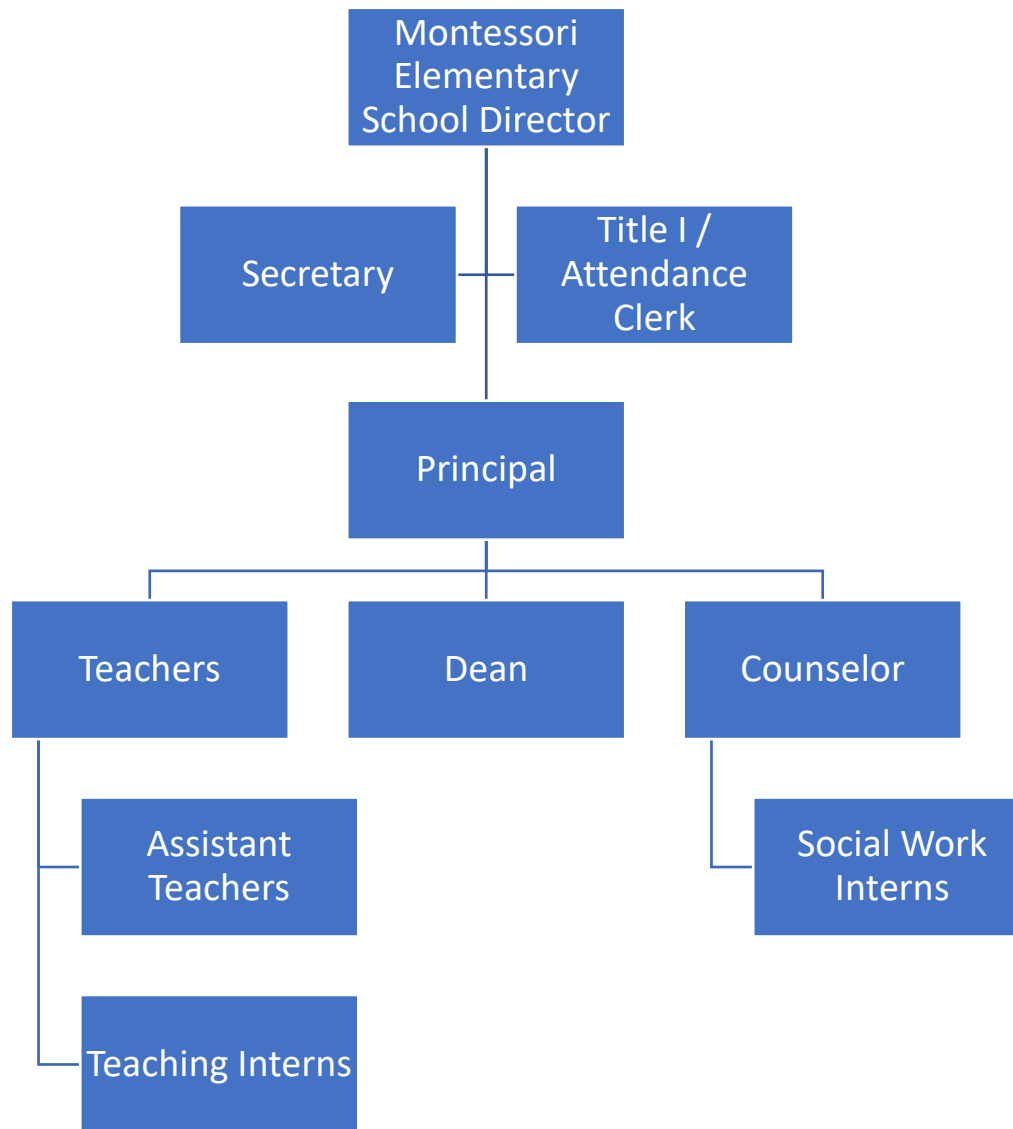
Transparency in board and school governance are hallmarks of Montessori Elementary's ethos and both boards will comply with open meeting and open records requirements.

In addition to the Code of Ethics (see F.4) and Conflict of Interest policy (see F.5), Montessori Elementary will establish the following policies.⁵³

- ***Nondiscrimination Policy:*** provides that nonprofit organizations will treat employees and job applicants fairly, and without regard to at least several federally-protected classes such as disability, race, creed, color, national origin or sex.
- ***Donor Privacy Policy:*** ensures that donors' personal and donation information will be kept confidential and will not be shared with anyone outside the nonprofit organization, unless the donor approves.
- ***Gift Acceptance Policy:*** describes what types of gifts a nonprofit organization will and will not accept from donors and which staff or board members will make those decisions.
- ***Document Retention and Destruction Policy:*** identifies the types of paper documents and electronic files the nonprofit generates, lists how long the organization will retain them and requires monitoring progress with compliance in written form.
- ***Review Process of Form 990:*** allows board members, or a board subcommittee, adequate time to conduct a meaningful review of the nonprofit's Form 990 before it is submitted to the IRS. This process should also allow for feedback and revisions based on input.
- ***Meeting Minutes Documentation Procedure:*** ensures that boards take minutes of their meetings while the meetings occur, not afterwards, and retain them safely for the long-term.

³⁴ This list is adapted from the Chattanooga Center for Non-Profits' *A Guide to Starting a Nonprofit in Tennessee*. <http://www.cnpchatt.org/downloads/FinalWebVersion.pdf>

ATTACHMENT G. SCHOOL ORGANIZATIONAL CHART



ATTACHMENT H. SCHOOL LEADER RESUMES / STUDENT ACHIEVEMENT DATA

Dr. Swafford's resume is included. In addition to the student achievement data included below, please see Section 4 and Attachment R.

Elaine Swafford

1914 Albermarle Drive
Hixson, TN 37343

423.718.4229

Education

Ed.D. Educational Leadership, University of Sarasota, 1999
Doctoral Dissertation: The Impact of Course Intervention versus Non-Kaplan Studies Courses on First Year Retention and Academic Progress.

M.A. Administration & Supervision, Austin Peay State University, 1982

B.S. Health Sciences and Physical Education/Biology, Austin Peay State University, 1981

Professional Profile

Thirty-seven years of experience in public and higher education	Ability to make difficult decisions
Demonstrated ability to in planning, administration and leadership	Expertise in the areas of retention and learning community development
Ability to build an instructional educational environment for the benefit of teaching and learning for all students	Experience in building and implementing various educational programs initiatives
Ability to strategically analyze situations and develop solutions	Ability to bring projects to completion under deadlines
Demonstrated ability to implement new and innovative programs	Effectively evaluate performance and provide guidance
Capacity to manage numerous priorities	Proven fiscal operations responsibilities
Ability to foster professional development among school personnel	Visionary, energetic, positive attitude, and excellent interpersonal skills
	Proven commitment to serving faculty, staff, and students

Professional Experience

CEO Chattanooga Girls Leadership Academy

July 2012-Present

Responsible for daily operations of the first all-girls STEM school in the State of Tennessee for grades six through twelve. Reports directly to the CGLA Board of Directors, while being held accountable for achieving improved academic achievement by local LEA and State Department of Education.

Responsible for providing visionary leadership, shaping and re-structuring the instructional environment to move the school from low performing to highly proficient, through the formation of a rigorous curriculum for all students. The mission is to provide girls and young women with a rigorous college preparatory education focused on math, science, and technology in a supportive environment that nurtures

self-confidence, inspires leadership, encourages critical thinking, and promotes academic excellence. CGLA students have the opportunity to participate in a variety of hands-on educational activities that nurture self-confidence, inspire leadership, encourage critical thinking, and promote academic excellence.

Achievements:

Successfully led school turnaround efforts from the bottom 5 % of state to top 5% in the state and avoided the state school closure list.

Moved ACT scores from 13.8 average to 20.4 ACT average

Increased college going rate to over 90%

Increased graduation rate to over 90%

Provided leadership to assure stabilizing fiscal operations

Achieved Reward School Status and TVAAS 5 Level

CEO Chattanooga Preparatory

January 2016-December 2018

Founding CEO of Chattanooga Preparatory School for under-represented and low-income boys, and responsible for overseeing and directing all the daily operations of sixth-twelve stem school. Assisted in leading a successful fundraising capital campaign and for general school operations for the first public charter schools for boys in the Chattanooga community.

Vice President, Student Affairs

Chattanooga State Community College, Chattanooga, TN

July 2008- July 2012

In reporting to the president assumed responsibilities for policy development, accreditation, strategic planning, and professional development. Member of the president's cabinet and executive staff. Position establishes institutional goals and objectives for all student affairs programs and seeks resources to accomplish these objectives. Student affairs division encompasses Admissions, Records, Enrollment Service Center, Career Services and Counseling, Enrollment Management and Retention, Recruiting, K-12 partnerships, Placement Services, Disability Services, Student Activities, student publications, Veteran Affairs, Multicultural Services, Student Life, Adult Service Center, Educational Outreach Program, Judicial Affairs, orientation, AE/GED programs, mentoring program, Middle College High School, and Diploma Completion Program. Interaction and collegial support for all departments including, Academic Affairs, Business and Finance, Fund Development, Institutional Effectiveness, Economic and Community Development, Tele-counseling Center, Tennessee Technology Center, and all off-campus sites. Provides leadership for planning and evaluates programs to foster an environment and climate supportive of student retention and success. Develop effective recruiting programs of students in collaboration with other departments. Ensure full and open access and services to all prospective and matriculated students. Plan and coordinates the utilization of financial, human and facility resources related to student affairs. Develop and implement the annual budget and ensure authorized expenditures within budget allocations. Provide leadership in the selection, development, and evaluation of personnel. Participate in community activities to promote the College. Oversee college-wide Enrollment Management Efforts.

Achievements:

- In collaboration with Academic Affairs and Business and Finance Division, lead the reorganization of the enrollment services into a One-Stop Shop
- Initiated the Distinguished Professor Award through coordination with Student Government Association
- Attend and participate in weekly Academic Affairs' Deans Cabinet meetings
- Lead partnership with the Hamilton County Department of Education to develop K-12 access initiative
- Participates in the colleges' P16 initiative
- Served on the SACS Accreditation Committee
- Implemented a Professional Development Academy for the Student Affairs Division
- Established a Principals Advisory Committee for Hamilton County and outlying areas
- Reorganized the entire Student Affairs Division
- Planned and oversight responsibilities for renovation of Student Services Building
- Assisted in the A100 Guidelines implementation for the college campus
- Implemented a meeting for all campus personnel at the Director and Coordinator level to improve process communication
- Spearheaded the implementation of the Document Imaging System for the entire campus community
- Implemented monthly Student Affairs Advisory and Student Advisory to include all divisions input on campus
- Implement the Diploma Completion Project in partnership with Hamilton County Department of Education for dropouts ages 17-19
- Initiated a campus wide mentoring program with over 90 mentors
- Mandated Orientation for all new students entering Chattanooga State
- Implemented mini-orientations for high school seniors on their campus
- Provided Off Campus training for One-Stop Shop concept
- In conjunction with Academic Affairs implemented the October-December fast track classes
- Initiated the effort to re-design the Application/Registration calendar
- Initiated the collaborative effort for student support services between the TTC and Student Affairs
- Implemented online orientation
- Assisted in moving our Middle College High School from transfer only to a technical path
- Implemented online and written customer satisfaction surveys
- Assisted in initiating bookstore charges for financial aid students
- Increased Student Activities 138 % in one academic year
- Initiated letters and emails to students using Hobsons
- Initiated Hobsons Retain in order to promote retention as a campus-wide effort

Area Superintendent

Hamilton County School System, Chattanooga, TN

July 2007- June 2008

Directed all school operations in assigned area, ensuring the achievements of district instructional goals within the area. Actualized the goals of the Board of Education and the Superintendent through area wide planning, direction, program initiatives, benchmarking and continuous improvement. Worked within a structure that required strict accountability; knowledge of school and district organization, operations,

policies, and objectives; and strong organizational, communication, and interpersonal skills. Ensured assignment of campuses complied with state, federal, and school board policies and laws.

Achievements:

- Lead instructional walk-through for grades K-12
- Supervised operation of and provided instructional oversight to twenty-five schools within the district
- Provided plan in moving two schools from high priority (Schools On Notice) to Safe Schools Status
- Assisted in implementing the SMART management tool
- Evaluated the performance of campus principals in assigned area
- Collaborated with principals and faculty to develop curriculum and instructional improvement plans
- Lead faculty and staff in learning how to build Professional Learning Communities
- Ensured the quality and implementation of School Improvement Plans for each campus in assigned area, including school-centered education implementation and involvement
- Ensured proper business and budget practices of area office and campuses
- Ensured each campus in assigned area improved performance, teacher attendance, drop out rate, and the number of students in Advanced Placement classes
- Ensured the offering of a balanced curriculum on each campus in assigned area
- Ensured continuous progress in student achievement on each campus in assigned area
- Established a collaborative relationship with all departments and divisions to ensure support of local campus academic, fiscal, training, and facility needs.
- Made frequent visits to school within areas, participated in classroom evaluations, conducted meetings regarding data of student achievement
- Ensured parent and community involvement on each campus within assigned area
- Represented the Superintendent with Chamber, HCEA and other organizations

Executive Principal, Howard School of Academics and Technology

Grades 6-12

Hamilton County School System, Chattanooga, TN

2004 - 2007

Responsible for providing visionary leadership for shaping and re-structuring the instructional environment of a school in need of an educational re-birth, through the formation of a rigorous curriculum for all students. Responsibilities included directing all school operations and providing instructional leadership through motivating, training, and evaluating personnel. Assured the successful implementation of a balanced, standards-based system of teaching and learning through problem-based and competency-driven programs. Provided leadership for proven continuous progress in student achievement through data-driven decision making and accountability processes. Managed numerous grants and financial resources for continuous school program improvement.

Achievements:

- Improved Gateway Scores, Graduation Rates, and Attendance Rate over a three-year time frame
- Led turnaround efforts and combined Franklin Middle School with Howard School to become a 6-12 school for the community
- Provided leadership to faculty in guiding reform effort through rigorous and relevant curriculum implementation
- As the Executive Principal of the lowest performing school in Hamilton County (TN), the graduation rate increased 41.8% and math proficiency scores increased 184.6%.

- Implemented curriculum and instructional processes for grades 6-12 using Understanding by Design and Differentiated Instruction Researched Instructional Models
- Lead effort to establish Network Learning Community for Feeder Pattern Schools
- Established the 9th Grade and three other Academies
- Established a Prevention Intervention Resource Team
- Established financial and mentoring partnerships with area businesses
- Re-birthed the PTSA and Alumni Associations
- Established a Professional Learning Community
- Implemented TCAP and Gateway Academies
- Lead the development and implementation of the School Improvement Plans
- Secured significant financial and support partnerships from various business and industry partners
- Established a new perception and set high expectations by changing school culture

Vice President, Economic and Community Development

Chattanooga State Technical Community College, Chattanooga, TN

2001 – 2004

Provided leadership and administered all activities related to the programs of Continuing Education/Business and Community Development Center, Recruitment, Cooperative Education and Placement, ABE/GED program, WIA/Families First, Telecounseling Center, Small Business Development Center, and the operation of three off-campus sites. Responsible for maintaining professional working relationships with schools, businesses, industries, State agencies and the community at large.

Achievements:

- Increased enrollment at off-campus sites by 25%
- Increased revenue in Business and Industry Training/Continuing Education to over \$1 million
- Assisted in implementation of Middle College High School
- Assisted Chamber of Commerce in developing partnerships with Hamilton County Department of Education
- Launched Project AHEAD for at-risk low income adult students – 70% retention rate since August 2002
- Established partnership with Signal Centers for funding Project AHEAD
- Assisted in initiating Vocational Articulation Agreement with Hamilton County Department of Education
- Initiated Business Systems Technology Program with Urban League, Department of Human Services and other participants
- Established apprenticeship program for Chattanooga Housing Authority
- Created advisory committees for Economic & Community Development Division
- Launched ACT Testing Center
- Speaker at various high school and community functions

Vice President, Institutional Advancement and Enrollment Management

Chattanooga State Technical Community College, Chattanooga, TN

September 1999 - 2001

Responsible for the leadership and administration of all activities related to the programs of Enrollment Management, Recruitment and Retention, Marketing, Workforce Development Training, Institutional Development, fundraising, Cooperative Education and Placement. Responsible for relationship building with high schools, business and industry and other community activities.

Achievements:

- Assisted in launching major fundraising campaign for the institution
- Re-established relationships with Harriet Tubman, Poss Homes, East Lake Communities
- Initiated contract with Urban League and Signal Centers for Fall enrollment
- Assisted in securing ten scholarships from TVA for Engineering Technology students
- Implemented Hispanic Outreach Center
- Initiated a Retention Committee on campus
- Redefined Call Center for recruitment and retention
- Developed a Policy and Procedure manual for Internet and Intranet
- Established early timelines for Marketing – catalog, schedules, advertising
- Targeted new business opportunities for training through BCDC
- Assisted each department within division in setting up budget projections for upcoming year

Dean, Continuing Education/Business and Community Development Center

Chattanooga State Technical Community College, Chattanooga, TN

March 1996 - 1999

Provided leadership, direction, and coordination for activities relating to high school recruitment, enrollment management teams, development of courses for business and industry and the operation of two off-campus sites. Responsible for monitoring all financial budgets and resources.

Achievements:

- Increased revenue account in Continuing Education by \$400,000
- Served over 150 companies annual in business training
- Established a college wide enrollment management team
- Assisted in establishing the Institute of Applied Management

Director, College and Community Relations

Chattanooga State Technical Community College, Chattanooga, TN

November 1993 – March 1996

Provided guidance and support for all activities associated with recruitment and marketing of training programs. Created and maintained professional working relationships with schools, businesses, industries and the community.

Achievements:

- Increased high school recruitment to 21%
- Established model training program with Dupont Corporation
- Implemented a successful Business and Industry Training Program

Director, Cooperative Education Program/Career Counseling

Chattanooga State Technical Community College, Chattanooga, TN

1988 - 1993

Responsible for the planning, development and implementation of the Cooperative Education Program, including recruitment of employers and placement of students. Provided career counseling on individual basis and through career groups and workshops.

Achievements:

- Responsible for resurgence of Cooperative Education program
- Wrote and acquired \$290,000 Cooperative Education Federal Grant
- Established successful Cooperative Educational partnerships with business and industry
- Excellence Award for the National Institute for Staff and Organizational Development

College Academic Experience

Taught Freshman RI 100 Classes for incoming first-time students

High School Academic Experience:

Teacher

Tyner High School, Chattanooga, TN

Head Coach, Basketball

1986 – 1988

Teacher

Howard High School, Chattanooga, TN

Head Coach, Basketball

1985 – 1986

Teacher

Soddy-Daisy High School, Soddy Daisy, TN

Head Coach, Basketball/Volleyball

1983 – 1985

Assistant Women's Basketball Coach

Austin Peay State University, Clarksville, TN

1982 – 1983

License/Certifications

Professional License

Biology 7 – 12

Health & Physical Education K – 12

Admin Supervisor 7 – 12

Professional Administrator License

Professional Administration PreK – 12

Community Involvement

Leadership Tennessee Class V

2020 President-Elect of Downtown Rotary

Current Board Participation:

Downtown Rotary
Chattanooga Visitors and Convention Bureau
Big Brothers Big Sisters
UTC Chancellor's Roundtable
UTC Honor's College
UTC College of Computer Science and Engineering
Tennessee Charter School Center
YMCA Metro Board
Public Charter School Leaders of Color Collective Action Steering Committee

Past Board of Directors and Advisory Committees:

Chairman, Girls Incorporated of Chattanooga
Board of Directors, Salvation Army
Board of Directors, Chattanooga Area Chamber of Commerce
Vice Chair, Chattanooga Area Chamber of Commerce Workforce Development Committee
Board of Directors, Partnerships for Family and Children Services
Board of Directors, Chattanooga Goodwill Industries
Board of Directors, Urban League
Board of Directors, March of Dimes
Board of Directors, Peoples Community Development Corporation

United Way Advisory Committees
 Ready by 21 for School Life and Work
 Building Stable Lives
Advisory Member, 28th District Community Development Corporation
 The AIM Center
 Girls Incorporated
 Domestic Industry Coalition
 Construction Industry Corporation
Past Vice-Chair, Job Service Employer Committee
Past Co-Chair, Urban League Fundraiser
Education Projects, Junior Achievement
Chairperson, Abilities & Awareness Expo for the Disabled, Chattanooga State



History	➤ First single-gender public charter school in Tennessee ➤ First charter school approved in Hamilton County ➤ Opened in July 2009 and serves grades 6-12
Focus	➤ STEAM: Science, Technology, Engineering, the Arts and Math ➤ Project Based Learning (PBL) integrated across the curriculum ➤ Rigorous college preparatory education challenging all girls at the highest level
Students	➤ 369 students in 2019-20 school year ➤ 53% African American, 42% Latina, 3% Caucasian, 2% two or more races ➤ 88% of CGLA students are from low-income households ➤ 9% of CGLA students are English Language Learners, and 8% receive special education services ➤ Over 85% of CGLA's students live in Chattanooga's urban core
Impact	➤ CGLA earned a Level 5 TVAAS ranking for 2018-19 (the highest level awarded by the state for annual academic growth). ➤ CGLA was named a 2018-19 Reward School for achieving significant academic growth. ➤ CGLA increased its ACT composite score by 6.7 points in 6 years. ➤ CGLA's 2018 ACT composite score of 20.4 was higher than the state and district average. ➤ CGLA's graduation rate and college-going rates have averaged more than 90% over the last three years. ➤ CGLA's 2019 graduating class of 28 girls secured more than \$450,000 in college scholarships.
Honors	➤ CGLA was honored to be named the 2019 Tennessee Charter School of the Year, receiving the 2019 State Charter Champion Award. ➤ CGLA was named 2018 Nonprofit of the Year by the Chattanooga Chamber of Commerce. ➤ CGLA was honored with the 2017 School Innovation and Change Award from the National Principals Leadership Institute. ➤ CGLA was among just 15 schools statewide to earn a STEM Designation in May 2018. ➤ One of seven Hamilton County schools to be awarded Level A Value-Added Growth Recognition on the TN State Report Card in 2015, which recognizes schools excelling in Math, Reading, and Science over a three-year average ➤ One of 8 public schools in Hamilton County to be accredited by the Southern Association of Colleges and Schools (SACS) ➤ Two CGLA students were among 20 students selected to serve on the Mayor's Youth Council in 2015-16, a testament to their leadership skills. ➤ Mariana Hernandez Gutierrez, senior, was named a 2015 Young Woman of Distinction by the American Lung Association. ➤ CGLA was selected by TVA to become a "Partner in Education" school, which supports the CGLA robotics program and a computer-aided drafting (CADNet)
Learn More	➤ Visit www.cglaonline.com ➤ Contact Dr. Elaine Swafford, Executive Director: 423-702-7230 or elaineswafford@cglaonline.com

ATTACHMENT I. EMPLOYEE MANUAL / PERSONNEL
POLICIES

The Montessori Elementary @ Highland Park

FACULTY/STAFF

HANDBOOK



MONTESSORI ELEMENTARY
HIGHLAND PARK

This Handbook is designed to provide general employee information.

SECTION 1

GENERAL INFORMATION

PURPOSE OF EMPLOYEE HANDBOOK

This handbook is not a contract guaranteeing employment for any specific duration. Details of employment with the Montessori Elementary @ Highland Park are set forth in each individual's employee contract.

All of the policies in this handbook, including those relating to benefits, pay, leave, etc. are subject to change at any time, with or without notice, at the discretion of ME@HP. All policies of ME@HP, whether in this handbook or not, shall be in accordance with all applicable laws. This handbook is meant to be a guide for your understanding of the current status of personnel policies. For any specific questions, please check with the Executive Director.

STUDENT ATTENDANCE POLICY

Please notice and follow the tardy policy.

Tardy Policy

All students who arrive late to school after 7:50 am to school shall be marked as tardy to school in Powerschool. Students that are tardy to class will sign the teacher's agenda and will be issued consequences according to the school policy. Teachers should document individual tardies for reference, however not in Powerschool.

Tardy To School

Students are considered tardy after 7:50 a.m. The parent or guardian must accompany the student inside the main building to sign in as tardy. Students should not be admitted to class without a pass from the transformation facilitator or front office personnel.

The truancy officer will assign consequences for all 1st block tardies.

- First Tardy - Verbal Warning
- Second Tardy - Parent called by truancy officer
- Third Tardy - Extended school - Parent called by truancy officer and detention slip issued to student.

If a student fails to show for After School Detention, she/he will receive an automatic office referral.

- Fourth Tardy – Saturday school - parent called by truancy officer and Saturday school slip issued to student.

If a student fails to show for Saturday School, she/he will receive an automatic referral, 1 or 2 day Restrictive Attendance and additional consequences issued at the discretion of administration.

After the fourth tardy, the student will be referred to the Dean of Students for a conference and serve Saturday school and extended school day. Additional tardies will result in Restrictive Attendance and additional consequences issued at the discretion of administration.

Tardiness After 1st Block

The student will sign the teacher's tardy log and be issued consequences as follows per quarter:

- 1st Tardy - Verbal Warning
- 2nd Tardy - 1 day of detention issued and teacher calls parent
- 3rd Tardy - 2 days of detention issued and teacher calls parent
- 4th Tardy - Office Referral - Teacher calls parent
- Additional tardies to class - office referrals and teacher calls parent

School personnel have the responsibility to keep both students and parents informed as to the academic impact caused by absenteeism. The school will establish an Attendance Appeal Committee to hear appeals of absences exceeding five (5) absences in a nine-week grading period.

The Attendance Appeals Committee will differentiate between excused and unexcused absences and determine the impact of the absences exceeding five in a nine-week period.

Parents should be notified by letter, telephone, or personal contact after the third unexcused absence in any nine-week. Parents are to be made aware by letter, telephone, or personal contact of the date and time for an appeals hearing and may be present.

It is the responsibility of both the parents and students to contact the school in the event an appeal is to be made on excessive absenteeism.

ME@HP DISCIPLINE PLAN

A safe and orderly school starts with a student code of conduct and a fair and consistent application of consequences.

NORMS

- "A norm is a standard, model, or pattern regarded as typical." - *American Heritage College Dictionary*
- Teachers have a right to TEACH. Students have a right to LEARN.
- RESPECT authority and COOPERATE with school personnel.
- Everyone is RESPONSIBLE for his/her own ACTIONS.
- Treat OTHERS the way YOU would like to be treated.
- LEARN and follow the NORMS of our school.

CONSEQUENCES AND DEFINITIONS

- Classroom Interventions – Classroom management strategies that teachers use to create a positive and productive learning environment

- Student Conferences – A student and teacher or a team of teachers with a student conference
- Referral – A referral to administration, guidance, advisor, or social worker
- Parent Involvement – Phone call, written notice, Agenda Mate correspondence, or parent conference
- Behavior Plan – a written behavior modification plan specific to the student

Detention – Teacher assigned detentions will be held on various days, specific to individual teachers from 3:15 - 5:15 p.m. The number of teacher detentions should be limited (no more than three) before a more serious consequence is issued. Office referrals should be used for repetitive disrespect of ME@HP expectations for success.

The ME@HP discipline plan includes a daily classroom behavior management plan that each teacher is expected to use to maintain safety and provide equal opportunities for all children to learn.

DAILY CLASSROOM MANAGEMENT

1st offense Warning

2nd offense Teacher assigned detention and assigned isolated seating until detention is served.

Parent contact

3rd offense Referral- parent contact-teacher must contact administration immediately.

Severe Clause: *If a student continues to disrupt class on a daily basis, teacher and administrator may develop an individual behavior plan.*

Quarter Tardy to Class Policy:

First Offense:	Warning
Second Offense:	Parent Contact and detention
Third Offense:	Parent Contact and 2 days of detention
Fourth Offense:	Office Referral

VIOLATIONS OF BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

Violations of the behavioral expectations are identified as Level 1, 2 and 3. They include but are not limited to:

Level 1

3rd offense- daily classroom disruption
 Failure to serve detention, extended school or Saturday school
 Excessive tardiness to class (4th tardy to class)

Picking on, bothering, or distracting other students
Use of profanity or vulgarity
Dress code violation
Disrupting school activity
Minor defiance of authority/disobedience
Verbal insults or put-downs
Use of cell phones, game boys, and similar electronic devices at unauthorized times
Accessing non-educational sites without permission of teacher or administration
Minor damage or defacement of school property
Unauthorized use of school equipment
Gambling
Refusal to participate in class and/or complete work
Failure to follow ME@HP expectations for safety drills or incidents
Scholastic dishonesty
Inappropriate behavior on a school trip or during school presentation
Selling items during school hours or on bus
Eating and drinking (other than clear water bottles with water only) outside of lunch and breakfast area
Other minor school-based misconduct

Consequences for Level 1 Referrals

First Referral:

Restrictive Attendance (contact parent to pick up)
Person submitting referral must call parent
Student returns to school after administrator/parent conference
2 days Extended School

Second Referral:

Restrictive Attendance (contact parent to pick up)
Person submitting referral must call parent
Student returns to school after administrator/parent conference
2 days Extended School and 1 day Saturday School

Third Referral:

Restrictive Attendance (contact parent to pick up student)
Person writing referral must call parent
Student returns to school after administrator/parent conference
4 Extended School days and 1 day Saturday School

Fourth Referral

Restrictive Attendance (contact parent to pick up student)
Person writing referral must call parent
Evening School – minimum of 4 days and 1 day Saturday School
Parent/Administrator/Teacher/Student conference

Fifth Referral and Over

Discipline will be determined at the discretion of Administration.

Each incident will result in Evening School.

Severe Clause – Administration reserves the right to change disciplinary consequences due to individual situations at any time.

Level 2

False activation of a fire alarm

Possession of fireworks/firecrackers

Bullying

Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion

Sexual harassment

Consensual but inappropriate physical contact

Destruction or theft of school property, including graffiti (under \$500)

Severe defiance of authority/disobedience

Trespassing

Possessing of Tobacco products including but not limited to e-cigarettes

Theft from an individual (under \$500)

Other school-based misconduct that disrupts the school environment including but not limited to gang activity, misuse of student publications

Recurring Level One offenses

Consequences for Level 2 Violations

First Offense:

Restrictive Attendance

Parent must return with student for re-admitting conference

Administrator/parent conference

Evening School and Saturday School

Second Offense:

Restrictive Attendance

Parent must return with student for re-admitting conference

Administrator/parent conference

Student assigned to Evening School and Saturday School for minimum of 10 school days

Third Offense:

Restrictive Attendance

Parent must return with student for re-admitting conference

Administrator/parent conference

Student assigned to Evening School and Saturday School for minimum of 15 school days

Fourth Offense

Immediate Long Term suspension of five or more days with referral to Tribunal Committee for possible expulsion.

If re-admitted, student must serve Evening School for a minimum of 20 school days

Severe Clause – Administration reserves the right to change disciplinary consequences due to individual situations at any time.

Level 3

Persistent bullying

Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion

Persistent sexual harassment

Minor physical aggression with another student (e.g., pushing, shoving)

Fighting (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses)

Use of Tobacco products

Severe disrespect of authority

Being under the influence of drugs or alcohol

Possession of alcohol or unauthorized (but legal) drugs

Possession of mace, pepper spray, or tasers

Possession of illegal drugs - Mandatory Referral to Law Enforcement

Destruction or theft of school property, including graffiti (\$500 - \$5000)

Theft from an individual (\$500 - \$5000)

School-based misconduct that substantially disrupts the school environment

Possession of weapons

Verbal or social media threats of violence against another student, staff or faculty member

Using any item as a weapon to physically assault or threaten a person

Assault against faculty or staff member

Recurring Type Two offenses

Consequences for Level 3 Violations

Immediate long-term suspension (10 days or more) with referral to Tribunal

Committee for possible expulsion (See HCDE “zero tolerance” offenses as well as

HCDE and Tennessee Department of Education due process for students)

Minimum of 20 days of Evening school is required if student is allowed to return to ME@HP

Severe Clause – Administration reserves the right to change disciplinary consequences due to individual situations at any time.

UNIFORM POLICY

The wearing of uniforms is a requirement at ME@HP. Students are required to uphold the ideals of family and unity and wear the designated uniform daily. Uniforms must be clean and in good condition. The school will designate and notify

parents in writing of the particular uniform, costs, and the recommended vendor for uniform purchases. Parents and guardians must inform school administrators immediately whenever there are difficulties, of any kind, in obtaining or the student wearing the required uniform.

Parents and guardians are advised not to substitute their own versions of alternatives to the required uniform. To do so, puts the student at risk of wearing unacceptable attire and may result in parents/guardians purchasing items the students cannot wear. A school administrator is the final decision maker regarding the appropriateness of students' dress and appearance.

ME@HP reserves the right to require students to call home and get a change of clothes if any item of clothing is deemed unacceptable.

School uniform can be purchased at Educational Outfitters located at 2273 Gunbarrel Rd. Chattanooga, TN (423) 894-1222)

JEWELRY AND ACCESSORIES

ME@HP students can wear modest jewelry. Stud earrings (small silver or gold studs) and small chains are acceptable. Students cannot wear beaded necklaces, bracelets or hoop earrings as they tend to be disruptive in the learning environment as well as a safety issue.

Piercings – facial piercings are not allowed.

GROOMING

In order to help students foster a positive self-image, we encourage students to leave home dressed and groomed appropriately. Students are discouraged from combing hair or applying make-up and nail polish in public places such as classrooms, the Dining Hall, etc.

School administrators reserve the right to address hair color, body piercing and tattoos that can be disruptive to the learning environment.

ACADEMICS

GRADING POLICY

If a student does not demonstrate proficiency through course assessments, she/he will be required to attend tutoring. With the support of her teacher(s), the student will continue learning and practicing until she/he achieves proficiency or better.

To earn course credit and advance to the next course, a middle school student must master 75% of course standards and a high school student must master 70% of course standards.

STUDENT WORKMake-Up Work

Excused absences (those meeting State Attendance Rules) shall entitle students to make up work missed. Unexcused absences may result in homework assignments as make-up work. Students will make up work in accordance with length of absence. Extenuating circumstances may warrant additional time. Request for make-up work is the responsibility of the student.

Homework Policy

Homework assignments are to provide practice and reinforcement of classroom learning. Students are expected to complete homework assignments and to study work assigned.

LATE WORK POLICY

Montessori Elementary @ Highland Park has adopted a policy to encourage students to manage their time and adequately prepare for post-secondary expectations. Work is considered late if it is submitted after teacher given due date. Students that do not submit assignments on time must be issued pink slips and assigned a detention. Parents must be contacted by phone or email. It is required to have a documented response to the call or email.

ADVISORY

Coordinated by the counseling team, the Advisory program assigns each faculty and staff member to a small group of students for whom they serve as the academic and personal counselor during the course of the students' enrollment at ME@HP. Through bi-weekly meetings, the advisor assists students in:

- evaluating academic progress
- making the connections between coursework in different academic disciplines
- reflecting on the relationship between the academic program and personal development

PROGRESS REPORTS

Progress reports consist of the student's current grade, absences, conduct, and any comments the teacher wishes to make. The dates of progress reports are:

First 9 weeks

Aug 24 & Sept 14

Second 9 weeks

Nov 2 & Nov 30

Third 9 weeks

Feb 1 & Feb 22

Fourth 9 weeks

Apr 12 & May 3

Remember that end of quarters and report cards are as follows:

1 st Quarter:	Aug. 2 – Oct. 4	Report card: Oct 19
2 nd Quarter:	Oct. 15 – Dec. 20	Report card: Jan 11
3 rd Quarter:	Jan. 8 - Mar. 15	Report card: Mar 29
4 th Quarter:	Mar. 26 – May 23	Report card: May 24 (mailed)

Communication Regarding Grades

Grading policies and reporting should be clarified for parents at the beginning of the school year. No unsatisfactory grade should be a surprise to a parents/guardian or students. When a student's progress is unsatisfactory, parents are to be notified prior to the receipt of a progress report or report card. Grades below passing (70) serve as indicators that progress is unsatisfactory. All communications with parents regarding unsatisfactory student achievement should be documented. Copies of parent call/conference/communication logs must be turned in to assigned administrator at the end of each progress reporting period.

Grading System

Teachers will use a rubric to measure student mastery on each standard. The school-wide rubric is as follows:

	Criteria	Verbs of Bloom's Taxonomy
0/Red	- No effort or evidence	NA
1: Significantly Below Expectations/Red	-Evidence of knowledge	<u>KNOWLEDGE</u> Recall, List, Locate, Name, Define, Describe, Observe
2: Below Expectations Approaching/Yellow	-Evidence of comprehension -Needs coaching/feedback to reach standard/learning goal -Developing mastery	<u>UNDERSTAND</u> Explain, Describe, Summarize, Predict, Demonstrate
3: Meeting Expectations/ On Track/Green	-Student can execute/ show evidence of mastery -Meets standard/learning goal	<u>APPLY</u> Solve, Calculate, Interpret, Examine
4: Above Expectations Mastery/Blue	-Goes beyond standard /learning goal -Evidence of thinking at an advanced level	<u>ANALYZE</u> Classify, Connect, Criticize, Organize <u>SYNTHESIZE/EVALUATE</u> Judge, Conclude, Debate, Justify, Persuade <u>CREATE</u> Design, Compose, Plan, Construct

Students will be given multiple opportunities to demonstrate mastery of a standard. The multiple assessment opportunities will be graded according to the following combination: 70% of newest assessment score and 30% of the average from previous assessments scores.

PowerSchool Reporting

Students will receive a traditional numerical grade in PowerSchool. Grades in PowerSchool will be entered at the end of the course. The numerical grade will depend on standards mastered throughout the year. The numerical grade entered into PowerSchool will account for 85% of the student's overall grade.

To earn an A: Students must average 3.6 – 4.0.
 To earn a B: Students must average 2.8 – 3.5.
 To earn a C: Students must average 2.4 – 2.7.
 To earn a D: Students must average 2.1 – 2.3.
 To earn an F: Students must average 2.0 or less.

Conversion to PowerSchool

100% - 4.0
 95% - 3.9 - 3.6
 90% - 3.5 - 3.2
 85% - 3.1 - 2.8
 80% - 2.7 - 2.6
 75% - 2.5 - 2.4
 70% - 2.3 - 2.1
 65% - 2.0 - 1.7
 59% - < 1.6

Students and parents will receive login credentials to ME@HP Learning and PowerSchool to continually track student progress.

If you have questions or concerns please contact the school at 423-702-7230 or email maryobeck@ME@HPonline.com.

For more information concerning Standards Based Grading please read:

http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Se

PARENT TEACHER CONFERENCES / STUDENT LED CONFERENCES

Requests for parent-teacher conferences will be made through the main office: (423) 702-7230.

TECHNOLOGY

Students are expected to adhere to the Responsible Use Policy. When a student is unable to do so, she/he could lose the privilege of using her school issued laptop as well as any personal computers or electronic devices. Students using social media sites without permission from a teacher during the school day will receive an office referral.

Promotion and Retention

Promotion, retention, or acceleration shall be considered on the basis of what is best for the child. The teacher is responsible for making the recommendation after consulting with the appropriate professional staff. In all cases, parent preference must be taken into account. The parents may appeal the decision to the principal. The principal retains the final decision on promotion or retention.

Promotion

Students who have satisfactorily completed requirements for a grade or subject area are promoted.

Retention

When a pupil is not performing acceptably in a grade or subject and faces possible retention, the parent shall be notified in writing. It shall be the responsibility of the School Director (or their designee) to send to the Director of Schools a list of pupils who have been retained stating pupil's name, grade and/or subject.

SECTION 2

POLICIES & PROCEDURES

ASSEMBLY PROGRAMS

Teachers will supervise students at all assembly programs. Any misconduct should be dealt with and reported to the Dean of Students at the end of the program in case follow-up is necessary. Teachers will supervise assembly programs unless supervising students in their classrooms. All assemblies must have administrative approval prior to event.

ATTENDANCE (Faculty)

- Be in your classrooms and greet students at the door as they enter. Remain in classroom until dismissal and then supervise students exiting in hallway.
- Report to morning duty areas by 7:10 am. If not on duty, sign in before 7:35 a.m. If on duty, sign in before reporting to duty.
- Report to pm designated area two minutes before dismissal (Arrange for someone to monitor your students when you go to duty.)

Teachers are to notify the front office assistant and their assigned administrator if they desire to leave campus (any time for any reason) during the school day. Teachers must then sign out. On return to campus, please remember to sign back in and send an email to your assigned administrator announcing your return to campus.

ATTENDANCE (Staff)

It is essential for the success of ME@HP and its students that student needs are met. To accomplish this objective, regular and prompt attendance at work is required of all employees.

Absenteeism and tardiness are expensive, disruptive and place an unfair burden on fellow employees and ME@HP. Unsatisfactory attendance or tardiness may result in disciplinary action up to and including discharge.

An employee must notify via email their direct supervisor, the human resources director and the front office manager of an impending absence no later than 6:00 a.m. of the day of the absence. Staff members should arrange for someone to cover their duties during their absence. Employees should submit leave via the ME@HP website under Employee Resources within 24 hours of absence. Personal leave should be submitted before the day of absence.

CLASSROOMS

More ownership and pride in the appearance of your classroom will carry over to your students. The classroom is an extension of you. Please help us teach our students to take pride in the school and in themselves.

CLASSROOM MANAGEMENT

- There can be no teaching without proper control. Each teacher is expected to be in charge of the classroom at all times. Every classroom is to show evidence of the presence of authority and an attitude of respect and obedience.
- Learn to handle minor problems.
- Only students who prevent you from teaching should be referred to an administrator.
- Banishing a student from the classroom is not allowed. Call the front office and ask for the Dean of Students if you need a student removed from your class in the event of an emergency.
- To maintain control in the classroom each teacher should greet all students at the classroom door and remain with his or her students during class throughout the day.
- REMEMBER: Never leave students unsupervised in your classroom. Your place is in the classroom when students are present. This is for your protection as well as the students.
- We expect all teachers to help patrol the halls and restrooms during the class changes so that we can cut down on tardies to class and provide a safe environment for our students and staff members. Team floor leaders should create a plan for teachers to rotate restroom duty. At no time should a restroom be unsupervised. Teachers going on planning should monitor restrooms. Meet with team leaders on each floor to determine supervision for hallways, restrooms and stairs.
- Dismiss your class promptly and in an orderly manner. DO NOT detain students without teacher's prior permission. Do not dismiss your class early for any reason. If there is a question in your mind about the correct time to dismiss your class (for a program, field trip or inadvertent bell) please contact the main office. You may not hold students back to help with classroom routines as they will miss valuable class time.
- Do not send students to see a counselor without setting a meeting with the counselor. Contact the counselor before sending students to the counseling office. Counselor's may not be available and thus, students will be unsupervised. If it is an emergency, contact the Dean of Students. If he/she is not available, contact your assigned administrator.
- Do not send students to the front office to call home for items or to request to go home. Contact the Dean of Students/Administrator to visit your classroom and determine if the student needs to call home due to illness.
- PLEASE DO NOT DISMISS YOUR LAST CLASS DURING THE FINAL ANNOUNCEMENTS. THE BELL WILL RING FOR DISMISSAL. Students should not be talking during announcements. They should be seated and quiet.
- Students should not be allowed to go to lockers until after they have been called for dismissal. No students should be in hallways for any reason unless they have been called for dismissal. Create a list of car riders, bus riders, walkers and keep updated. Athletes, club members and those

attending tutoring are not to be dismissed until walkers are dismissed. Keep all students in your classroom until announced to release. They may not go to restroom, run an errand or get a drink until they are called for dismissal.

- Students may NOT eat during your class or during school hours . They may have water in a clear container during school hours. All containers MUST be clear.
- Teachers should not allow students to bring food items to lunch or class for groups, such as cupcakes, cookies, candy, etc.,
- Class parties are not allowed without permission by the principal.
- Students should not be allowed to chew gum for any reason.
- REMEMBER: Documentation for specific acts or behaviors is a must when it comes to student discipline. Make verbal or written contact with parents of students who are displaying inappropriate behavior(s). KEEP A LOG OF PARENT CONTACTS. Parent contact before a problem gets serious will help make your discipline plan more effective.
- Students may not use cell phones or have them in their possession during school hours for any reason. Do not assign students to use a cell phone without prior permission from an administrator. Cell phones should be in lockers.
- To maintain proper classroom management, plan each class period thoroughly for student involvement and learning. Proper planning and preparation will help reduce teacher stress and classroom disruptions.
- NOTIFY THE OFFICE IF YOUR CLASS IS MEETING SOMEWHERE ELSE BESIDES IN YOUR CLASSROOM (in library, the courtyard, outside, labs, or another classroom etc.)
- DO NOT permit students to leave class on a regular basis, not even to the restroom. If the student does need to leave, please be sure they have a signed pass in their agenda mate and they **sign your check in and out log**. Do not send students to a teacher's classroom. Do not disrupt the lessons and learning of others.
- No student is allowed to leave campus without official permission. It is difficult to keep all of our students in the proper place, and it can be accomplished only by a cooperative effort.
- Please help us observe the students closely and see that they take care of the building, school grounds, and equipment.

COACHES AND AFTER SCHOOL PRACTICE

Coaches are to remain on campus with their athletes until ALL ATHLETES have gone home. (This includes all athletic events) Do not allow outsiders to be involved in your practice unless you are going to be responsible for their actions and you have received approval from the athletic director. All volunteer coaches and only ME@HP enrolled students may practice and play on our teams unless the Athletic Director and Assistant Principal over athletics has approved other athletes.

Coaches should provide teachers with athletic rosters to keep track of their students academic progress. Coaches are responsible for checking grades and behavior of their athletes, however teachers should email the athlete's coach and athletic director in the event of academic or behavior concerns. Students failing are not eligible to practice or play until they have attained satisfactory progress. See the ME@HP athletic handbook and TSSAA handbook for more eligibility rules.

Athletes receiving a referral will receive restrictions and suspension. Athletes receiving 2 referrals will be ineligible to play.

CODE OF ETHICS

ME@HP employees are expected to comply with all applicable laws and regulations and to conduct work in accordance with all relevant laws. ME@HP employees shall refrain from any illegal, dishonest, or unethical conduct. Code of Ethics for Tennessee educators may be found at the Tennessee Education Association's website (www.teateachers.org)

DEPARTMENT CHAIRPERSONS

Department chairpersons are responsible for textbooks within their department. They are also responsible for the collaboration within their departments, including PLC, department meetings, Critical Friends group, and needed PD.

DRUG AND ALCOHOL POLICY

ME@HP strives to maintain a workplace free of drugs and alcohol and to discourage drug and alcohol abuse by its employees. The use, possession, manufacture, purchase, sale or transfer of illegal drugs in the workplace is prohibited. The consumption of alcohol beverages in the workplace is prohibited. The workplace includes all land, parking lots, buildings, vehicles, equipment and all other property owned or leased by ME@HP. ME@HP also requires that all employees come to work unimpaired by alcohol or illegal drugs. Impairment because of the improper use of prescription drugs is also prohibited.

ME@HP reserves the right to require any employee whom it reasonably suspects has violated this policy to submit to drug and/or alcohol testing, consistent with all applicable laws and regulations. Refusal to submit to this testing when requested and other violations of this policy may result in disciplinary actions to include termination from employment. As a condition of employment, each employee must abide by the terms of this policy.

EARLY DEPARTURE

An approved early departure from the workday or variation from the regular work schedule may result in an employee taking personal or sick leave. All employees must sign out for documentation purposes before leaving early and inform assigned administrator and front office manager.

EMPLOYEE CONCERNS/OPEN DOOR POLICY

ME@HP recognizes that prompt adjustment of all concerns is important in maintaining satisfactory relations between employees and their co-workers. An employee who feels he or she has a problem at work, or is concerned about a matter that affects his or her work, should promptly discuss the problem with the principal or Executive Director. If this discussion fails to resolve the matter, or if the matter is such that it would be inappropriate to discuss it with a director, the employee should bring the concern to the president of the ME@HP Governance Board, or a Board designee for resolution within a reasonable amount of time.

EXCEPTIONAL EDUCATION

All qualified students must receive an appropriate education in the least restrictive environment under the guidelines of Public Law 94-142. Each qualified student's educational program is determined annually by an assessment team (A-Team) composed of the student, the parents, the resource teacher, and at least

one of the student's regular classroom teachers, as well as any other professionals or advocates whose input is vital to the success of the student. Eligible students are M-Teamed for either a full credit program with a goal of a regular diploma, or a non-credit program with the goal of a diploma of specialized education. **All teachers must sign off on their students' folders indicating that they have read and understand the required modifications for their students. Folders MUST be signed within the first two weeks of school.** Referrals for an evaluation of eligibility for services as handicapped may be made to the resource teacher by any of the student's teachers, by the guidance department, or by the student. All evaluations are confidential and no information is released to any other school system or agency without written permission of the parents or the student if the student is of legal age.

All qualified students must receive an appropriate education in the Least Restrictive Environment (LRE) under the guidelines of Public Law 94-142. Each of these students has a required Individual Education Plan (IEP) that mandates goals, objectives, modifications and accommodations for learning in the LRE. **Any teacher that teaches these students is required** to read, commit to and sign the IEP prior to the issuance of the first progress report. If a student has an Individual Behavior Plan that plan must be followed in order to properly manage the student's behavior. The teacher must be familiar with the student's educational goals and accommodations and modifications in order to provide the student with the LRE.

IEPs are reviewed annually during an IEP meeting with all decisions being made as a team. In order for a legal IEP meeting to be held the following participants are required to be present: Administrator, Exceptional Education service providers, parent or guardian of student, regular education teacher and any other service providers. The student's attendance is optional but encouraged.

Referrals for an evaluation of eligibility for services may be made to the Exceptional Education department by any of the student's teachers, the guidance department, the parent or student. All evaluations are confidential and no information is released to any other school system or agency without written permission of the parents or the student if the student is of legal age. Evaluations for eligibility will be completed within 40 school days from date of the initial referral.

EXPEDITIONARY LEARNING

The validity of an expeditionary learning/field trip depends upon the integration with existing curriculum. This should be reflected on the "Request for Expeditionary Learning" form, which is to be completed through Dynamic Forms. Forms must be submitted three weeks before the date of activity and should be submitted to the assigned administrator. Follow-up activities should include a writing assignment. Be sure to notify the Operations Manager/Human Resources Director three weeks in advance if your students will be on a field trip during regularly scheduled lunch period.

Frequency of Field Trips - Students may not miss more than three instructional periods of the same class per semester (term) for educational field trips. Students who are involved in school sponsored or system sponsored competitive activities are excluded from this limitation.

FOCUSED STUDY

All students will participate in Brilliant at Basics and Beyond (BABB) class! The class provides students with additional academic help following Response to Intervention (RTI) model. Students are instructed in small groups, focusing on literacy and math to achieve grade level knowledge.

LESSON PLANS/SYLLABUS

Teachers are expected to make curricular maps, which are to be posted outside each door. Lesson plans are to be submitted weekly to the online Google docs folder. A copy of your emergency lesson plan must be turned into the main office in your sub folder (along with updated sub-folder information) and to your department chair by August 9th. A syllabus for each of your classes outlining your course for the semester will help in your planning and in completing the required standards designated by ME@HP.

LOCKER ASSIGNMENT

All students will be issued their own individual locker. Lockers are used to store their personal belongings and school materials. Lockers are subject to search at any time. Tenn. Code Ann. § 49-6-4204.

MAILBOXES/ANNOUNCEMENTS

Mailboxes should be checked each morning when you sign in and each afternoon at the end of the school day. Make sure that all materials are removed. Important announcements and change of events will be placed in the mailboxes. Do not send students to get your mail, make copies or to the drink/vending machine. Once email accounts are set up and updated, we plan to send announcements over the email system. Please check your email regularly for notes and updates. It is vital that you review these regularly and inform students of information that is applicable to them.

NON-DISCLOSURE

The protection of confidential business information and trade secrets is vital to the interests and success of ME@HP. All employees are required to sign a non-disclosure agreement as a condition of employment. An employee who improperly discloses confidential information is subject to disciplinary action, up to and including termination. Please contact your immediate supervisor if you have questions as to whether a particular piece of information is subject to this non-disclosure policy, or if you believe that a particular piece of information has been improperly disclosed.

OUTSIDE EMPLOYMENT

Outside employment shall be allowed as long as it does not interfere with the employee's ability to perform his or her job at ME@HP. Outside work that constitutes a conflict of interest with ME@HP is prohibited.

Employees cannot receive personal gain for materials produced or services rendered while performing their job at ME@HP. Employees are required to conduct themselves at all times in accordance with good professional judgment for the sole benefit of ME@HP and in such a manner as not to create a conflict of interest or appearance of such conflict.

PHONES, COPIER, AND MAIL SYSTEM

School phones and other systems provided by ME@HP are for business use. Personal calls must be held to a minimum. Use of photocopiers for personal reasons should be held to a minimum. Employees may not photocopy copyrighted material without prior authorization. Employees may not use ME@HP postage meters or postage for personal use.

PLANNING PERIOD

Each teacher has a scheduled planning period. The basic intent of this period is to assist the teacher in improving his or her instructional program; therefore, this period should be used professionally. Teachers

may be assigned duty on their planning period if done equitably. Teachers may also be assigned duty beyond the normal workday, provided, however, that such duty shall be distributed on an equitable basis. Teachers will be expected to attend, work and/or monitor a minimum of six extra events per school year. Planning time will also be used for school site professional development at least once a week.

PROGRESSIVE DISCIPLINE

Progressive discipline may be initiated for various reasons, including, but not limited to, violation of ME@HP's policies and guidelines or standards of conduct as found in the Code of Ethics of the Tennessee Education Association (www.teateachers.org), or for poor job performance. The severity of the action generally will depend on the nature of the offense and on the employee's record and may range from a verbal warning to immediate termination.

Progressive Discipline may progress through the following sequential steps:

1. Verbal Warning
2. Written Warning
3. Discharge

Any and all steps may or may not be utilized depending upon the individual circumstances and the nature of the infraction. Moreover, exceptions or deviations from the above-described procedure may occur whenever ME@HP deems appropriate.

REGISTRATION/HEALTH RECORDS

All students enrolled at Montessori Elementary @ Highland Park must have a complete Registration card on file in the main office. Registration cards should have current parental contact information, emergency contact information and medical information and alerts.

REPORTING

If detained by law enforcement, employees must report this information to direct supervisor immediately when possible, no later than 24 hours of the incident.

RETAINING STUDENTS AFTER SCHOOL

If you wish to retain a student after school, the student must be allowed at least twenty-four hours to plan for her transportation home. Students are not to be left unsupervised at any time. If you are supervising detention or tutoring, you must stay with students until they are picked up. The building will be locked at 5:30 pm. Teachers, coaches, sponsors etc. are legally responsible for students until they are off campus.

REQUEST FOR REPAIRS

Teachers and Staff must submit request on the employee resources page facilities - department - maintenance request form.

SCHOOL CALENDAR

A calendar will be placed in the main office. Any item to be placed on the calendar must be submitted to the appropriate secretary who will enter the item on the calendar after administrative approval. Calendar updates can also be viewed at: <http://ME@HPonline.com/calendar>.

SITE SECURITY

Global Protective Services will handle school security from 7am to 5pm on Monday-Friday.

SMOKING POLICY

ME@HP prohibits smoking in school buildings or surrounding outdoor grounds within 50 feet of any entrance.

STUDENT ARRIVAL AT SCHOOL

No students are to be in the classrooms before the first bell unless they are working with a teacher. (The student should have a pass from that teacher.)

STUDENT RECORDS PRIVACY

Student records include report cards, cumulative records, test scores, grade book and assessed student work. These records are confidential and accessible only to the student herself, her parents, and school officials. Do not allow students to grade each other's tests or major assessments. In addition, do not let students or parents work with (or come in contact with) other students' records. Do not discuss disciplinary or any information about a student with someone that is not the parent or guardian.

STAFF OWNERSHIP OF STUDENT BEHAVIOR

Discipline anywhere on the campus is the responsibility of the entire staff. All staff members should correct students for any misbehavior regardless of where it occurs. Good discipline requires the full cooperation of the entire staff. Individual teachers must exercise good judgment, consistency, fairness, and firmness in the handling of problems that arise. Each staff member should be familiar with the Discipline Section in the Student Handbook. Teachers should take care of as many classroom problems as they can, however, those problems requiring administrative attention should be reported to an assistant principal. These offenses must be written up on the proper forms.

The Legislature has passed new legislation regarding the reporting of suspected child abuse. Failure to report previously carried a \$50 fine. Tennessee law requires that any person who knows or has reason to suspect that a child has been abused must report the allegation to the toll-free hotline number or local law enforcement. Remember, "has reason to suspect" means you have seen indicators of abuse, the child has disclosed abuse, or you have a "gut" feeling something may not be right. It does not mean that you are certain that abuse has occurred. Reporting abuse, or suspected abuse, is actually a request for professionals to investigate further.

SUBSTITUTE PROCESS

Teachers will email the principal, assistant principal, human resources director and front office manager (Ms. McCray) before 6:00 am to notify them of absence.

- Teachers will submit their Request for Leave form to their corresponding principal. Once approved, it will be forwarded to Human Resources and the teacher requesting leave. Personal leave should be submitted online at least three days in advance. If it is an emergency, see assigned

administrator. If more than ten percent of the faculty has requested leave on a certain day, personal days may be denied.

- Faculty member will secure a substitute. **Teachers are required to make contact with the substitute by email / phone concerning their expectations for the day's lesson. Teachers are responsible for following up with all personnel listed above concerning substitute/coverage prior to the leave date.**
- Faculty member is responsible for securing a substitute. If teacher cannot find a substitute, they must collaborate with their team leader and other teachers to provide coverage and email the day's coverage to Ms. McCray, Human Resources Director, and Principals by 7:30 am. Teacher must also arrange for someone to cover duty if applicable. Teacher will communicate with substitute regarding class. If unable to communicate, the substitute packet provided in the main office will be used. When leave is unexpected, faculty member is required to submit leave form on the day of return to school. **If leave is planned, teacher will submit leave request 24 hours before date of absence.**
- **Personal leave may not be used the day before or after a holiday or within the first and last ten days of school. Absences occurring during on these days require a doctor's excuse or the days will be unexcused and unpaid.**

*Three teacher absences without notification will be construed as voluntary termination.

SUPERVISION OF STUDENTS

Students will be under the supervision of school personnel, either certified or non-certified, at all times, including play periods and lunch periods, as well as during the school day and during extracurricular activities. The principal shall assign students to school personnel and ensure proper supervision. The principal, teacher or school personnel may relocate a student from the student's present location to another location for the student's safety or safety of others. The use of reasonable or justifiable force, if required, to accomplish this task due to the unwillingness of the student to cooperate, is allowed. If steps beyond the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such time as a parent or guardian can retrieve the student. Teachers and school personnel may also intervene in a physical altercation between two (2) or more students, or between a student and LEA employees using reasonable or justifiable force upon student, if necessary to end the altercation by relocating the student to another location.

TEXTBOOK ASSIGNMENTS

Make three copies of all textbook assignments—one for your files, one for your department chair, and two copies submitted to Principal and Assistant Principal. Each department is responsible for its textbooks. All students must either turn in their textbooks or pay for any lost or damaged books at the end of the course.

SECTION 3

COMPENSATION POLICIES

CONTRACTUAL AGREEMENT

ME@HP employs all personnel on an at-will basis and may terminate without cause, allowing both you and ME@HP the right to terminate the relationship. However, should it be necessary for employee to end employment prior to the completion of the full 12-month academic year, your signature indicates your agreement, to give ME@HP no less than 30 day notice of your intent to terminate, thereby giving school personnel time to appropriately staff to meet the academic needs of its students. No person other than an executive officer may change this at-will employment relationship, and such change must be made in writing. Insurance and all other benefits will cease upon notice by employee.

In addition, ME@HP will provide yearly contracts to faculty no later than April 30th. Upon signature of this agreement, this contract shall not be terminated by the employee without consent of the employer. The employee must provide a minimum 30-day notice of their intent to terminate the contract before June 1st. In the event the employee does terminate the contract after the June 1st timeline, whether by formal notice, willful failure, or refusal to continue duties, the employer may recommend to the State Department of Education to investigate complaints of ethics violations by educators and that action be taken against the employee's teaching certificate or application of certification.

In addition, beginning with June 1st of each school year, if accepting employment outside the Montessori Elementary @ Highland Park, the above recommendation to the State Department of Education will be exercised by the employer. If the employee fails to meet the June 1st notice of departure, the employee will be considered AWOL (Absent Without Leave) and the final payment may be withheld or prorated. Any Professional Development training provided from May through the opening of school, to an employee departing, after June 1, the employee will be responsible for repaying any funds received for attending and the employee will not receive a stipend for the time attended in PD if the notice of departure is after June 1st. Teachers who are hired with pending licensure will only be paid once all documentation for licensure has been received from the state.

To ensure that all teaching and other staff materials, along with student grading input is completed at the time a faculty/staff member leaves; the employee must complete an exit form. This form should be signed by the faculty/staff's immediate supervisor.

The employee's final paycheck will not be released until the completed Employee Exit Form has been returned to the Finance Office. If an employee has not completed the exit form or if the employee has unreturned equipment, keys, incomplete student records or owes money to ME@HP, a final check will not be released. Charges will be debited from the employee's final paycheck if equipment or outstanding debt is not settled.

EQUAL OPPORTUNITY EMPLOYMENT

ME@HP administers all personnel actions, such as recruitment, hiring, training, promotion, transfer, compensation and benefits, discipline, and termination of employment, without regard to race, color, sex, religion, national origin, age, disability, disability status or any other protected status under federal, state, or local law. In addition, it is ME@HP's policy to provide an environment that is free of unlawful harassment with regard to the above-protected groups. In addition, any kind of discrimination that is based on a protected trait is not allowed in the workplace. We are an equal opportunity employer and we are dedicated to a policy of non-discrimination in all aspects of employment and company business. This policy applies not only to personnel decisions, but also to all aspects of business.

We ask that you respect those around you—co-workers, student, parents and administration alike.

Reports of discrimination will be investigated and disciplinary measures may be taken.

FULL AND PART-TIME EMPLOYEES

Employees who work less than thirty hours (30) per week are considered part-time employees. Work day office hours for part-time employees will be set with the approval of the Executive Director.

PAYROLL SCHEDULE

Employees are paid bi-monthly on the 15th and the last working day of each month. If the 15th falls on the weekend, payment will be on the last working day prior to the 15th.

PERFORMANCE REVIEWS

All employees will receive both informal and formal evaluations every school year according to their evaluative cycle, including development of a future professional growth plan. Assessments for instructional staff consist of a minimum of 4 classroom observations per their level of TDOE experience. Formal evaluations for instructional staff follow the guidelines of Project Coach. Annual evaluations for non-instructional staff are conducted by their immediate supervisor once a year. The ME@HP Governance Board conducts the annual evaluation of the Executive Director.

PROBATION (Staff)

All new staff members will undergo a 6 month probationary period. After the first 90 days of employment, an evaluation will be performed and expectations/accomplishments will be reviewed. At this time, the employee will be notified of any areas of deficiency/success. If deficiencies exist, after 90 days, the employee will be assigned an improvement plan that must be seen through by the 90-day mark. After the completion of the 6 month time period, the employer will determine if the employee should remain with the organization.

A staff member whose work performance does not meet expectation may also be placed on probation. The Executive Director will meet with the employee to explain the areas of deficiency and the time frame for bringing job performance to an acceptable standard. Written documentation of this meeting will be given to the employee and placed in the personnel file. Failure to bring work to a satisfactory level may

result in dismissal. If the employee's work is improved, the staff member will be removed from probation upon written recommendation of the Executive Director.

SEPARATION FROM EMPLOYMENT

When an employee chooses to voluntarily resign from employment with ME@HP, such employee is encouraged to give a minimum of a 30 day notice to the Executive Director. If a 30 day notice is not given, the employee will not be reimbursed for any unused accrued vacation time (refer to Section 4: Vacation). Employees shall not receive payment for any unused holidays or sick days whether or not a notice is given. To ensure that all teaching and other staff materials, along with student grading input is completed at the time a faculty/staff member leaves; the employee must complete an exit form. This form should be signed by the faculty/staff's immediate supervisor. The employee's final paycheck will not be released until the completed Employee Exit Form has been returned to the Finance office. Final paychecks will be processed by direct deposit if a completed Exit Form is turned into the Finance Office prior to payroll due date. If an employee has not completed the exit form, possesses unreturned equipment, keys, incomplete student records or owes money to ME@HP, charges will be debited from the employee's final paycheck, or the final check will be held until a completed Exit Form is received in the Finance Office.

All employees shall sign a statement agreeing that failure to return ME@HP property at termination of employment may result in the fair market value of any such property being withheld from the employee's final paycheck.

WORK SCHEDULE

(Faculty)

The work week is generally defined as Monday through Friday. Exact hours for Faculty are scheduled to facilitate an instructional day and to ensure coverage from 7:35am to 3:45pm each day. On the given week that faculty is assigned to a duty post, reporting time is 7:15am.

(Staff)

Regular full-time employees work a minimum of 37.5 hours per week which excludes one (1) hour of unpaid time for lunch each work day. The work day may follow one of the following schedules: 7:30 AM – 4:00 PM or 8:00 AM – 4:30 PM. However, work schedules may vary depending on activities associated with ME@HP. Work days and office hours will be set with the approval of the Executive Director. Staff schedule should be confirmed and approved by the Executive Director.

SECTION 4

EMPLOYEE LEAVE

BEREAVEMENT

All regular full-time employees may take up to three (3) work days (22.5 hours) of paid leave in an academic year when a death occurs in the employee's immediate family (i.e. parent or court appointed legal guardian, spouse, child of the employee, natural and/or adopted siblings and current parents-in-law, grandparents). Employees may use vacation leave for additional time or for non-immediate family members.

DAYS IMMEDIATELY PRECEDING OR FOLLOWING HOLIDAYS

These days and those within ten (10) days of the opening or closing of school can be used for personal leave only in emergency circumstances. Personal days cannot be used before or after a holiday. Sick leave used before or after a holiday will require a doctor's note of excuse or employee will be on leave without pay. Sick leave submitted within ten days of the opening or closing of school will require a doctor's note or employee will be on leave without pay.

EXCESSIVE USE OF LEAVE

When an employee uses all accrued sick/personal leave, and continues to be absent for any reason, pay will be deducted from their salary equal to total number of days or fraction of days over the allowed leave. Excessive Leave may result in conference with the Executive Director and become part of the employee's evaluation/personnel file.

FMLA

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

Twelve work weeks of leave in a 12-month period for:

- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job; any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or

Twenty-six work weeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

HOLIDAYS

(Faculty)

Faculty shall receive six (6) paid holidays, holidays are closely aligned with those defined in the annual HCDE holiday calendar, which shall include:

Martin Luther King Day	Labor Day
Good Friday	Thanksgiving Day
Memorial Day	Day after Thanksgiving

(Staff)

Staff shall receive eleven (11) paid holidays which shall include:

Martin Luther King Day	Day after Thanksgiving
Good Friday	Christmas Eve
Memorial Day	Christmas Day
Independence Day	New Year's Eve
Labor Day	New Year's Day
Thanksgiving Day	

Employees shall not receive payment for any unused holidays at the time of separation or termination. If a holiday falls on a non-work day, it is at the discretion of the Executive Director, if and when that holiday is observed by ME@HP. Part-time employees' paid holidays are prorated in accordance with the hours regularly worked, e.g., where a part-time employee regularly works four (4) hours per day, he/she will be entitled to 4 hours holiday pay. Temporary employees are not eligible for paid holidays.

BLACK-OUT DATES (STAFF)

Staff personnel should not request leave, unless there is sickness or an emergency on the below listed dates. These are dates that all staff employees need to be present in order for us to be prepared to serve students at ME@HP and to accomplish the necessary task at hand. Vacation leave will not be approved

for the following times during the calendar year. (**July 24th-September 7th, January 4th & 5th & May 7th – May 25th**)

INCLEMENT WEATHER

In the event of school closing due to weather conditions, ME@HP will issue weather alerts. Please be aware that ME@HP does not always follow HCDE school closings. Closings will be announced via television, radio, email, and text. It is the responsibility for faculty and staff to monitor these various outlets regarding closing announcements. If school is closed and students cannot attend, it is at the discretion of the Executive Director, as to whether faculty should report.

Staff are expected to report no later than 10 a.m. or submit a Request of Absence form. If school is open and the employee cannot attend work due to severe weather conditions in their area, (this applies to both faculty and staff) Personal Leave may be taken. If an employee (faculty) has depleted personal leave time, pay will be deducted in the next scheduled pay period. If an employee (staff) earns annual leave time and cannot attend, the employee must submit a Request of Absence form. Faculty will be notified of expectation based on administrative decisions and may be called to duty.

JURY DUTY

When an employee is called for jury duty, ME@HP will pay the employee's regular salary during the time he or she is out of work for jury duty.

LEAVE REQUEST AND SCHEDULING TIME OFF

Whenever possible, time off must be scheduled in advance. It is subject to supervisory approval by the Executive Director, Director of Operations, and program staffing needs. Scheduled and unscheduled absences will be monitored. An employee will be counseled when frequency of unscheduled absences adversely affect ME@HP operations.

Time off is paid at the employee's straight time rate. Time off is not a part of any overtime calculation. Staff leave may be taken in increments as low as one (1) hour.

A report is issued enumerating employees' leave remaining on pay stubs. It is highly recommended that employees keep up with their time accrued and taken, as well as know how to access copies of leave requests.

In cases of reporting late, call your immediate supervisor **prior to the start of workday**. Additionally, call the ME@HP office and talk to a person (not voicemail) to tell him/her you are expected late. If you are a direct service staff person, call a co-worker to inform him/her, as well. Be sure to give everyone an estimated time of arrival.

If you are sick, call your immediate supervisor **prior to the start of the workday**.

MILITARY LEAVE

Time spent by employees on military leave shall count as continuous service to ME@HP. For military leave of thirty (30) days or less, ME@HP will continue to pay the employer portion of any health insurance benefits in which the employee participates. For military leave beyond thirty (30) days, employees shall have the option to continue insurance coverage entirely at their own expense.

PROFESSIONAL LEAVE

The Executive Director or Principals may approve paid leave to any employee to participate in professional development activities which will provide a benefit to ME@HP.

SICK DAYS

(Faculty)

Faculty are permitted 10 days (80 hours) per year for illness or personal reasons. One sick day is earned per month beginning August 1 thru May 31.

In accordance with Tennessee Consolidated Retirement System (TCRS), unused sick leave can accrue from year to year for full-time employees. ME@HP will not reimburse an employee for unused sick leave at separation.

An absence of more than two (2) consecutive work days due to an illness will require documentation by a physician. A 'return to work' physician's release will be required when an employee is absent consecutively for 3 days. If sick leave is taken before or after a holiday, a doctor's note is required. Otherwise, pay will be docked based on the amount of hours used for those days. The employee will not receive holiday pay for that particular day.

(Staff)

Sick days are accrued at the rate of one 7.5 hours (1 day) per month for the fiscal year (July 1 through June 30), beginning on the first day of employment. Temporary employees are not eligible for paid sick days.

Sick days may be carried forward to the next year for full-time employees. Sick days will not be paid out at separation, but can be accumulated toward retirement benefits. Eligible part-time employees' maximum accrual is prorated in accordance with hours regularly worked.

Employee absences of more than two (2) consecutive days due to illness will require documentation from a physician. Employees are required to submit sick leave immediately upon returning to work due to illness. Employees shall not receive payment for any unused sick days at the time of voluntary resignation, separation or termination. If sick leave is taken before or after a holiday, a doctor's note is required. Otherwise, pay will be docked based on the amount of hour used for those days. The employee will not receive holiday pay for that particular day.

VACATION/PERSONAL LEAVE**(Faculty)**

Faculty is granted two personal leave days (16 hours) per school calendar year (August 1 – May 31). Part-time faculty leave is prorated in accordance with hours generally worked. Leave cannot be taken in increments of less than four hours. One unused personal day will roll over to sick time. If both are unused, one will be paid at the rate of \$75.00.

The approval of the Executive Director shall be required:

- a. If more than ten percent (10%) of teachers request personal leave use on the same day;
- b. If requested during any prior established student examination period;
- c. If requested on the day immediately preceding or following a holiday or
- d. If requested for day(s) scheduled for professional development or in-service training.

(Staff)

Accrued leave from previous employment up to 225 hours (30 days) may be accepted upon employment, at the discretion of the Executive Director. Staff earn 7.5 hours (1 day) of vacation each full month worked, up to a maximum of 90 hours (12 days) for the fiscal year (July 1 to June 30.) A maximum of 225 hours (30 days) unused vacation may be carried forward as a total from year to year. A maximum of \$30.00 a day will be paid out upon separation. Any unused vacation days above the 225 hours (30 days) will be rolled to sick days. Employees may only take earned/accrued vacation when first approved by their supervisor.

ME@HP staff do not work on the same calendar as faculty members and are expected to report to work on all days other than those noted as Holidays, unless a "Request for Time-Off" form is submitted and approved.

Employees are required to complete and submit a "Request for Time-Off" form and receive the approval from their supervisor or Executive Director prior to taking any personal/vacation days. Employees are required to submit sick leave immediately upon returning to work due to illness. A doctor's note may be required. Vacation/personal leave is to be scheduled when it is mutually convenient to ME@HP and the employee. The approval of a "Request for Time-Off" that exceeds five (5) consecutive days is at the discretion of the Executive Director.

Temporary/part-time employees less than 30 hours are not eligible for paid vacation. Only ME@HP employees qualify for TCRS benefits.

Employees who resign are entitled to receive payment for unused accrued vacation days only if they give ME@HP a 30-day notice. Employees who are terminated or laid off will be paid for any unused accrued vacation.

SECTION 5

INSURANCE BENEFITS

MEDICAL BENEFITS

Benefit Information may be obtained from the Director of HR & Operations

ME@HP offers full-time employees the option to receive health insurance coverage. Full-time employees are eligible for health insurance benefits after the first full month of employment.

The employee may have the option of deducting 100% of the insurance premium from the base salary offer or forfeit the medical benefits to receive the full salary without benefits.

PROVISION OF INSURANCE BENEFITS

What benefits are offered employees by ME@HP and how premiums are paid is set at the sole discretion of ME@HP and may be changed during an employee's time of service.

WORKER'S COMPENSATION

ME@HP strives to provide safe working conditions. If an employee is injured on the job, he or she must immediately report this incident to the director, principal, or operations manager. Failure to do so may result in a denial of the claim or a delay in the determination of coverage. State law imposes legal consequences for the abuse of workers' compensation benefits. Any person who makes or causes to be made a fraudulent statement for the purpose of obtaining workers' compensation benefits will be subject to disciplinary action, up to and including termination, as well as possible civil and criminal penalties. Employees returning to work after being absent due to a work-related injury or illness must report to their supervisor prior to beginning work and must bring a medical release in order to return to work.

SECTION 6

ADMINISTRATIVE

FACULTY AND STAFF DRESS CODE

Faculty and Staff are to dress professionally at all times. It is expected for school faculty and staff to present a positive role model in dress for students.

Dress for Males

Men should wear button down shirts with dress slacks or khaki pants Monday through Thursday. Shirts should be tucked as appropriate and worn with a belt. Ties are not required but encouraged.

Dress for Females

Women should wear dress shirts, blouses, skirts (to the knee only), slacks or khaki pants. Clothing should be worn appropriately and fit comfortably, while not revealing in any way, such as (sleeveless tops, low tops, short skirts or dresses, very tight clothes, spandex pants, etc.) . Jeggings and leggings are not allowed to be worn unless under a knee length dress.

Men and women may wear the school uniform of khaki pants and ME@HP polo (jade, white, gray, black) or ME@HP blue or white Oxford shirt any day of the week. If an employee has a business appointment, it is expected that they dress appropriately for the occasion.

Friday Attire-Staff and Faculty

Staff and faculty members are allowed to wear jeans (without rips, frayed hems, tears or excessively tight) with a ME@HP or college polo shirt, or you have the option to dress up jeans, no t-shirts. Dressing up jeans: nice blouses for women and button downs for men. No other types of shirts are acceptable on Fridays unless in full professional dress. Hooded sweatshirts, t-shirts and jerseys are not allowed. Tennis shoes are acceptable. Faculty may also wear the school uniform. Good judgment should be used if a situation calls for professional dress, even on a Friday.

If questions arise about appropriateness of an outfit, the staff or faculty should ask in advance. Violation of dress code may result in the person being requested to return with a change in attire. Repeated offenses may result in other consequences.

Piercings

Ear piercings are allowed but must be appropriate for our school setting. Facial and other body piercings that are visible to the eye may not be worn during school hours.

PERSONNEL FILES

The employee, in the presence of the Executive Director or Director of Operations, may review his or her own personnel file. When practical, the following information shall be contained in an employee's personnel file:

- Performance appraisals (maintained for 3 years)
- Employment Application or Resume
- Notice of Employment, Termination, Transfer or Promotion
- Most current Withholding Allowance Certificate

Educational Transcripts (only if required by employer)
Change of Address
Letter of Commendation
Disciplinary Documentation (maintained for 3 years)

PRIVACY OF PERSONNEL FILES AND EMPLOYEE INFORMATION

Only the following shall be disclosed to a third party without the employee's written authorization:

The Employee's Date of Employment

Date of Termination (if applicable)
Job Title

The following information shall be released only with written authorization from the employee or due to a valid court order:

Salary and Reason for Termination

ME@HP recognizes that there may be limited situations in which greater disclosure to third parties is necessary. Therefore, the following are exceptions to previously stated guidelines:

A voluntary disclosure may be made to protect the legal interest of the organization if it is believed the action of the applicant or employee violates the conditions of employment or otherwise threatens injury to ME@HP members, employee or property.

Disclosure will be made as required by federal, state, or local compulsory reporting statutes or legislation.

Disclosure may be made to a law enforcement authority when the organization reasonably believes that an applicant or employee may be engaged in illegal activity, or when requested by law enforcement authority.

ME@HP makes every effort to comply with HIPAA and all federal laws relating to the privacy of health information, whether or not it is required.

ABUSE PREVENTION

Purpose

This policy establishes how ME@HP will prevent the physical, emotional and sexual abuse of children and youth by its employees. ME@HP seeks to create a welcoming and nurturing environment and has zero tolerance for those whose actions may jeopardize the safety, health or innocence of a minor.

DEFINITIONS

Abuse: Because it takes many forms, abuse can be broken down into the following subtypes, all of which are prohibited within the scope of this policy:

Physical abuse: Injury inflicted on a child or youth

Sexual abuse: Contact or activity of a sexual nature between an adult and a child or youth

Emotional abuse: Mental or emotional injury inflicted on a child or youth by the actions of an adult

Neglect: Failure to provide adequate care for a child or youth

Economic abuse: Deliberate misuse of the money or belongings of a child or youth

Child: A child is defined as anyone under the age of 12.

Youth: A youth is defined as anyone between 12 and 18 years of age.

POLICY GUIDELINES

Personnel Screenings

Safeguards in the hiring process will be used to eliminate from consideration any candidates who display characteristics that could classify them at a high risk for violating this policy. The required screenings and background information will depend on the positions and its level of involvement with children and youth.

For those who regularly work with or around children or youth

Candidates for positions that involve regular interaction with children or youth will be screened and selected using the following:

- Standard employment application that includes signed authorization to perform necessary background checks

- Criminal background checks in any and all states where the candidate has lived in the past seven years

- Sexual offender registry checks in any and all states where the candidate has lived for the last seven years

- Driving records and any applicable certification if the position requires the transportation of children

- In-person interview of the candidate

If hired, criminal and sexual offender registry checks will be conducted every five years for those who regularly work with children or youth.

Structural Guidelines for Programs

All programs are designed to encourage safe interaction between employees and children or youth. The following guidelines are meant to keep established safeguards effective:

- Programs for children and youth must have an established adult to child ratio.

- Employees are restricted from being alone with a child or youth where they cannot be easily observed by others.

- Employees are not allowed to implement new activities or programs for children without consent. Request for new activities or programs should be submitted in writing to management.

- Written permission must be obtained from a parent or guardian before any employee transports a child or youth in the name of ME@HP.

General Conduct

In an effort to provide a safe and healthy environment for both mind and body, the following guidelines are meant to guide employees during their interactions with children and youth. These guidelines do not and cannot outline every situation that may be encountered while on the job, requiring employees to act with a certain degree of personal discretion. Because a certain action is not prohibited in this section does not mean it is acceptable behavior. reserves the right to take disciplinary action against employees whose actions are found to be inappropriate regardless of whether they appear in this section:

Employees will treat all children and youth with respect and consideration. Treatment must be fair and equal, and must not be based on sex, race, religion, sexual orientation or economic or social status. All effort must be made to avoid favoritism, or the appearance of favoritism.

While representing ME@HP, employees must not possess, distribute, use or allow others to use any alcohol or drugs.

Employees must not use harsh or inappropriate language, degrading punishment or any type of restraining device in the name of behavior management.

Employees must not participate in or allow others to engage in any form of hazing.

Employees must not have sexual contact with children or youth.

Employees must not dress, undress, shower or bathe with or in the presence of children or youth.

Employees must not use physical punishment in any form. The only time physical force is allowed to be used against a child or youth is when their actions are placing others at an immediate risk for serious harm.

Employees are prohibited from sharing sleeping locations with children or youth. This includes beds, tents, hotel rooms and other similar areas. Employees can sleep in open areas with children or youth as long as the area is large enough for the employee to have their own defined sleeping areas and other employees are also present.

Employees must not discuss their own sexual history, preferences or fantasies nor their use of illicit or pornographic materials while in the company of children or youth.

Employees are not allowed to possess any sexually oriented materials (books, magazines, videos, clothing) when conducting business in the name of ME@HP.

When one-on-one discussion or counseling is warranted, employee interaction with a child or youth will take place in an area that allows for private conversation while remaining in the view of others.

If, for any reason, an employee feels there is a need to make an exception to these guidelines, they must submit to their supervisor a written description of the incident and why their actions were necessary. Their report will be reviewed for wrongdoing. A copy of the original report along with any additional findings made by the reviewer will be included in the employee's permanent file.

SOCIAL MEDIA AND DIGITAL COMMUNICATION GUIDELINES FOR STAFF

Effective communication with colleagues, students and families is vital for a thriving school environment where all stakeholders feel heard and engaged. Social media and digital communication devices and methods offer a means by which staff can quickly communicate with others, share information and exchange ideas.

Examples:

Social network - a dedicated website or other application that enables users to communicate with each other by posting information, comments, messages, images, etc.

Microblog - an online space where authors create communities to share information, ideas, personal messages, and other content

Listserv, newsgroup - an email exchange where messages are broadcast to every member of a group at once.

Forum - a web-based place where users post their comments or opinions on topics. Users may comment on or respond to previous posts. Readers can read and/or respond to all prior posts.

Chatroom - an internet space where groups of people meet for live conversations via typed messages

Text message - an exchange, usually one-to-one, of communication typically typed into a smartphone or hand-held device.

PURPOSE OF GUIDELINES

The school understands the value of social media and the benefits offered by digital communication devices for providing quick and easy interaction among peers, students and families. These guidelines are intended to support staff by ensuring that all staff members clearly understand the many factors and possible ramifications to consider and use communication tools in a school-approved manner within school-approved platforms or spaces. These guidelines are in addition to, and complement, existing and future policies.

GUIDELINES

When using social media or digital communication devices to communicate with students and/or families staff should use this as a reference tool to make informed decisions regarding their selection and use of social media resources and digital communication devices. Communication resources and devices, while of unquestionable value, are not without risk both personally and professionally, if used in the absence of the appropriate level of discretion and intent.

- ME@HP does not take a position on an employee's decision to participate in blogs, wikis, social media pages, etc. for personal use on personal time. If, however, staff members choose to do so, staff members should not communicate with students and families regarding topics pertaining to your work with ME@HP.
- Follow all rules established by social media provider (i.e. age requirements, profile restrictions).
- Be aware that even with the most stringent privacy settings, photo tagging and other tools may make personal information regarding students and their families publicly available. Staff should be prepared to address these issues and remind families of this potential.
- Do not "friend", "follow" or otherwise interact with students from your personal social media accounts.
- When using social media sites/products for school related purposes, use school and/or school-created platforms, (e.g. ME@HP Facebook page).
- Communicate with families and students through district-provided devices on district systems.
 - Staff must avoid communicating with families regarding school or ME@HP-related matters through personal social media accounts, blogs, etc.
 - Staff must avoid posting student information, pictures, work-product exemplars on personal social media sites, blogs, etc.

- Staff should avoid communicating with students and families through personal communication devices such as cell phones, tablets, etc. for any school or ME@HP-related matters, if necessary, should only do so during emergency situations.
- Are professionally obligated to respond to inappropriate behavior on a social media site, just as with such behavior in the school hallway. An employee who visits a student's page and finds photos or language suggesting drug or alcohol use, cheating on schoolwork, harassing of another student or other behavior inconsistent with school policy is professionally obligated to respond appropriately.
- Employees are asked to use good judgment when making and/or accepting "friend" (or "connection") requests to or from school colleagues. All employees are particularly encouraged to use caution when making "friend" requests of supervisors or subordinates due to the potential for a party to feel pressured to accept the request, potentially having an impact on the work relationship (as well as raising concerns of conflict of interest, unequal treatment, discrimination, or similar issues).
- Employees should remind all other members of their networks of their position as educators whose profile may be accessed by students and other members of the school community and ask them to monitor their posts to the employee's network accordingly. This includes being "tagged" in photos on the sites of friends or others, especially where the photos may imply activities not appropriate for viewing by students and other ME@HP community members.
- Posted Content-Employees should exercise care with personal profile data and posted content to ensure that this information does not reflect poorly on the employee's ability to serve as a role model or otherwise create a conflict of interest. Content should be placed thoughtfully and periodically reviewed.
- Privacy Settings-On most sites, privacy settings can be changed at any time to limit access to profiles and search-ability. Employees must be prudent in limiting access to their personal content, in line with these guidelines.
- Time on Social Sites-Employees must refrain from using social media or blogging sites for personal use during work hours except for brief, incidental usage. Use of social media may in no way interfere or impede the employee's completion of job duties and responsibilities to the school and its students.
- Online Identity and Posting to Blogs-ME@HP encourages active engagement in a range of activities, intellectual pursuits, causes, and the like—including social, political, religious, and civic-oriented groups, blogs, etc. At the same time, an individual's right to participate in these groups must be balanced with the school's right to manage public communications issued in its name or on its behalf.

- When posting messages to social, political, religious, and civic-oriented forums and blogs, employees should not state or imply their connection to the school in any way without the prior consent of the Director. This does not proscribe participation as a ME@HP employee in job-related on-line forums, listservs, blogs and other media; however, any such participation is subject to the other guidelines of this policy.
- Protecting Confidential Information-All confidential school information must be protected and disclosed only pursuant to school policy or as otherwise required by law. No social media or blog posts may communicate any confidential information.
- Use of Logos, Trademarks, and Intellectual Property-Employees should not use the school's logo, trademarks, official photographs, nor any other Intellectual property or proprietary materials in any postings without the consent of the Executive Director.
- Acceptable Use and Monitoring of Electronic Activities-Employees are prohibited from engaging in illegal activities or accessing Web sites that contain illegal or otherwise prohibited content at any time when using school networks, equipment or other means of school-provided access on or off of school property or while directly or indirectly representing the school in any way. Further, discovery of illicit activity by an employee on any site, even if through a personal means of access, will be considered a violation of this policy. To protect the school, its students, employees, and other community members from potential harm, liability or other risk, ME@HP reserves the right to monitor employee electronic communications and activities transmitted through school networks or using school-provided equipment.

SOCIAL MEDIA IN THE CLASSROOM

- Communicate clearly and meaningfully with families and students before using social media within the classroom so that families understand what, if any, information regarding their children may be available on the internet.
 - When using social media within the classroom, staff should provide information to families regarding the purpose for the use of the selected media, an example of what the media project will look like and a description of the amount of student information and level of security. Unless detrimental to the overall objective of the project, staff should use password-protected social media sites available only to families.
 - Passive consent (consent that requires parents to actively opt-out rather than opting-in) is appropriate in most instances.
 - Staff should work with their building principal whenever they are considering a new use of social media or digital communication within the classroom.
 - Always use common sense and professional judgment when contacting students through social media.
 - Communications must be age-appropriate and related directly to a student's education.
 - Staff at the elementary and middle school levels must include parents in all digital communications unless parents actively opt-out.
 - Staff at the high school level may communicate directly with students via media devices only after parents have been generally advised of the staff's intent to do so and have had the opportunity to opt-out.

STANDARDS OF PROFESSIONAL CONDUCT

Your online behavior must reflect the same standards of professionalism, respect and integrity as your face-to-face communications.

When using personal social media sites, if you identify yourself as an employee of ME@HP you must remember that you have associated yourself with the school, your colleagues and your school community; therefore, you must ensure that any associated content is consistent with the mission and work of the school.

Even with the most stringent privacy settings, when posting online comments that are related to school, students, families or the district, even in a personal capacity, staff should act as if all comments/postings are in the public domain.

Use caution when posting any comment and/or images to the internet that may reflect negatively on your professional image. Be advised that failure to adhere to these guidelines may result in disciplinary action.

For questions about the guidelines contact your building principal or supervisor.

SECTION 7

Acceptable Usage Agreement

The Internet and email provide invaluable resources and communications to Montessori Elementary @ Highland Park students and employees (hereafter referred to as “user”). Users accessing the Internet are representing the Montessori Elementary @ Highland Park and therefore have a responsibility to use the Internet in a productive manner that meets the ethical standards of an educational institution. The school’s Internet Safety Policy and the Technology Acceptable Usage Agreement shall be reviewed, evaluated and revised, as needed, annually.

Scope of Use: To ensure that students receive a quality education in an intellectually stimulating environment, it is the goal of the ME@HP to provide all students with access to a variety of technological resources. The creation of a large and varied technological environment demands that technology usage be conducted in legally and ethically appropriate ways consistent with the policies and instructional goals of the ME@HP. Thus, it is the intention of ME@HP that all technological resources be used in accordance with any and all school policies and procedures as well as local, state, and federal laws and/or guidelines governing the usage of technology and its component parts. Additionally, it is understood that all users of ME@HP will use the provided technological resources so as not to waste or abuse, interfere with or cause harm to other individuals, institutions, or companies.

Rules for Usage: The primary goal of the technology environment is to support the educational and instructional endeavors of students and employees of Montessori Elementary @ Highland Park Schools. Use of any and all technological resources is a privilege and not a right. Any violation of the Acceptable

Usage Agreement may result in termination of usage and/or appropriate discipline. All ME@HP students and their parent/guardians, and all employees must sign this agreement as acknowledgment of receipt of these procedures and policies.

I. ACCESS:

A. Any user who accesses the ME@HP network or any computer system for any purpose agrees to be bound by the terms of the Agreement, even if no signed Agreement is on file.

B. The use of all ME@HP school technological resources is a privilege, not a right, and inappropriate or suspected inappropriate use will result in a cancellation of those privileges pending investigation.

C. The ME@HP network or any computer system is in effect an extension of the classroom experience. The user, student or employee, should use the same judgment as they would in a classroom.

D. Students accessing the internet by any means other than the ME@HP network while in a ME@HP school facility is prohibited unless approved by administration. The ME@HP network is filtered to meet CIPA compliance. (Refer to VI. Internet Filtering.) Students are accountable for their actions when connected to an outside network. ME@HP is not liable.

E. All computers connected to ME@HP physical network (a computer located at a ME@HP facility, either wired or wireless) must be the property of ME@HP unless approved by a principal or supervisor. Individuals are prohibited from connecting a computer to the ME@HP network without first obtaining permission from a supervisor staff member. Bring your own device (BYOD) initiatives are to be approved by the school administration first. All devices connected to the ME@HP network are subject to same guidelines

F. Individuals may use only accounts, files, software, and technological resources that are assigned to him/her.

G. Individuals may not log in to or attempt to log in to the network by using another person's account and/or password or allow any other person to use his/her password to access the network, e-mail, or the Internet.

H. Individuals must take all reasonable precautions to prevent unauthorized access to accounts and data and any other unauthorized usage within and/or outside the Montessori Elementary @ Highland Park.

I. Individuals identified as a security risk may be denied access to the ME@HP technological resources. Any use of technological resources that reduces the efficiency of use for others will be considered a violation of this agreement.

J. Individuals must not disrupt or attempt to disrupt any computer services or data by spreading viruses, spamming or by any other means.

K. Individuals must not modify or attempt to modify hardware, utilities, and configurations, or change the restrictions associated with his/her accounts, or attempt to breach any security system, either with or without malicious intent.

L. The Supervisor and/or site administrators will determine when inappropriate use has occurred and each has the right to deny, revoke, or suspend specific user accounts and access. Users have the right to appeal the decision to the site administrator or Executive Director.

M. Accessing the ME@HP network from outside the network is prohibited without prior authorization.

II. COPYRIGHT:

A. The illegal use of copyrighted materials is prohibited. Reproductions of documents, graphics, pictures, digital recordings, music, etc. shall be subject to fair use guidelines and applicable laws and regulations. (For Fair Use guidelines, go to this link: <http://www.copyright.gov/fls/fl102.html>).

B. Illegal copies of software may not be created or used on school system equipment.

C. Any questions about copyright provisions should be directed to the Principal or Director.

D. The legal and ethical practices of appropriate use of technological resources will be taught to all students in the school (i.e. during lab orientation, network orientation, etc.)

E. If more than one copy of a software package is needed, a site license, lab pack, or network version must be purchased. The ME@HP Technology Department and the person requesting the software will be responsible for determining how many copies should be purchased.

F. The site administrator is authorized to sign license agreements for the school. Copies of any school-wide license agreements must be signed by the ME@HP Technology Department and/or Director and software distributed.

G. The ME@HP staff or site technology assistant is responsible for installation of all software in use on the local area network and/or individual workstations within the school.

H. Users should not purchase software for use on ME@HP computers or other technological resources without prior consultations with the ME@HP staff.

III. ELECTRONIC COMMUNICATION:

A. Communications with students/parents/guardians, even if not using school resources, are within the jurisdiction of the school to monitor as they arise out of one's position as an educator. For official ME@HP business, ME@HP employees are strongly encouraged to use ME@HP email account when communicating with a student via email.

B. Electronic communication between staff and students should be written as a professional representing ME@HP. This includes word choices, tone, grammar and subject matter.

C. All data stored or transmitted on school system computers shall be monitored. Montessori Elementary @ Highland Park's e-mail accounts may not be used for sending or attempting to send anonymous messages.

D. Photos and videos of students and staff should not be shared or posted electronically without permission.

E. Montessori Elementary @ Highland Park's e-mail accounts may not be used for sending non-school related information school-wide.

F. Electronic correspondence is a public record under the Public Records Act.

G. ME@HP recommends using educational social networking.

H. The line between professional life and personal life must be clear at all times. Staff members should only use their educational social media account or educational email account to communicate with students and/or parents and guardians, and should only communicate on matters directly related to education. Relationships associated with such educational social media accounts should only be with members of the educational community, such as administrators, teachers, students, and parent of such students. It is strongly recommended that staff reject requests from individuals who do not fit into these categories.

I. All staff members will be responsible for information that they make public through the use of electronic communication. Teachers are the gatekeeper for the privacy and protection of students. When other people can see your conversations with the students (i.e. "Other Friends" on Facebook), you may be endangering them and also violating the Family Educational Rights and Privacy Act (FERPA). No one should posts pictures of ME@HP students on their personal media accounts unless they have the permission of ME@HP administration.

J. Montessori Elementary @ Highland Park employees who wish to utilize an approved ME@HP website for communication must notify parents and obtain signed permission from the parent(s) to electronically post/share student pictures.

K. The employee understands that a laptop, iPad and all issued components are the property of Montessori Elementary @ Highland Park, and that although the computer and components may be taken from school premises during the employee's term of employment, they remain the property of ME@HP.

L. Employees who are released from their employment for any reason, (resignation, discharge, etc.) must return their assigned laptop and iPad no later than the final day of employment with ME@HP. If the laptop, iPad, or device is missing any components, ME@HP reserves the right to charge the employee up to \$50.00 for the cost of repairing the computer or replacing any missing parts. If a laptop or iPad is lost, stolen or damaged due to employee's negligence and must be completely replaced, the employee will be charged for the cost of replacement. The employee will pay the replacement cost via cash or check payable to ME@HP.

M. All e-mail messages and computer files are the property of ME@HP. Therefore, messages and files are not confidential. Back-up copies of e-mail and computer files may be maintained and/or referenced for business or legal reasons.

N. Employees are prohibited from using their assigned computer and iPad in a way that may be disruptive or offensive to others, or harmful to school morals. Forbidden transmission includes, but are not limited to, sexually explicit messages or artwork, ethnic or racial slurs, unwelcome or inappropriate propositions, offensive comments based on age, national origin, sexual orientation, or

religious or political belief, or anything construed as harassment or disparagement of others. Any violation of the prohibitions set forth in this statement may result in disciplinary actions, including without limitation termination of employee.

IV. INTERNET:

- A. The intent of the Montessori Elementary @ Highland Park is to provide access to resources available via the Internet with the understanding that faculty, staff, and students will access and use information that is appropriate for his/her various curricula.
- B. All school rules and guidelines for appropriate technology usage shall apply to usage of the Internet.
- C. Teachers are responsible for Internet resources that will be presented in the classroom prior to their introduction.
- D. Users will gain access to the Internet by agreeing to conduct themselves in a considerate and responsible manner and by providing written permission from parents, guardians, students, employees via this signed agreement.
- E. Students who are allowed independent access to the Internet will have the capability of accessing material that has not been screened.

V. INTERNET FILTERING:

- A. On the school's network, internet access for all users is filtered by a filtering system provided through the school system's ISP and by the district firewall system through one central point, by URL and IP address.
- B. URLs and IP addresses may be added to or deleted from the filtered list by the ME@HP administrative staff.
- C. Employees may request a review for override of filtered sites from the ME@HP staff.

VI. INTERNET SAFETY MEASURES:

- A. Internet safety measures shall be implemented that effectively address the following:
 - 1. Safety and security of students when using any form of direct electronic communications.
 - 2. Preventing unauthorized access, including "hacking" and other unlawful activities by students on-line.
 - 3. Restricting students' access to materials that may be inappropriate or harmful to them.
- B. The processes for ensuring that the system's resources are not used for purposes prohibited by law or for accessing sexually explicit material are:
 - 1. Monitoring on-line activities of students;
 - 2. Utilizing technology that blocks or filters Internet access (for both students and adults) to material that is obscene, pornographic or potentially harmful to students; and
 - 3. Maintaining a usage log.

C. All students will participate in Internet safety training, which is integrated into the school's instructional program in grades 6-12. Schools will use existing avenues of communication to inform parents, grandparents, caregivers, community stakeholders and other interested parties about Internet safety.

VII. LIABILITY:

- A. The Montessori Elementary @ Highland Park does not guarantee the reliability of the data connection and does not verify the accuracy of information found on the Internet. The Montessori Elementary @ Highland Park does not guarantee the confidentiality of any communications or data transmitted on its system.
- B. The Montessori Elementary @ Highland Park is not liable for any communication that has taken place on a personal device.

VIII. PRIVACY:

- A. To maintain network integrity and to insure the network is being used responsibly, the Supervisor reserves the right to review files and network communications.
- B. Users should have no expectation of privacy with regards to any data stored, transmitted or accessed on any device using the ME@HP network.
- C. Because communications on the Internet are often public in nature, all users should be careful to maintain appropriate and responsible communications.
- D. The Montessori Elementary @ Highland Park cannot guarantee the privacy, security, or confidentiality of any information sent or received via the Internet.
- E. All computer data including search histories and email communications transmitted on school system computers or by means of the school system network are subject to monitoring and may be archived.
- F. Users are encouraged to avoid storing personal and/or private information on the school's technological resources.
- G. The system-wide technology staff performs routine backups of the servers. However, all users are responsible for the backup and storage of any critical files and/or data.

SECTION 8

USE OF BUILDING

BUILDING USE POLICY

Montessori Elementary @ Highland Park is pleased to permit use of the ME@HP facilities located at 1802 Bailey Avenue and 1802 Vance Avenue for non-profit, educational, cultural, and civic purposes.

Guidelines

ME@HP functions will have priority over outside groups' functions.

The responsible party will be required to sign a Facilities Use Agreement agreeing to the following:

ME@HP employee must be present while the building is in use.

Any group using the building is expected to return the used area to an "as found" condition.

A custodial fee will be imposed if clean-up is required. Custodial fee amount is determined by the size of space used during the agreement.

Any damage will be the responsibility of the user.

ME@HP is a smoke-free facility; there is no smoking in the building.

Alcohol is not permitted.

Weapons are not permitted on ME@HP property.

The serving of food is permitted.

Certificate of Insurance coverage in the amounts acceptable to ME@HP are required as well as a signed waiver holding ME@HP not liable for harm or injury on the premises.

Failure to comply with these guidelines may result in canceling of further use of the building by any group or individual.

Reservations are required at least three weeks in advance.

ME@HP reserves the right to cancel an event at any time if a ME@HP event must take precedence. In that event, the \$25 deposit and half of the fees would be refunded.

BUILDING USE PROCEDURE

The following procedure is for allowing non-ME@HP groups to use the ME@HP facility at 1802 Bailey Avenue or 1802 Vance Avenue, Chattanooga, Tennessee for non-profit, educational, cultural, and civic purposes.

1. Send all phone calls and inquiries regarding the use of space to the Finance Office or Facility Manager.
2. If the individual or group requesting to use the facility is a ME@HP employee, they must complete the ME@HP Facility & Equipment Request Form. If the individual or group is an outside entity, they must complete the Application for Use of Facilities Form.
3. The Facility Committee will coordinate with the external entity and review the Application for Use of Facilities.
4. The ME@HP Facility Reservation calendar will be reviewed to determine availability of space.

5. If approved for a ME@HP employee, the event will go on ME@HP Facility and Bus Reservation calendar located on the employee resource link on the ME@HP Website.
6. If approved for an external entity, the Facility Committee will determine deposit required and the rental cost and forward the ME@HP Facility Use Agreement form to be completed by the requesting individual or group.
7. Requests for facilities must be submitted at least 2-weeks in advance of the event.
8. Finance Officer will follow up with the customer two weeks prior to event to coordinate any deposit required.
9. Executive Director, Finance Officer, or designated representative will arrange for a ME@HP staff person to be on site the day of the event while the group is there, if necessary.
10. Upon completion of the event the Facility Committee will determine if the group will have their deposit returned. If the facility is left as they found it, a check will be sent to renters within two weeks after the event.

SECTION 9

GENERAL INFORMATION

Fund Policy & Procedures

I. PURPOSE. To outline policies and procedures for handling school activity funds.

II. POLICY. This policy defines “Cash” as checks, currency, coins, money orders, and credit cards and payments.

A. GENERAL. Cash received in the building will be accounted for immediately by at least two personnel and a receipt issued immediately for the cash. When money or checks are received, they should be deposited that day, or within three working days. **No exceptions.**

B. SEPARATION OF DUTIES. There should be separation of duties concerning the handling of cash/checks. There should be a system of checks and balances in which tasks are performed by different individuals for adequate control. For example, the same person is not to collect money, post receivables and other accounting records, and make the deposit.

C. RECEIVING OF CASH.

1. There should be separation of duties concerning the receipt of cash/checks. When money is received, at least two individuals will account for all cash received, the person turning in cash and the person authorized to maintain custody of cash on hand. **Individuals receiving cash for fundraising activities, purchase of school clothing, athletic events, etc. must be accounted for and submitted to the Administrative Assistant before the close of business on the day funds are received.** Individuals verifying the amount of cash will copy all checks or sign a log-in for and give a copy to the Finance Office. The

original copy of the checks and/or collection log will be maintained by the individual turning in money for their records.

2. The Finance Office will verify the amount of cash/checks and the person turning in the funds will be required to initial the cash/check receipt log. The Finance Office representative will document the transaction and maintain in their records a copy of the receipt log, and prepare a deposit slip for the person maintaining custody of the cash for the bank deposit. Cash should never leave the building prior to being counted and receipted.

3. All cash collected and/or received will be counted and given to the person authorized to maintain custody of cash. No other person is authorized to maintain custody of cash and should never leave the facilities with cash. All cash temporarily kept in the building will be kept safe from fire and theft by placing in the school safe or in designated lock cabinet in the Finance Office.

4. Monies received must be receipted and submitted to the Finance Office DAILY.

5. Money left in the school that is not in a safe or vault is considered insecure. Teachers are to be held accountable for all money submitted to them.

6. Money for field trips must be receipted before submitting to Finance Office. All field trip money collected on a single day can be receipted as one sum, however, individual lists must be maintained to verify amounts received from each trip.

D. EXPENDITURES.

All purchases must be **pre-approved** by the Executive Director or Finance Officer prior to obligating ME@HP funds. ME@HP will not assume responsibility for payments on any items purchased, which has not been duly authorized. In accordance with the auditing requirements, the following procedures MUST be followed:

To obtain an approval to expend ME@HP funds, please follow the purchase order procedure below:

1. Submit an electronic purchase order request form with Sections 1 and 2 completed. Information must include vendor name, quantity, item description, total cost to include shipping and handling, desired method of purchase, date items needed or date of event, purpose of purchase/item(s), and an electronic signature. If the exact total of a purchase order is unknown, include a 'not to exceed price' and add a general description of items being purchased such as 'Library books for the sixth grade learning initiative.' The actual purchase price should not exceed the purchase order approved amount. There must be **sufficient funds** available in the specific account before a purchase order will be approved.

2. All purchase order requests must be initiated at least 3 weeks in an advance of an event or at least 2 weeks prior to any supplies or other items needed.

3. Forward the completed purchase order request form to the appropriate supervisor, if one is designated. Once completed, the purchase order will be submitted electronically to the Finance Office. The Finance Office will review to determine funds available and either approve the PO or forward to the Executive Director for review and approval.

4. Once approved by either the Finance Director or the Executive Director, the requesting individual or the Finance Office is authorized to take action to purchase the item(s) depending on the method of purchase.
5. The **authorized individual making the purchase MUST provide the vendor with the approved PO#.** Failure to provide the approved PO# to the vendor may result in the individual being financially responsible.
6. Failure to follow the procedures above may result in your being **personally liable** for payment for any purchases made without prior approval.
7. Once the purchased items are received in front office, the Administrative Assistant will inventory and provide a copy of the packing slip and/or delivery receipt to the Finance Office signed by the requesting individual acknowledging that all items were received. If the vendor was paid prior to shipping, a copy of the packing slip will be attached to the purchase documents. If the vendor is to invoice ME@HP, the Finance Office will submit payment once it is documented that items were received.
8. If a purchase exceeds the amount of \$4,999.00, three written bids, quotes, or other documentation to demonstrate the vendor has the best price for the item being purchased. Amounts less than stated above can be quoted when deemed necessary.
9. Reference the PO# in the top-right corner of all receipts and/or packing slips by the person originating the expenditure.
10. All receipts must be turned into the Finance Office immediately upon returning to the facility or no later than 24 hours after purchase for approved reimbursement purchase orders.

E. DONOR AND GRANT FUND RECEIPT PROCEDURES

1. Administrative Assistant will open mail with any funds received and the Executive Director will review and verify funds received.
2. Administrative Assistant will be responsible for logging each check. All electronic transactions will be forwarded to the Finance Office via email. Original checks will be given to Finance Office for deposit. The Finance Office will scan images of the checks and forward to the Executive Director and ME@HP staff. At the end of each month, the Administrative Assistant will forward to the Associate Principal, the total amount logged for the month being deposited in the following accounts: ME@HP – Checking, and the Director of Advancement and Fund Development for ME@HP – Checking / ME@HP – Savings. This report, along with the end of month balancing reports (Bank & Peachtree), will be used to verify all checks received were deposited.
3. A monthly report of funds received electronically via PayPal or other electronic methods will be emailed by the Finance Office to the Administrative Assistant and the Development Office. Reports will be received by the 5th of each month.
4. **GRANT APPROVAL FORM** - A form is to be completed for any grant written or any funds or materials to be received for use by faculty, staff or students. Any written grants, funds, or materials using

ME@HP in any wording or documents to receive the funds or items, must be reported through the Executive Director's office and the Foundation. The form must be completed prior to the grant being written or materials and funds received. The property received from any written grant, fund, or materials submitted on behalf of ME@HP in any wording or documents belongs to ME@HP.

5. Gift information is entered into the fundraising/accounting software by the finance office personnel. ME@HP Development Staff is responsible for processing all gift acknowledgement letters. Dr. Swafford and Dr. Sue Anne Wells will sign the letters.

F. COLLECTION OF MONEY

1. Teachers/others who collect money will maintain a collection log documenting the purpose of collection, name of teacher/club/class, the payer, dates of collection and a daily total. Collection logs will be maintained for each separate activity. Monies must be turned in to the Administrative Assistant each day of collection.

2. All money collected in reference to the ME@HP must be turned in and receipted in accordance with this policy.

G. CASH OR CREDIT/DEBIT CARD DISBURSEMENTS.

1. Checks will only be issued by the individual designated and assigned the responsibility for check writing. Only designated personnel are authorized to sign checks. The Finance Office will provide an invoice or other appropriate documentation to the person responsible for signing checks. The Finance Office will record the disbursement and process for payment.

2. Checks greater than \$4,999 require dual signatures of those authorized to sign checks. Electronic signatures may be used via email by one signee, if necessary. The electronic signature will be attached to the disbursement documentation. Exceptions to this policy are reoccurring employee benefit payments, such as TCRS, that is a required expenditure as part of the payroll process.

3. ME@HP credit/debit cards are for business use ONLY. Only designated administrative staff may request to sign-out and purchase items using a ME@HP debit card. Finance Office personnel are authorized to purchase items using the ME@HP debit card when an approved purchase order requires the purchase of the item via phone or online.

4. Faculty and staff may sign out a ME@HP Purchase Card for approved purchases that requires the item to be purchased at the vendor location. Examples include, purchasing items at a local vendor, purchasing items during an Expeditionary Learning Trip, etc. The employee is required to take a tax exempt form when purchasing with the ME@HP Purchase Card.

H. TICKET SALES.

1. Beginning numbers and ending numbers will be recorded prior to ticket sales. Two individuals (one must be the person authorized to maintain custody of cash) should count tickets and cash at the end of

the event. Cash will be given to the person authorized to maintain custody of cash on hand. Documentation will be given to the Finance Office to record the transaction and prepare deposit slip for bank deposit.

2. A reconciliation form will be given to the ticket seller; a designated individual other than the ticket seller will record the beginning number and the amount of change given to the seller. The ticket seller will receive cash/change from the person authorized to maintain custody of cash on hand. The amount of sales will be turned in to the principal or designee immediately following the event.

I. CONCESSION INVENTORIES AND RELATED SALES ACTIVITIES

Prior to beginning the concessions and any ticket sales at home games, indoor or outdoor, the coach/person(s) responsible for sales will need to inventory the concessions being used for that event before and provide updated count after the event, as well as, have the beginning and ending ticket numbers for entrance to events.

1. Two personnel will count and document inventory prior to concession opening and at the close of the concession. Beginning inventory will be reconciled with prior inventory records and a copy of any purchase receipts. Perishable items such as drinks and items that cannot be counted individually such as cheese dip will be counted per container used to sell the items.

2. Cash from the concession will be counted and verified by two personnel (one must be the individual who maintains custody of cash on hand). The cash will be placed in the school safe until bank deposit.

3. Documentation verifying beginning and ending inventory and amount of cash for deposit will be given to the finance office. The finance office will record the transactions and prepare deposit slip for bank deposit. The Athletic Director and/or coaches will maintain concession inventory and all related sales documentation.

J. REPORTS AND ACCOUNT RECONCILIATION

1. All fund raising activities related to or in the name of the school, conducted by organizations/person(s) must be approved by the Principal and must be reported to the principal through a financial report at least annually.

2. All organizations, i.e. boosters, PTA, etc. must supply the Principal with a financial accounting report at least annually. If it is connected with the student's financial business must be conducted through an account with the school.

3. The Finance Office will provide the Associate Principal with bank statements and reconciliation documents from the accounting system (Peachtree) at the end of each month to verify the reconciliation was completed and the accuracy of each bank account balance. A copy of the reconciliation to include the Associate Principal's initials verifying the balance was completed will be maintained in the Finance Office.

K. PAYROLL FILES

1. Contracts for personnel salaries and documentation will be located in each file. Approval of salaries by the Board will be on kept on file in the Finance Office.
2. Leave forms will be documented and maintained in the Finance Office. Documentation of leave will also be maintained electronically, along with accumulated leave on each check stub for each employee.

L. CONTRACTS, STIPENDS

Any expenditure of ME@HP funds must be approved in writing in advance of the expenditure and/or obligation of funds. If the funds are spent or obligated without prior approval, ME@HP reserves the right to refuse reimbursement for employee or contract staff.

M. TRAVEL EXPENSES

1. All requests for individual travel must be submitted in writing at least two weeks in advance and approved by Executive Director and Finance Officer. Employees must complete a Request for Travel Authorization Form that includes all cost associated with the travel plans, such as travel, lodging, conference or workshop fees and per diem, parking, etc. Travel, including fares, should be planned in advance in order to receive best rates.
2. At the conclusion of the travel the individual must complete a Claim for Travel Form with all receipts associated with the travel attached to the form. The form must be approved by the employee's supervisor and Executive Director. Any expense on the claim form without a receipt will not be reimbursed, excluding per diem rate, which is based on GSA rates.

SECTION 10**VISITOR POLICY & PROCEDURES**

1. He/she should enter the front office.
2. Visitors sign in immediately in the front office.
3. If they do not, the front office staff should immediately alert administration by radio or telephone. We will then determine the action to take.
4. Stand up and greet the visitors. Every visitor should be addressed to inquire reason for visit, before being allowed to sign in to the school. Just because they want to visit, does not constitute a visit.
5. Once that has been confirmed, hand both "Visitor Sign-in Books" to him/her to complete. The visitor sign in books should always remain behind the counter. Each and every "Visitor" MUST wear an orange sticker, even if they are wearing a company name tag.

If the visitor enters and will not adhere to our processes the following should take place:

1. Radio immediately if they do not adhere to signing in or your inquiry.
2. If they leave office (with or without) a Visitor pass, but have not been given permission to leave the office or you have requested them to stay in office and they refuse, announce over the PA, "All Visitors Return to the Office Immediately."
3. If they do not return, radio administration, and immediately go into lockdown mode. *"This is a lockdown. Dr. Swafford bring your red folder to the office."*

Parents and other adults arriving to the school and moving down the hallways, without permission, are a good example of when the aforementioned procedures should take place. If we are not aware of where they intend to go or what they may have with them, or their intention, then our school safety is at risk.

Staff and administration who have been assigned a radio should have them on your person and in operation at all times during school hours. Also, if need be, we can set a ringtone on our cell phones so that we will know when staff is trying to locate us.

SECTION 11

ADMINISTRATIVE EMERGENCY PROCEDURES

Chain of Command

In all emergency drills, directions will be given by Administrator

If Administrator 1 is absent, directions will be given by Administrator 2 and as follows:

Administrator 1	Elaine Swafford	Chief Executive Officer
Administrator 2	Maryo Beck	Principal
Administrator 3	Kelli Fulton	Assistant Principal
Administrator 4	Shadrina Booker	Director of HR & Operations
Administrator 5	Jeanne Hinchee	Chief Financial Officer

Administrative Order for Securing the Building

Administrator 1	Maryo Beck	Principal
Administrator 2	Kelli Fulton	Assistant Principal
Administrator 3	John Giles Colby Beene	Maintenance/Custodial Supervisor
Administrator 4	Shadrina Booker	Director of HR & Operations
Administrator 5	Jeanne Hinchee	Chief Financial Officer

Assembly areas:

Fire Drill Assembly: Union Avenue

Evacuation Location 1: Gym on Vance Ave

Crisis Plan

A crisis is defined as the sudden death of a student, school employee, or significant other impacting an individual or group in a school setting, a natural or accidental disaster, real or threatened violence, or any other life-threatening situations.

Crisis Team: A group of counselors, administrators, and other designated persons to handle media, traffic, logistics, and information.

Crisis Team Designees:

General Instructions:

1. Immediately report any emergency situation to the office
2. DO NOT call 911
3. Do not allow students to use phones or cell phones
4. Listen carefully for code or instructions
5. Keep students quiet
6. Do not allow students to leave the room unsupervised. If it is a lockdown, do not allow students to leave the room under any circumstance.

7. Never leave your students during an emergency.

Emergency Codes/Color Code Cards

Emergency Codes:

*Codes will be given over the intercom (This is a school safety drill).

School Safety Drill = Lockdown - Threat is present. Over the intercom: *"Dr. Swafford, please come to the main office with your red folder."*

Soft Lockdown = No threat present. Can be used for any situation that requires staff and students to stay in classrooms. (Ex. Fight or health-related emergencies)

Color Code Cards: (only use as directed by admin)

Red Card - Need help immediately

Yellow Card - Have a problem, but not an emergency.

Green Card - Everything is okay.

Lockdown Procedures:

1. Check outside classroom door for students.
2. Lock classroom door.
3. Close windows and shades, if possible, cover door window.
4. Keep students away from doors and windows.
5. Keep students quiet.
6. Call roll.
7. Remember that a lockdown situation could last a few hours.
8. Do not open the door under any circumstances unless it is an administrator or emergency personnel.
9. Teachers without students should still go under lockdown.

EMERGENCY DRILLS

Fire Drill

Signal: Building Fire alarm system

Procedure

1. Students exit classroom and WALK in orderly lines to Union Avenue.
2. Students evacuate the building by designated routes to the assembly area (see map)
NO TALKING IS PERMITTED!!
3. Teachers:
 - a. Take your Roster located on the hook near your classroom door with you.
 - b. Check that all students are out of the classroom.

- c. Check that all exits are clear.
 - d. Leave classroom door closed, and on lock.
 - e. Any students in the hall should be taken by the teacher that passes them first and accounted for once they reach the assembly area. Administration assigned by floor should check restrooms. Burke -3rd floor, Beck Old Side 2nd floor, J. Booker New Side - 2nd floor, Arnwine 1st floor, Operations – New Bldg & shut off alarm in old bldg.
4. In assembly area, teacher takes roll and accounts for each student.
 5. Students in classrooms other than their own are to remain with that class until given permission by both teachers to rejoin their class.
 6. Students remain in orderly and silent lines until an all clear signal is given.

PROCEDURE WHEN NOT IN YOUR OWN CLASSROOM

Teachers must inform front office personnel of location when away from the building.

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.
2. Teachers must have cell phone on their person and on ringtone when away from the building.

Tornado Drill

Signal: Intercom, All Call on Phone, or 2 way radio or Public tornado siren

Procedures

All teachers and students must follow the following plan:

First Floor:

Rooms 101 and 102 will continue to use the restrooms across the hall.
 Room 107 will use room 103.
 Room 128 stays where they are.
 Room 130 stays where they are.
 The office staff & the first-floor offices will go into the main office closet.
 The students in the media center and the lecture hall will go to the hallway with the six grade lockers.
 Room 117 stays where they are.

Second Floor:

Room 226 will use the exit stairs next to room 221 and use the hallway located in front of room 127 and 128.
 Rooms 210, 211 will use the hallway and side area in front of and next to rooms 130 and 133.

Rooms 218 and 226 will use the exit stairs next to room 218 and use the hallway located in front of room 127 and 128.

Rooms 214, 215, and 217 will use the exit stairs next to room 211 and then use the hallway and side area in front of and next to rooms 130 and 133.

Room 220 will use the exit stairs located in front of room 218 and will go down to room 128.

Room 207 will use the exit stairs located between the elevator and room 207 and fill in the staff restroom.

Room 206 will go down the staircase in front of room 207, then should go to the hallway in front of 117 at the bottom of the stairs and on that side of the wall.

Rooms 201 and 202 should go to the women's restroom across from room 117.

Third Floor:

Room 301 and room 303 will go down the staircase next to 301 to the men's restroom by Room 201.

Room 309 will go down the staircase by Room 301 and go to the woman's restroom by 202.

Rooms, 308, 310, 311, and 312 evacuate using the stairwell by the elevator to the first floor:

Room 311 will go to 115.

Rooms 308 and 310, 312 will go down to fill in hall space by lecture hall.

Building 2 (Cafeteria/Library)

- All students and teachers should move into an orderly fashion into the makerspace.

Shelter in Place Drill

Signal: Intercom, All Call on Phone, or 2-way radio

A Shelter-In-Place Drill indicates an emergency that requires students and staff to remain inside. This may occur while students and faculty or in the cafeteria or gym.

Procedures:

1. When the announcement is given, all classes will remain in their rooms. Teachers should pull in any students who are in the hall or nearby restrooms into their class.
2. Students should be arranged in the shelter area so as to enable them to assume a "Duck and Cover" position on command given by the teacher in charge.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

ACTIVE SHOOTER OR IDENTIFIED FIREARM IN THE BUILDING

***If an intruder is identified, both schools must notify each other by toggling through Radio channels**

If there is an active shooter or a firearm has been identified – Alert on the location of issue

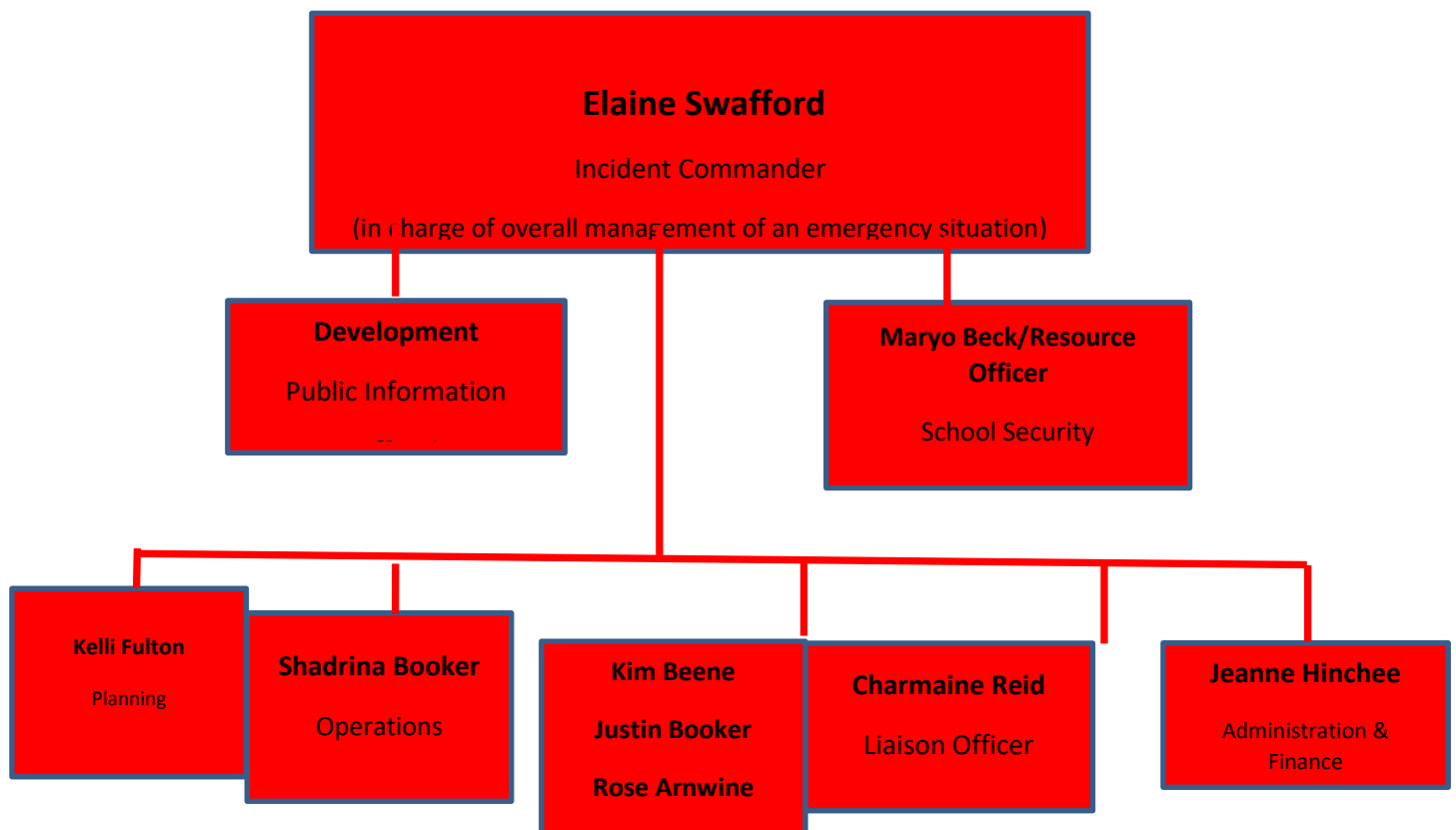
The following steps should be followed:

1. The CFO should escort the CEO to the Command Post.
2. The CFO and the CEO should take their 2-way radios and the chargers with them, if at all possible.
3. We have one command post: The gym on Vance Avenue
4. From this site, the CEO and CFO will handle the crisis and inform law enforcement of the situation.

The following exit routes are suggested, but as we all know in an emergency, all exits may not be available. Faculty and staff should make themselves familiar with all of the exits in the building.

In the event of a “shelter in” where faculty and students are unable to leave the building or any other situation that warrants attention, the following emergency management command system will be used:

INCIDENT COMMAND SYSTEM/EMERGENCY MANAGEMENT



TEAM ROLES AND RESPONSIBILITIES

Incident Commander - Elaine Swafford	Responsible for development of school's plan and overall management of emergency situations. Accounts for emergency team location & safety status by radio or phone. CEO – check-in, call out to responsible parties.
School Security – SRO & Maryo Beck	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants; document activities
First Alert – Charmaine Reid	Send initial alert through intercom systems and through Remind 101 to all faculty and staff.
Liaison Officer – Counselors	Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; documents activities
Public Information Official/Communications- Justin Booker/Catherine Clifford	Develop relationship with local media reps; prepare media releases; establish “media center” near Command Post/develop telephone tree for after-hours communication.
Planning Officer - Kelli Fulton	Assist Incident Commander in the collection and evaluation of information about an incident as it develops; assist with ongoing planning efforts; maintains time log
Student Accounting and Release - GeGe Harris, Aldo Heredia	Analyze school staffing to develop a Student Accounting and Release Plan (reports staff/student/teachers accounting to the Command Post); Implement plan in an emergency; document activities. Inform teachers away from building of the incident status.
Operations Facility and Environmental - John Giles, Colby Beene & Shadrina Booker	Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exist or directed by Incident Commander; assist in securing facility
First Aid/CPR/AED - Clinical Staff	Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies

Crisis Intervention and Response – Counselors	Provide and access psychological first aid services for those in need (working with “Operations: Medical”); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities.
Food, Water, Sanitation - Rose Arnwine & John Giles	Coordinate the rationed distribution of food and water; establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activity
Logistics -Catherine Clifford – Kim Beene & Justin Booker	Responsible for organizing resources and personnel. In an emergency Justin Booker responsible for sending the silent alarm code 5555 on security keypad. Catherine Clifford/Kim Beene responsible for sending code when Justin Booker is out.
Logistics Supplies - Rose Arnwine	Responsible to establish and maintain “Emergency Team Toolbox”; coordinate access to and distribution of supplies during an emergency
Administration & Finance - Jeanne Hinchee	Responsible for overall documentation and record keeping activities; when possible photograph or record damage to property; develop a system to monitor and track expenses and financial losses; secure all records
Student Management – SRO/Remaining Faculty & Staff	All other faculty & staff will assist with managing the students and maintaining order.

** CEO, Principal and IT should monitor the movement in building during an emergency situation.

1. Hostage/ Active Shooter / Firearm

Signal: School Safety Drill “*Dr. Swafford, please come to the main office with your red folder.*”

- If there is an active shooter or a firearm has been identified – Alert on the location of issue
- The following steps should be followed:
- The CFO should escort the CEO to the Command Post.
- The CFO and the CEO should take their 2-way radios and the chargers with them, if at all possible.
- We have one command post: The gym

- From this site, the CEO and CFO will handle the crisis and inform law enforcement of the situation.
- All personnel with Radios should carry and utilize headphones during emergency.
- Cell Phones should be kept on silent, but monitored during incident for communication.

Teachers:

1. Check outside classroom door for students.
2. Lock classroom door.
3. Close windows and shades.
4. Move students away from windows and doors, if possible.
5. Keep students quiet.
6. Take roll.
7. Do not open door; administration or emergency personnel will open all doors.
8. Teachers without students should lock down.

Other staff members:

1. Lock down.
2. Follow instructions

EXIT ROUTES**Rooms**

101	103

102	

** Exit out of the Union Avenue Door facing south

Rooms

107	108

**Exit from the Main entrance facing Union Avenue

Room

113	120

115	121

117	122

**Exit West door facing Hawthorne Street (near Room 120)

Room

130	128

131	124

129	126

127	133

**Exit East door facing Orchard Knob Avenue then proceed to gathering space (grass) on Union Ave

Rooms

206	207

**Exit from main stairwell and out Main entrance door

Rooms

201 208

202

** Exit west stairwell and out of the Union Avenue Door facing south

Rooms

210 214

211 215

**Exit using the glass enclosed stairwell adjacent to classrooms continue to west exit door facing Hawthorne Street

****NOTE: Use glass door at the bottom of stairwell NOT the fire door.****Rooms**

217 223

220 222

218 221

226

**Exit 2nd Floor stairwell and out East door facing Orchard Knob Avenue and proceed to the gathering space off of Union Ave

Rooms

310 312

311

**Exit from the main stairwell and out Main entrance door

Rooms

301 307

303 308

306 309

**Exit from the west stairwell and out of the Union Avenue Door facing south

New Building (Cafeteria/Library)

-Cafeteria: Use exit door that is closest to you and meet in gathering space on Union Ave.

-Second Floor classrooms: should use main stairwell and exit door at the bottom of the stairs, proceed to gathering space on Union Ave.

-If the back-stairwell light indicates smoke is detected, do not exit using those stairs.

2. Terrorist/Violent Acts**Signal: School Safety Drill “Dr. Swafford, please come to the main office with your red folder.”**

1. Check outside classroom door for students.
2. Lock classroom door.
3. Close windows and shades.

4. Move students away from windows and doors, if possible.
5. Keep students quiet.
6. Take roll.
7. Do not open door unless it is administration or emergency personnel.
8. Teachers without students should lock down.

Other staff members:

1. Lock down.
2. Follow instructions.

3. Bomb/Bomb Threat

Signal: **Code Orange** - should evacuate the building by at least 1000ft, use the Gym as the safe location.

Steps of Action:

1. Phone threat - obtain as many details as possible.
- A. Check caller ID
- B. Notify administration
1. Evacuate the building using the fire drill plan.
 2. Staff should look for unusual devices or disturbances while evacuating the building.

Roles:

CEO:

1. Determine the need for evacuation and notify staff.
2. Gather information from staff on anything suspicious.
3. Assess injuries.
4. Assign qualified staff to First Aid assistance at evacuation site.
5. Make contact with Emergency Assistance personnel upon arrival.

Secretary:

1. Remain calm; obtain as much information as possible.
2. Contact Utility companies
3. Take emergency plan list to evacuation site.

Custodians:

1. Report to principal
2. Secure building by helping to shut off gas and electricity.

PHONE NUMBERS:

Gas Company: 1-866-643-4168 Electric Company: 423-698-1372 Water Dept.: 423-771-4700

4. Hazardous Material

Signal: Fire alarm

Evacuation Procedures:

1. Fire alarm, code green, or code blue is given.
2. Teacher always evacuates with grade book.
3. Teacher is always last to leave class.
4. Make sure room is clear and then lock the door.

*If hazard is outside remain inside and listen for instructions

5. Medical Emergency

Signal: Code Blue - Lockdown for medical emergency

Via radio, State location of emergency, Send remind message

Physician On-Site:

See Medical Procedures

Physician Off-Site:

1. Head Administrator goes to location of student
2. Asst Principal to obtain emergency team tool bag
3. Call Physician
4. Make a decision on calling emergency personnel
5. Call the Parent

MEDICAL CLINIC EMERGENCY PROTOCOL

Goal: After notification of the physician/medical team of a medical emergency on school grounds, the medical clinic emergency protocol has been developed to promote rapid evaluation and attendance of any medical emergency.

POLICY:

To delineate the responsibility of each member of the medical response team, the first responders, for management of the acutely ill or patient emergency development while on the school grounds.

PROCEDURE:

If victim is discovered: OUTSIDE OF THE MEDICAL CLINIC*

Sequential Steps:

1. Physician/medical team is notified of medical emergency via established emergency notification protocol
2. Physician to take emergency bag and AED to the emergency site
3. Medical assistant to clear the medical clinic and then transport the clinic wheelchair to the emergency site
4. Break open the emergency bag once on-site
5. Physician to triage the victim while concurrently securing the site if precarious
6. Initiate BLS protocol: ABCs as clinical condition dictates (designated bystander staffer to call 911)
7. Physician to apply pulse oximeter: apply supplemental oxygen of 2 liters if oxygen saturation < 95% via nasal cannula if adult, venti-mask if pediatric (less than 18 years old)
8. Medical assistant to check finger stick glucose level: goal to maintain glucose level > 60
9. Adult victim suspected of cardiac emergency, administer aspirin 81mg chewable
10. ALL unconscious victims are to be transported to the emergency room for further evaluation and management
11. ALL victims triaged of EMERGENCY status by the physician on-site are to be transported to the emergency room
12. ALL victims triaged as NON EMERGENCY status and capable of management in the medical clinic are to be stabilized and transported back to the medical clinic via wheelchair for further monitoring and management as clinical condition dictates

*Applies if the physician is present on school ground

If patient is brought or develops emergency: INSIDE OF MEDICAL THE CLINIC*

Sequential Steps:

1. Physician to triage the patient and initiate BLS protocol: ABCs as clinical condition dictates (medical assistant to call 911)
2. Physician to apply pulse oximeter: apply supplemental oxygen of 2 liters if oxygen saturation < 95% via nasal cannula if adult, venti-mask if (less than 18 years old)
3. Medical assistant to check finger stick glucose level: goal to maintain glucose level > 60
4. Adult patient suspected of cardiac emergency, administer aspirin 81mg to CHEW
5. ALL patients who become unconscious are to be transported to the emergency room for further evaluation and management

6. ALL victims deemed of EMERGENCY status by the on-site physician are to be transported to the emergency room
7. ALL victims triaged of NON-EMERGENCY status are to be stabilized and managed within the medical clinic as clinical condition dictates

*Applies if the physician is present on school grounds

NOTE: If victim develops emergency on school grounds (whether outside or inside of the medical clinic) and the physician is NOT on school grounds, BLS protocol is to be initiated and followed.

Legend for Medical Clinic Emergency Protocol:

AED= automated external defibrillator

BLS= basic life support

ABCs= airway, breathing, circulation

6. Accident/Serious Injury/Illness

Signal: Soft Lockdown

Teachers:

1. Stay with class.
2. Follow lockdown procedures if necessary.

Custodians:

1. Check with principal.
2. If there is a building mechanical problem, attend to it first.

PROCEDURE WHEN NOT IN YOUR OWN CLASSROOM

Teachers must inform front office personnel of location when away from the building.

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.
2. Teachers must have cell phone on their person and on ringtone when away from the building.

10. Utility Emergency

Signal: Soft Lockdown

Custodian:

1. Assist principal in the inspection of building.

Teacher:

1. Take roll.
2. Follow procedures as determined by administration.

11. Reverse Evacuation

Reverse Evacuation moves students inside the building if there is an unsafe condition outside.

Signal: By intercom system, radio or phone.

1. Move all students inside as quickly as possible.
2. Assist those needing additional assistance.
3. Report to Classroom.
4. Take attendance.
5. Report any missing, additional or injured students to the administration.
6. Wait for further instructions from Administrator 1.
7. The all clear signal will be given by Administrator 1. If Administrator 1 is absent, the all clear and decisions will be made by Administrator 2 followed by 3, 4 and 5.

12. Soft Lockdown

This is a lockdown for cautionary procedures, when dealing with an incident away from campus. However, this situation still calls for security of the building.

****Close doors when you hear *Soft Lock Down*, but continue teaching unless otherwise instructed.**

****Leave book bags in room, unless directed to remove to hallway**

13. Temporary Shelter

If, for any reason, students need to be evacuated to a temporary site for shelter, students shall be led to Hutton Gymnasium.

1. Take attendance prior to walking your students to gym.
2. Take attendance upon arrival.
3. Wait for further instructions from Administrator 1 (or the next administrator in line) on contacting parents and or arranging transportation.
4. Teachers are expected to supervise students.

SECTION 12

SEXUAL ABUSE AND MOLESTATION PREVENTION POLICY

Montessori Elementary @ Highland Park does not permit or allow sexual abuse or molestation to occur in the workplace or at any activity sponsored by or related to it. In order to make this “zero tolerance” policy clear to all employees, volunteers and staff members, we have adopted mandatory procedures that employees, volunteers, family members, board members, individuals and victims must follow when they learn of or witness sexual abuse or molestation. Sexual abuse takes the form of inappropriate sexual contact or interaction for the gratification of the actor who is functioning as a caregiver and is responsible for the student’s care. Sexual abuse includes sexual assault, exploitation, molestation or injury. It does not include sexual harassment, which is another form of behavior which is prohibited by ME@HP.

Reporting Procedure

All staff members who learn of sexual abuse being committed must immediately report it to the school counselor designated as responsible for receiving and initiating an investigation. If the victim is an adult, the abuse will be reported by this designee to the local or state Adult Protective Services (APS) Agency. If a child is the victim, the designee will report it to the local or state Child Abuse Agency. Appropriate family members of the victim must be notified immediately of suspected child abuse.

Investigation & Follow Up

We take allegations of sexual abuse seriously. Once the allegation is reported, we will promptly, thoroughly, and impartially initiate an investigation to determine whether there is a reasonable basis to believe that sexual abuse has been committed. Our investigation may be undertaken by either an internal team or we may hire an independent third party. We will cooperate fully with any investigation conducted law enforcement or regulatory agencies and we may refer the complaint and the result of our investigation to those agencies. We reserve the right to place the subject of the investigation on an involuntary leave of absence or reassigning that person to responsibilities that do not involve personal contact with individuals or students. To the fullest extent possible, but consistent with our legal obligation to report suspected abuse to appropriate authorities, we will endeavor to keep the identities of the alleged victims and investigation subject confidential. If the investigation substantiates the allegation, our policy provides for disciplinary penalties, including but not limited to termination of the actor’s relationship with our organization.

There are a number of “red flags” that suggest someone is being sexually abused. They take the form of physical or behavioral evidence. Physical evidence of sexual abuse includes, but is not limited to:

- Sexually transmitted diseases:
- Difficulty walking or ambulating normally;
- Stained, bloody or torn undergarments;
- Genital pain or itching; and
- Physical injuries involving the external genitalia.

Behavioral signals suggestive of sexual abuse include, but are not limited to:

- Fear or reluctance about being left in the care of a particular person;
- Recoiling from being touched;
- Bundling oneself in excessive clothing, especially night clothes;
- Discomfort or apprehension when sex is referred to or discussed; and
- Nightmares or fear of night and/or darkness.

Retaliation Prohibited

We prohibit any retaliation against anyone, including an employee, volunteer, board member, student or individual, who in good faith reports sexual abuse, alleges that it is being committed or participates in the investigation. Intentionally false or malicious accusations of sexual abuse are prohibited. Anyone who improperly retaliates against someone who has made a good faith allegation of sexual abuse, or intentionally provides false information to that effect, will be subject to discipline, up to and including termination.

ACKNOWLEDGMENT OF RECEIPT OF SEXUAL ABUSE POLICY

I, _____, acknowledge that I have received
and read the sexual abuse policy immediately preceding my signature below. I
understand that I am bound to follow the policy and understand the consequences in the
event that I fail to do so.

Dated: _____

Signature of Employee/Volunteer _____

EMPLOYEE ACKNOWLEDGMENT FORM

I acknowledge that I have received a copy of the ME@HP Employee Handbook, and I acknowledge that it is my responsibility to read and understand it. I further acknowledge that I have the opportunity to ask my supervisor and/or Human Resources any questions that I might have concerning the ME@HP Employee Handbook.

I understand that my employment with ME@HP is at will, and that ME@HP or I may choose to terminate the relationship at any time, with or without cause, and with or without notice. I further understand that the language in this Employee Handbook is not intended to create, nor is it to be interpreted to constitute or create an employment contract between ME@HP and me. Nothing contained in this Employee Handbook guarantees employment for any specified period of time.

I further understand that this Employee Handbook is merely a summary description of some of the policies and procedures of ME@HP. I further understand that ME@HP may cancel, modify, or supplement the provisions of this Employee Handbook at its discretion, with or without providing prior notice to employees.

EMPLOYEE SIGNATURE

DATE

EMPLOYEE NAME (PRINTED)

Please return this signed form to HR & Operations. Please retain a copy for review.

ATTACHMENT J. INSURANCE COVERAGE

Upon approval, Montessori Elementary @ Highland Park will purchase and maintain an insurance policy that provides required and prudent levels of coverage. As required by Tennessee Code Annotated §49-13-107 (b) (19), Montessori Elementary’s insurance policies will contain a provision requiring the insurance carrier to provide written notification to the Governance Board and the Hamilton County Department of Education within 10 days of the cancellation of any insurance policies.

Montessori Elementary Insurance Coverage	
Policy	Coverage
Workers’ Compensation	\$500,000
Employer Liability	\$2,000,000
Property (Building, Contents, & Business Interruption)	\$9,560,000
Professional Liability (Directors & Officers, Teachers)	\$1,000,000
Sexual Abuse	\$1,000,000



MaryStewart Lewis
McGriff Insurance Services
735 Broad Street, Suite 100
Chattanooga, TN 37402
1/13/2020

735 Broad Street, Suite 100
Chattanooga, TN 37402

Shadrina Booker
CGLA
1800 Bailey Avenue
Chattanooga, TN

Dear Shadrina Booker:

McGriff Insurance Services is ready to work with the new Montessori School proposed near the CGLA campus.

McGriff Insurance Services is owned by a \$441 Billion dollar financial company and is the 5th largest insurance brokerage in the world. We have a specific large schools division that works specifically with schools on their unique coverages and risks. The school division is located in Chattanooga, TN. We have access to many insurance carriers and have specialty programs to address schools and universities all over the United States.

I am licensed by the State of Tennessee Department of Commerce and Insurance as well as holding a reciprocal licenses in surrounding states and more.

Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in blue ink that reads "Mary Stewart Lewis". The signature is fluid and cursive, with the first name "Mary" being the most prominent.

MaryStewart Lewis

mslewis@mcgriffinsurance.com
423-648-7244

ATTACHMENT K. CMO AGREEMENT – Not Applicable

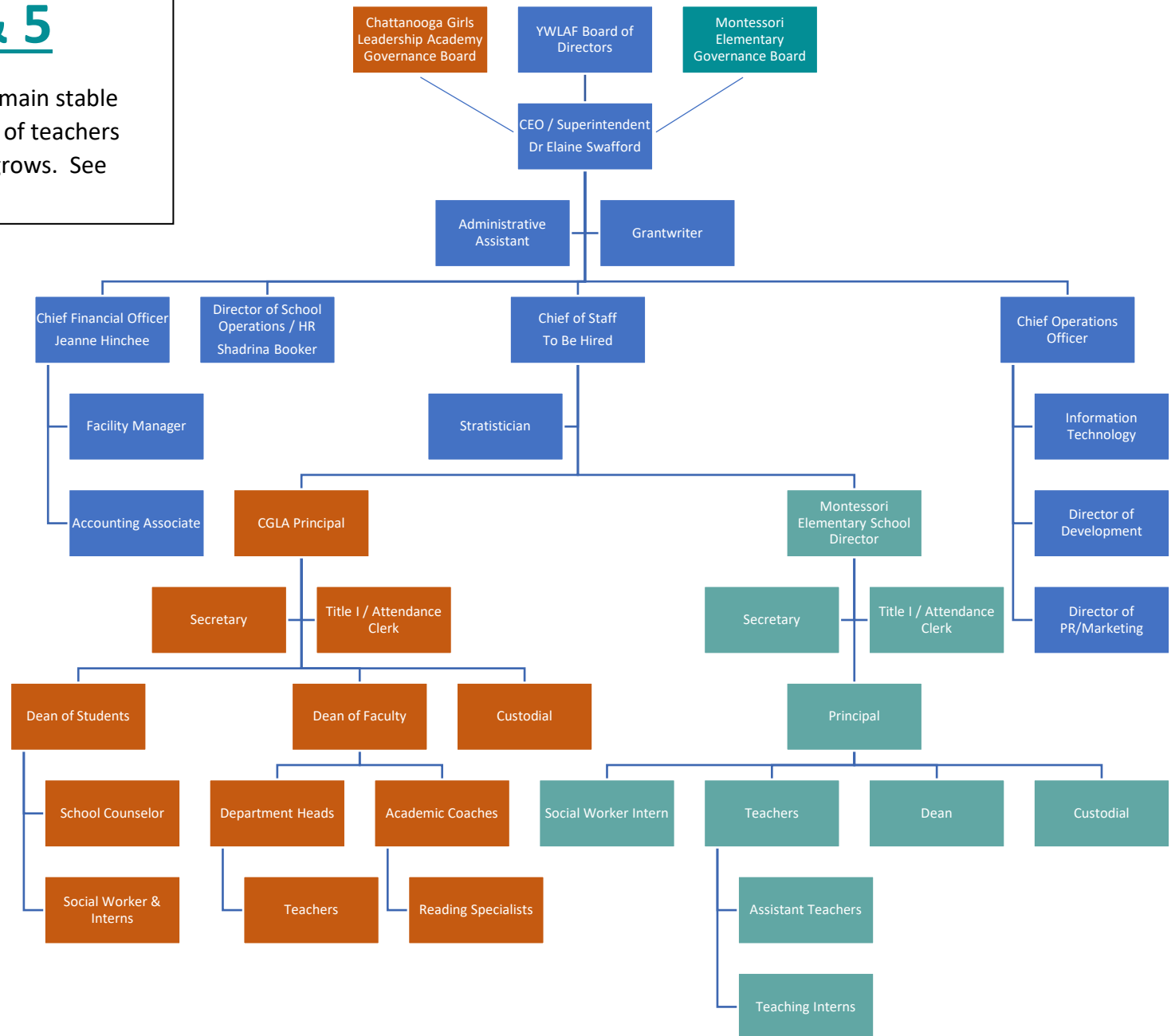
ATTACHMENT L. ORGANIZATION / NETWORK ANNUAL REPORTS OR AUDITS

The Young Women's Leadership Academy Foundation has sponsored only one school and for several years all fundraising activities have been devolved to the school, so YWLAF has not been required to complete a separate audit. YWLAF financial information is incorporated into CGLA's audited financial statements. See Attachment U.

ATTACHMENT M. NETWORK ORGANIZATIONAL CHART

YEAR 1, 3, & 5

The staffing structure will remain stable over years 1-5. The number of teachers will increase as enrollment grows. See Attachment O for details.



ATTACHMENT N. CMO DOCUMENTATION – Not Applicable

ATTACHMENT O. PLANNING AND BUDGET WORKSHEET



Department of
Education

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

- Input financial information into light yellow cells
- Input assumption information or notes into light green cells
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Template Version 02222017

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Montessori Elementary at Highland Park										
Lead Sponsor Name											
Lead Sponsor E-mail Address											
Lead Sponsor Phone Number											
CMO/EMO Affiliation											
Proposed Authorizer											
Proposed Opening Grade Level(s)											
Proposed Final Grade Level(s)											
Proposed First Year of Operations	2021-22										
Anticipated Enrollment	<table><thead><tr><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th></tr></thead><tbody><tr><td>167</td><td>239</td><td>311</td><td>383</td><td>420</td></tr></tbody></table>	Year 1	Year 2	Year 3	Year 4	Year 5	167	239	311	383	420
Year 1	Year 2	Year 3	Year 4	Year 5							
167	239	311	383	420							

Note: These cells auto-populate after completing Tab 2.

**Montessori Elementary at Highland Park
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions					
	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2026-27
Pre-Kindergarten (Informational Only)	48	48	48	48	48
Kindergarten	72	72	72	72	72
1st Grade	24	72	72	72	72
2nd Grade	21	24	72	72	72
3rd Grade	0	21	24	72	72
4th Grade	0	0	21	24	72
5th Grade	50	50	50	71	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)	167	239	311	383	420
Change in Net Enrollment	167	72	72	72	37

**Montessori Elementary at Highland Park
New Charter School Application Budget Template
Student Assumptions**

of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	2	2	2	2	2
Kindergarten	3	3	3	3	3
1st Grade	1	3	3	3	3
2nd Grade	1	1	3	3	3
3rd Grade	0	1	1	2	2
4th Grade	0	0	1	1	2
5th Grade	2	2	2	3	3
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 # of Classes	7	10	13	15	16
Change in Net # of Classes	7	3	3	2	1

Other Key Assumptions

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Student Assumptions

Enter Estimated Percentages

SPED %	9%	9%	9%	9%	9%
SPED Count	15	22	28	34	38
ELL %	8%	8%	8%	8%	8%
ELL Count	13	19	25	31	34
Anticipated Paid %	5%	5%	5%	5%	5%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	95%	95%	95%	95%	95%
Anticipated Paid Count	8	12	16	19	21
Anticipated Reduced Count	0	0	0	0	0
Anticipated Free Count	159	227	295	364	399
Total Free and Reduced Count	159	227	295	364	399
School Days	181	181	181	181	181
Attendance Rate	98%	98%	98%	98%	98%

**Montessori Elementary at Highland Park
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

		Year 0 2020-21	
Federal Revenues	Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant		-	
Fundraising & Philanthropy			Detail any private funding sources
Foundation contributions & Gifts		\$2,000,000	Founders and Fundraising
Other		\$0	
Other		\$0	
Other		\$0	
Other		\$0	
Total Revenues		2,000,000	

Additional Space to Provide Fundraising Details

Compensation Assumptions

		Year 0 2020-21	
Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	\$95,000	Director of Schools (Trained and experienced in Montessori Curriculum)
Assistant Principal	1.00	\$80,000	Principal
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	2.00	175,000	
Instructional Staff			
Teachers	9.00	\$495,000	Teachers hired in YR 0 for Montessori training
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	9.00	\$270,000	Assistants hired in YR 0 for Montessori training
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Instructional Compensation	18.00	765,000	

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Pre-Opening Budget

Non-Instructional Staff

Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	5.00	\$293,762	Dir of Ops, Dir of Finance, IT Spec, Accountant, Development
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Non-Instructional Compensation	5.00	293,762	

Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	

Total FTE Count	25.00	
Total Compensation		1,233,762

Employer Benefits & Tax Assumptions

Year 0

2020-21

Base Assumption

Assumption Notes

Social Security	6.20%	\$76,493	
Medicare	1.45%	\$17,890	
State Unemployment	0.73%	\$9,006	
Disability/Life Insurance	0.33%	\$4,071	
Workers Compensation Insurance	0.34%	\$4,195	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$7,229	\$180,725	
Dental Insurance	\$545	\$13,625	
Vision Insurance	\$0	\$0	
Other Retirement	9.00%	\$111,039	

Total Employer Benefits & Taxes		417,044

Operating Expenses

Year 0

2020-21

Contracted Services

Assumption Notes

Copier Lease and Usage	\$203	\$2,436	Monthly copier lease based on similar school in area
Professional Development	\$4,500	\$81,000	Training for Montessori Teaching Certification
Communication/Internet/Phone Service	\$14,756	\$14,756	Website development, monthly website hosting, email domain, monthly internet & Phone svc
Financial Services	\$8,000	\$8,000	Payroll set-up services, accounting set-up and software
Software Services	\$32	\$736	Microsoft licenses for employees

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Pre-Opening Budget

Audit	\$12,000	\$12,000	Annual Audit Services
Grant Writer	\$4,074	\$48,888	Monthly cost for grant writer
Speech Therapist	\$0	\$0	
Student Transportation	\$0	\$0	
Student Reporting Software	\$0	\$0	
ED Consultants	\$0	\$0	
Insurance	\$8,700	\$8,700	Liability insurance
Health Services	\$0	\$0	
Cafeteria-Breakfast	\$0	\$0	
Cafeteria-Lunch	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Supplies & Materials - Educational Staff	\$600	\$11,400	Supplies for educational staff (\$600 annual cost)
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Staff Laptops/computers	\$700	\$2,800	Laptops or desk top computers for non-educational staff
Faculty Laptops	\$700	\$13,300	Laptops for educational staff
Supplies & Materials-Staff	\$600	\$2,400	Supplies for non-educational staff (\$600 annual cost)
Printing Paper	\$0	\$0	
Marketing & Board Materials	\$3,500	\$3,500	Materials for marketing and board meetings
Postal Charges	\$1,261	\$1,261	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Facility Related Expenses

Rent	\$800	\$9,600	Estimated rental cost for faculty & staff working space prior to construction in YR 0
Utilities	\$13,900	\$13,900	Annual cost per sq ft (1.39) for gas, water & sewer, electricity for staff/faculty use in YR 0
Custodial	\$2,900	\$2,900	Annual cost per sq ft (.29) for usage space of 10,000 sq ft in YR 0
Waste	\$2,800	\$2,800	Annual cost for trash collection
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Supplies & Equipment - Custodial	\$0	\$0	
Other Equipment	\$0	\$0	
Building Permits & Inspections	\$0	\$0	
Tenant Improvements	\$0	\$0	
Fire and Security Monitoring	\$0	\$0	
Pest Control	\$0	\$0	
Facility Maintenance	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Other Charges

Staff Recruitment	\$2,000	\$2,000	Advertisements and Materials for Recruitment of Staff and Faculty
Student Recruitment & Community Engagement	\$3,000	\$3,000	Materials for Students & Parents
Parent & Staff Meetings	\$1,000	\$1,000	Supplies for meetings

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Pre-Opening Budget

Authorizer Fee	\$0	\$0	
Travel	\$5,000	\$5,000	Faculty travel to support montesorri training
Debt Service			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		251,377	
Total Expenses		1,902,183	

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	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	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	2,000,000	2,000,000	2,008,151	2,016,303	2,024,454	2,032,606	2,040,757	2,048,908	2,057,060	2,065,211	2,073,363	2,081,514	2,089,666		
Revenues															
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	2,000,000	\$166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	2,000,000	
Total Revenues	2,000,000	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	2,000,000	
Expenses															
Staffing	1,233,762	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	1,233,762	
Employer Benefits & Taxes	417,044	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	417,044	
Contracted Services	176,516	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	14,710	176,516	
Supplies & Materials	34,661	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	34,661	
Facility-Related Expenses	29,200	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	29,200	
Other Charges	11,000	917	917	917	917	917	917	917	917	917	917	917	917	11,000	
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	1,902,183	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	1,902,183	
Operating Income (Loss)	97,817	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	8,151	97,817	
Changes in Accounts Receivable			-	-	-	-	-	-	-	-	-	-	-	-	
Changes in Accounts Payable			-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Proceeds			-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Repayments			-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Activity			-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	2,008,151	2,016,303	2,024,454	2,032,606	2,040,757	2,048,908	2,057,060	2,065,211	2,073,363	2,081,514	2,089,666	2,097,817			

Details of Cash Flow

	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
Revenues	Revenues														
Federal Revenues															
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy															
Foundation contributions & Gifts	2,000,000	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	\$166,667	2,000,000	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	
Total Revenues	2,000,000	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	166,667	2,000,000	

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
	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
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
Assistant Principal	80,000	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	80,000
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Deans, Directors	-	\$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 Administrative Compensation	175,000	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	175,000
Instructional Staff														
Teachers	495,000	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	495,000
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-

Assumption Notes

Assumption Notes

Director of Schools (Trained and experienced in Montessori Curricula)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Teachers hired in YR 0 for Montessori training	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Montessori Elementary at Highland Park
New Charter School Application Budget Template
Pre-Opening Cash Flow**

Educational Assistants/Aides	270,000	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	270,000	-	Assistants hired in YR 0 for Montessori training
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	765,000	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	63,750	765,000	-	
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	293,762	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	\$24,480	293,762	-	
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	293,762	24,480	24,480	24,480	24,480	24,480	24,480	24,480	24,480	24,480	24,480	24,480	24,480	293,762	-	
Bonus	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Compensation	1,233,762	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	102,814	1,233,762	-	

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	76,493	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	\$6,374	76,493	-
Medicare	17,890	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	\$1,491	17,890	-
State Unemployment	9,006	\$751	\$751	\$751	\$751	\$751	\$751	\$751	\$751	\$751	\$751	\$751	\$751	9,006	-
Disability/Life Insurance	4,071	\$339	\$339	\$339	\$339	\$339	\$339	\$339	\$339	\$339	\$339	\$339	\$339	4,071	-
Workers Compensation Insurance	4,195	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	4,195	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	180,725	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	\$15,060	180,725	-
Dental Insurance	13,625	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	\$1,135	13,625	-
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	111,039	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	\$9,253	111,039	-
Total Employer Benefits & Taxes	417,044	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	34,754	417,044	-

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																
Copier Lease and Usage	2,436	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	2,436	-	Monthly copier lease based on similar school in area
Professional Development	81,000	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	81,000	-	Training for Montessori Teaching Certification
Communication/Internet/Phone Service	14,756	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	\$1,230	14,756	-	Website development, monthly website hosting, email domain, mc
Financial Services	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	Payroll set-up services, accounting set-up and software
Software Services	736	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	\$61	736	-	Microsoft licenses for employees
Audit	12,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	12,000	-	Annual Audit Services
Grant Writer	48,888	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	\$4,074	48,888	-	Monthly cost for grant writer
Speech Therapist	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Student Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Student Reporting Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
ED Consultants	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Insurance	8,700	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	8,700	-	Liability insurance
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Cafeteria-Breakfast	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Cafeteria-Lunch	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Supplies & Materials																
Textbooks and Instructional Supplies	-	\$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	-	-	
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Supplies & Materials - Educational Staff	11,400	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	11,400	-	Supplies for educational staff (\$600 annual cost)
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Staff Laptops/computers	2,800	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	2,800	-	Laptops or desk top computers for non-educational staff
Faculty Laptops	13,300	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	\$1,108	13,300	-	Laptops for educational staff
Supplies & Materials-Staff	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	Supplies for non-educational staff (\$600 annual cost)
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Marketing & Board Materials	3,500	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	3,500	-	Materials for marketing and board meetings
Postal Charges	1,261	\$105	\$105	\$105	\$105	\$105	\$105	\$105	\$105	\$105	\$105	\$105	\$105	1,261	-	

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Pre-Opening Cash Flow

Gifts & Awards - Students	-	\$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	-	-	-
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Facility Related Expenses																
Rent	9,600	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	9,600	-	Estimated rental cost for faculty & staff working space prior to con
Utilities	13,900	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	\$1,158	13,900	-	Annual cost per sq ft (1.39) for gas, water & sewer, electricity for sl
Custodial	2,900	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	\$242	2,900	-	Annual cost per sq ft (.29) for usage space of 10,000 sq ft in YR 0
Waste	2,800	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	2,800	-	Annual cost for trash collection
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	-	-	-
Supplies & Equipment - Custodial	-	\$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 Permits & Inspections	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Fire and Security Monitoring	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Pest Control	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Facility Maintenance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other Charges																
Staff Recruitment	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Advertisements and Materials for Recruitment of Staff and Faculty
Student Recruitment & Community Engagement	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Materials for Students & Parents
Parent & Staff Meetings	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Supplies for meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Travel	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Faculty travel to support montessori training
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses	251,377	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948	20,948	251,377	-	
Total Expenses	1,902,183	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	158,515	1,902,183	-	

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5
		2021-22	2022-23	2023-24	2024-25	2026-27
Fiscal Year		167	239	311	383	420
Enrollment		7	10	13	15	16
# of Classes						
Administrative Staff						
Principal/School Leader		1.00	1.00	1.00	1.00	1.00
Assistant Principal		1.00	1.00	1.00	1.00	1.00
Special Education Coordinator		0.00	0.00	0.00	0.00	0.00
Deans, Directors		1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)		0.00	0.00	0.00	0.00	0.00
Total Administrative FTE		3.00	3.00	3.00	3.00	3.00
Instructional Staff						
Teachers		9.00	12.00	15.00	17.00	18.00
Special Education Teachers		1.00	1.00	1.00	1.00	2.00
Educational Assistants/Aides		9.00	12.00	15.00	17.00	18.00
Elective Teachers		2.00	2.00	2.00	3.00	3.00
Other (Specify in Assumptions)	ELL	1.00	1.00	1.00	1.00	1.00
Total Instructional FTE		22.00	28.00	34.00	39.00	42.00
Non-Instructional Staff						
Clerical Staff		2.00	2.00	2.00	2.00	3.00
Custodial Staff		0.00	0.00	0.00	0.00	0.00
Operations		5.00	5.00	5.00	5.00	5.00
Social Workers/Counseling		1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	(Attendance Mgr)	1.00	1.00	1.00	1.00	1.00
Total Non-Instructional FTE		9.00	9.00	9.00	9.00	10.00
Total FTE		34.00	40.00	46.00	51.00	55.00

Compensation Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5
		2021-22	2022-23	2023-24	2024-25	2026-27
Annual Increase						
Cumulative Increase						
		1.50%	1.50%	1.50%	1.50%	1.50%
		101.50%	103.02%	104.57%	106.14%	107.73%
Administrative Staff						
Principal/School Leader	Base Assumption	96,425	97,871	99,339	100,830	102,342
Assistant Principal	\$95,000	81,200	82,418	83,654	84,909	86,183
Special Education Coordinator	\$80,000	-	-	-	-	-
Deans, Directors	\$0	60,900	61,814	62,741	63,682	64,637
Other (Specify in Assumptions)	\$60,000	-	-	-	-	-
Total Administrative Compensation	\$0	238,525	242,103	245,734	249,420	253,162

Assumption Notes

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Instructional Staff							
Teachers	\$55,000	502,425	679,949	862,685	992,375	1,066,511	
Special Education Teachers	\$0	-	-	-	-	-	
Educational Assistants/Aides	\$30,000	274,050	370,881	470,555	541,295	581,733	
Elective Teachers	\$48,000	97,440	98,902	100,385	152,836	155,129	
Other (Specify in Assumptions)	\$55,000	55,825	56,662	57,512	58,375	59,251	
Total Instructional Compensation		929,740	1,206,393	1,491,137	1,744,882	1,862,624	
Non-Instructional Staff							
Clerical Staff	\$28,000	56,840	57,693	58,558	59,436	90,492	
Custodial Staff	\$0	-	-	-	-	-	
Operations	\$58,752	298,166	302,639	307,178	311,786	316,463	
Social Workers/Counseling	\$40,000	40,600	41,209	41,827	42,455	43,091	
Other (Specify in Assumptions)	\$28,000	28,420	28,846	29,279	29,718	30,164	
Total Non-Instructional Compensation		424,026	430,387	436,843	443,395	480,210	
Extended School Program		25,000	28,000	39,600	56,000	60,000	
Academic Stipends				6,242	6,367	8,118	
Academic Coaches		39,270	39,270	39,270	39,270	39,270	
Part-time Academic		3,100	3,100	3,100	9,000	9,500	
Total Compensation		1,659,661	1,949,253	2,261,926	2,548,334	2,712,884	

Employer Benefits & Tax Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
		2021-22	2022-23	2023-24	2024-25	2026-27	
Base Assumption							
Social Security	6.20%	\$102,899	\$120,854	\$140,239	\$157,997	\$168,199	
Medicare	1.45%	\$24,065	\$28,264	\$32,798	\$36,951	\$39,337	
State Unemployment	0.73%	\$12,116	\$14,230	\$16,512	\$18,603	\$19,804	
Disability/Life Insurance	0.33%	\$5,477	\$6,433	\$7,464	\$8,410	\$8,953	
Workers Compensation Insurance	0.34%	\$5,643	\$6,627	\$7,691	\$8,664	\$9,224	
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	
Health Insurance							
Annual Increase		0.00%	1.00%	1.00%	1.00%	1.00%	
Cumulative Increase		100.00%	101.00%	102.01%	103.03%	104.06%	
Medical Insurance	\$7,229	\$245,786	\$292,052	\$339,218	\$379,850	\$413,739	
Dental Insurance	\$545	\$18,530	\$22,018	\$25,574	\$28,637	\$31,192	
Vision Insurance	\$0	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	9.00%	\$105,144	\$130,365	\$156,318	\$179,487	\$190,421	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	9.00%	\$38,162	\$38,735	\$39,316	\$39,906	\$43,219	
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

Montessori Elementary at Highland Park
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	\$8,832	\$1,474,944	
BEP Transportation Component	\$0	\$0	
BEP Capital Outlay	\$245	\$40,915	
Other	\$0	\$0	
Other	\$0	\$0	
Federal Revenues	\$17,000	\$17,000	IDEA Funds - estimated on student population
Title I	\$577	\$96,359	
Title II	\$1,000	\$1,000	Estimated annual revenue
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$500,000	\$500,000	
USDA - Lunch	\$4	\$100,505	\$3.50 per meal * 181 days * 95%
USDA - Breakfast	\$2	\$53,200	\$2.20 per meal * 181 days * 80%
School Activity Revenues			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Fundraising & Philanthropy			
Foundation contributions & Gifts	\$900,000	\$900,000	Other grants and fundraising activities
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		3,183,922	

Compensation

Year 1
2021-22

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 1 Budget

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	96,425	
Assistant Principal	1.00	81,200	
Special Education Coordinator	0.00	-	
Deans, Directors	1.00	60,900	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	3.00	238,525	
Instructional Staff			
Teachers	9.00	502,425	
Special Education Teachers	1.00	-	
Educational Assistants/Aides	9.00	274,050	
Elective Teachers	2.00	97,440	
Other (Specify in Assumptions)	1.00	55,825	
Total Instructional Compensation	22.00	929,740	
Non-Instructional Staff			
Clerical Staff	2.00	56,840	
Custodial Staff	0.00	-	
Operations	5.00	298,166	
Social Workers/Counseling	1.00	40,600	
Other (Specify in Assumptions)	1.00	28,420	
Total Non-Instructional Compensation	9.00	424,026	
Extended School Program		25,000	
Academic Stipends		-	
Academic Coaches		39,270	
Part-time Academic		3,100	
Total Compensation		1,659,661	

Employer Benefits & Taxes

Year 1

2021-22

		Assumption Notes
Social Security	102,899	6.2% of total compensation
Medicare	24,065	1.45% of total compensation
State Unemployment	12,116	.73% of total full-time employee salary
Disability/Life Insurance	5,477	.33% of total full-time employee salary
Workers Compensation Insurance	5,643	.34% of total full-time employee salary
Other Fringe Benefits	-	
Medical Insurance	245,786	Avg \$7229 per full-time employee
Dental Insurance	18,530	Avg \$545 per full-time employee
Vision Insurance	-	

**Montessori Elementary at Highland Park
New Charter School Application Budget Template**

Year 1 Budget

TCRS Certified Legacy	-	
TCRS Certified Hybrid	105,144	9% of total compensation
TCRS Classified Legacy	-	
TCRS Classified Hybrid	38,162	9% of total compensation
Other Classified Retirement	-	
Other Retirement	-	

Total Employer Benefits & Taxes

557,822

Operating Expenses

Year 1

2021-22

Contracted Services

			Assumption Notes
Copier Lease and Usage	\$2,436	\$2,436	Monthly cost of \$203
Professional Development	\$4,500	\$81,000	Montessori Training yr 2 for current teachers & yr 1 for new hires
Communication/Internet/Phone Service	\$2,749	\$32,988	Website development, monthly website hosting, email domain, monthly internet & Phone svc
Financial Services	\$10,176	\$10,176	Annual cost for software & Payroll services
Software Services	\$5,162	\$5,162	Annual cost for software licenses and payroll software
Audit	\$12,000	\$12,000	Annual audit cost
Grant Writer	\$58,656	\$58,656	
Speech Therapist	\$7,599	\$7,599	\$70/hour for .65 of student population
Student Transportation	\$158,013	\$158,013	3 large buses @ 291 per bus / per day
Student Reporting Software	\$3,000	\$3,000	Annual cost
ED Consultants	\$20,000	\$20,000	Annual consulting for instructional staff development
Insurance	\$8,700	\$8,700	Liability Insurance
Health Services	\$0	\$0	
Cafeteria-Breakfast	\$41,109	\$41,109	Per pupil cost of \$1.70 * 181 days * 80% of student population
Cafeteria-Lunch	\$94,762	\$94,762	Per pupil cost of \$3.30 * 181 days * 95% of student population

Supplies & Materials

Textbooks and Instructional Supplies	\$19,085	\$133,595	Estimated cost per classroom for Montessori materials
Education Software	\$3,000	\$3,000	Annual cost for student reporting software
Student Supplies	\$100	\$16,700	Estimated per student supply cost
Supplies & Materials - Educational Staff	\$200	\$4,400	\$200 per teacher & educational assistant
Library Books	\$15,800	\$15,800	Estimated initial cost to purchase library books
Testing & Evaluation	\$26	\$1,846	Estimated cost for benchmark testing
Staff Laptops/computers	\$1,100	\$7,700	Estimated cost for new staff employees
Faculty Laptops	\$1,100	\$14,300	Estimated cost for educational staff
Supplies & Materials-Staff	\$600	\$7,200	Estimated cost for non-faculty staff
Printing Paper	\$100	\$1,200	Estimated cost for paper supply
Marketing & Board Materials	\$150	\$1,800	
Postal Charges	\$1,600	\$1,600	Student communication and Business Office expense
Recruitment - Students & Teachers	\$3,000	\$3,000	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 1 Budget

Facility Related Expenses

Rent	\$0	\$0	
Utilities	\$68,944	\$68,944	Annual cost per sq ft (1.39) for gas, water & sewer, electricity
Custodial	\$4,761	\$57,132	Estimated monthly cost per sq ft (.115)
Waste	\$510	\$6,120	Estimated monthly cost \$510 (school & cafeteria)
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Supplies & Equipment - Custodial	\$710	\$8,520	Estimated cost for custodial/Janitorial supplies based on # of students & employees
Other Equipment	\$0	\$0	
Building Permits & Inspections	\$1,800	\$1,800	Annual inspections: elevator, fire extinguishers, fire suppression, fire sprinklers, etc
Tenant Improvements	\$0	\$0	
Fire and Security Monitoring	\$134	\$1,608	Fire alarm & security alarm monitoring
Pest Control	\$4,216	\$4,216	Annual cost per sq ft (.085)
Facility Maintenance	\$4,000	\$4,000	Facility Maintenance Services
Other	\$0	\$0	
Other	\$0	\$0	

Other Charges

Staff Recruitment	\$2,500	\$2,500	Advertisements and Materials for Recruitment of Staff and Faculty
Student Recruitment & Community Engagement	\$3,500	\$3,500	Materials for Students & Parents
Parent & Staff Meetings	\$1,000	\$1,000	Supplies for meetings
Authorizer Fee	\$35,000	\$35,000	
Travel	\$8,000	\$8,000	Travel cost for montessori training and other PD conferences

Debt Service

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

950,081

Total Expenses

3,167,564

Montessori Elementary at Highland Park
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
	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	2,097,817	2,097,817	2,097,763	2,097,710	2,097,657	2,097,603	2,097,550	2,097,496	2,097,443	2,097,389	2,097,336	2,097,282	2,097,229	
Revenues														
State Revenues	1,515,859	126,322	126,322	126,322	126,322	126,322	126,322	126,322	126,322	126,322	126,322	126,322	126,322	1,515,859
Federal Revenues	751,063	62,589	62,589	62,589	62,589	62,589	62,589	62,589	62,589	62,589	62,589	62,589	62,589	751,063
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	900,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	900,000
Total Revenues	3,166,922	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	3,166,922
Expenses														
Staffing	1,659,661	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	1,659,661
Employer Benefits & Taxes	557,822	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	557,822
Contracted Services	535,600	44,633	44,633	44,633	44,633	44,633	44,633	44,633	44,633	44,633	44,633	44,633	44,633	535,600
Supplies & Materials	212,141	17,678	17,678	17,678	17,678	17,678	17,678	17,678	17,678	17,678	17,678	17,678	17,678	212,141
Facility-Related Expenses	152,340	12,695	12,695	12,695	12,695	12,695	12,695	12,695	12,695	12,695	12,695	12,695	12,695	152,340
Other Charges	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
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	3,167,564	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	3,167,564
Operating Income (Loss)	(642)	(53)	(53)	(53)	(53)	(53)	(53)	(53)	(53)	(53)	(53)	(53)	(53)	(642)
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	2,097,763	2,097,710	2,097,657	2,097,603	2,097,550	2,097,496	2,097,443	2,097,389	2,097,336	2,097,282	2,097,229	2,097,175		

Details of Cash Flow

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	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
Revenues														
State Revenues														
Basic Education Program	1,474,944	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	\$122,912	1,474,944	-
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
BEP Capital Outlay	40,915	\$3,410	\$3,410	\$3,410	\$3,410	\$3,410	\$3,410	\$3,410	\$3,410	\$3,410	\$3,410	\$3,410	40,915	-
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	96,359	\$8,030	\$8,030	\$8,030	\$8,030	\$8,030	\$8,030	\$8,030	\$8,030	\$8,030	\$8,030	\$8,030	96,359	-
Title II	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-
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	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
CSP Start-up Grant	500,000	\$41,667	\$41,667	\$41,667	\$41,667	\$41,667	\$41,667	\$41,667	\$41,667	\$41,667	\$41,667	\$41,667	500,000	-
USDA - Lunch	100,505	\$8,375	\$8,375	\$8,375	\$8,375	\$8,375	\$8,375	\$8,375	\$8,375	\$8,375	\$8,375	\$8,375	100,505	-
USDA - Breakfast	53,200	\$4,433	\$4,433	\$4,433	\$4,433	\$4,433	\$4,433	\$4,433	\$4,433	\$4,433	\$4,433	\$4,433	53,200	-
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														
Foundation contributions & Gifts	900,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	900,000	-

Assumption Notes

Assumption Notes

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 1 Cash Flow

Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Revenues	3,166,922	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	263,910	3,166,922	-	

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	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	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Compensation

Principal/School Leader	96,425	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	\$8,035	96,425	-	
Assistant Principal	81,200	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	\$6,767	81,200	-	
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Deans, Directors	60,900	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	\$5,075	60,900	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	

Total Administrative Compensation	238,525	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877	19,877	238,525	-	

Instructional Staff

Teachers	502,425	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	\$41,869	502,425	-	
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Educational Assistants/Aides	274,050	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	\$22,838	274,050	-	
Elective Teachers	97,440	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	\$8,120	97,440	-	
Other (Specify in Assumptions)	55,825	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	\$4,652	55,825	-	
Total Instructional Compensation	929,740	77,478	77,478	77,478	77,478	77,478	77,478	77,478	77,478	77,478	77,478	77,478	77,478	929,740	-	

Non-Instructional Staff

Clerical Staff	56,840	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	\$4,737	56,840	-	
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Operations	298,166	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	\$24,847	298,166	-	
Social Workers/Counseling	40,600	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	\$3,383	40,600	-	
Other (Specify in Assumptions)	28,420	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	\$2,368	28,420	-	
Total Non-Instructional Compensation	424,026	35,336	35,336	35,336	35,336	35,336	35,336	35,336	35,336	35,336	35,336	35,336	35,336	424,026	-	

Extended School Program

Academic Stipends	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	
Academic Coaches	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Part-time Academic	39,270	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	\$3,273	39,270	-	
	3,100	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	3,100	-	

Total Compensation	1,659,661	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	138,305	1,659,661	-	

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	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	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Social Security	102,899	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	102,899	-	
Medicare	24,065	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	\$2,005	24,065	-	
State Unemployment	12,116	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	\$1,010	12,116	-	
Disability/Life Insurance	5,477	\$456	\$456	\$456	\$456	\$456	\$456	\$456	\$456	\$456	\$456	\$456	\$456	5,477	-	
Workers Compensation Insurance	5,643	\$470	\$470	\$470	\$470	\$470	\$470	\$470	\$470	\$470	\$470	\$470	\$470	5,643	-	
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medical Insurance	245,786	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	\$20,482	245,786	-	
Dental Insurance	18,530	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	\$1,544	18,530	-	
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Certified Hybrid	105,144	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	\$8,762	105,144	-	
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Classified Hybrid	38,162	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	\$3,180	38,162	-	
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	557,822	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	46,485	557,822	-	

Operating Expenses

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 1 Cash Flow

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
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

	2,436	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	2,436	-	Assumption Notes
Copier Lease and Usage	2,436	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	\$203	2,436	-	Professional Development
Professional Development	81,000	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750	81,000	-	Financial Services
Communication/Internet/Phone Service	32,988	\$2,749	\$2,749	\$2,749	\$2,749	\$2,749	\$2,749	\$2,749	\$2,749	\$2,749	\$2,749	\$2,749	32,988	-	Audit Services
Financial Services	10,176	\$848	\$848	\$848	\$848	\$848	\$848	\$848	\$848	\$848	\$848	\$848	10,176	-	Legal Fees
Software Services	5,162	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	5,162	-	Copier Lease and Usage
Audit	12,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	12,000	-	Internet and Phone Service
Grant Writer	58,656	\$4,888	\$4,888	\$4,888	\$4,888	\$4,888	\$4,888	\$4,888	\$4,888	\$4,888	\$4,888	\$4,888	58,656	-	Cell Phone Service
Speech Therapist	7,599	\$633	\$633	\$633	\$633	\$633	\$633	\$633	\$633	\$633	\$633	\$633	7,599	-	Payroll Services
Student Transportation	158,013	\$13,168	\$13,168	\$13,168	\$13,168	\$13,168	\$13,168	\$13,168	\$13,168	\$13,168	\$13,168	\$13,168	158,013	-	Health Services
Student Reporting Software	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Transportation
ED Consultants	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	IT Services
Insurance	8,700	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	\$725	8,700	-	Contracted SPED Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Insurance
Cafeteria-Breakfast	41,109	\$3,426	\$3,426	\$3,426	\$3,426	\$3,426	\$3,426	\$3,426	\$3,426	\$3,426	\$3,426	\$3,426	41,109	-	Postal Charges
Cafeteria-Lunch	94,762	\$7,897	\$7,897	\$7,897	\$7,897	\$7,897	\$7,897	\$7,897	\$7,897	\$7,897	\$7,897	\$7,897	94,762	-	Bank Charges

Supplies & Materials

	133,595	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	133,595	-	Textbooks and Instructional Supplies
Textbooks and Instructional Supplies	133,595	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	\$11,133	133,595	-	Textbooks and Instructional Supplies
Education Software	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Education Software
Student Supplies	16,700	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	16,700	-	Student Supplies
Supplies & Materials - Educational Sta	4,400	\$367	\$367	\$367	\$367	\$367	\$367	\$367	\$367	\$367	\$367	\$367	4,400	-	Faculty Supplies
Library Books	15,800	\$1,317	\$1,317	\$1,317	\$1,317	\$1,317	\$1,317	\$1,317	\$1,317	\$1,317	\$1,317	\$1,317	15,800	-	Library Books
Testing & Evaluation	1,846	\$154	\$154	\$154	\$154	\$154	\$154	\$154	\$154	\$154	\$154	\$154	1,846	-	Testing & Evaluation
Staff Laptops/computers	7,700	\$642	\$642	\$642	\$642	\$642	\$642	\$642	\$642	\$642	\$642	\$642	7,700	-	Student Laptops
Faculty Laptops	14,300	\$1,192	\$1,192	\$1,192	\$1,192	\$1,192	\$1,192	\$1,192	\$1,192	\$1,192	\$1,192	\$1,192	14,300	-	Faculty Laptops
Supplies & Materials-Staff	7,200	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	7,200	-	Office Supplies
Printing Paper	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	-	Printing Paper
Marketing & Board Materials	1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,800	-	Marketing Materials
Postal Charges	1,600	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	1,600	-	Student Uniforms
Recruitment - Students & Teachers	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies

Facility Related Expenses

	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	68,944	\$5,745	\$5,745	\$5,745	\$5,745	\$5,745	\$5,745	\$5,745	\$5,745	\$5,745	\$5,745	\$5,745	68,944	-	Utilities
Custodial	57,132	\$4,761	\$4,761	\$4,761	\$4,761	\$4,761	\$4,761	\$4,761	\$4,761	\$4,761	\$4,761	\$4,761	57,132	-	Custodial
Waste	6,120	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	\$510	6,120	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Supplies & Equipment - Custodial	8,520	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$710	\$710	8,520	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Permits & Inspections	1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,800	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Fire and Security Monitoring	1,608	\$134	\$134	\$134	\$134	\$134	\$134	\$134	\$134	\$134	\$134	\$134	1,608	-	Other
Pest Control	4,216	\$351	\$351	\$351	\$351	\$351	\$351	\$351	\$351	\$351	\$351	\$351	4,216	-	Other
Facility Maintenance	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Other Charges

	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Staff Recruitment
Staff Recruitment	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Staff Recruitment
Student Recruitment & Community En	3,500	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	3,500	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Parent Meetings
Authorizer Fee	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-	Staff Meetings
Travel	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	Other

Debt Service

	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses

	950,081	79,173	79,173	79,173	79,173	79,173	79,173	79,173	79,173	79,173	79,173	79,173	950,081	-

Total Expenses

	3,167,564	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	263,964	3,167,564	-

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2026-27
Annual Revenue Increase	0.00%	1.00%	1.00%	1.00%	1.00%
Cumulative Increase	100.00%	101.00%	102.01%	103.03%	104.06%

State Revenues

Assumption

Assumption Notes

Basic Education Program	\$8,832	1,474,944	\$2,131,956	\$2,801,962	\$3,485,154	\$3,860,058	
BEP Transportation Component	\$0	-	\$0	\$0	\$0	\$0	
BEP Capital Outlay	\$245	40,915	\$59,141	\$77,727	\$96,678	\$107,078	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Federal Revenues

Title I	\$577	96,359	\$137,903	\$179,447	\$220,991	\$242,340	
Title II	\$1,000	1,000	\$1,010	\$1,010	\$1,010	\$1,010	
IDEA	\$17,000	\$17,000	\$17,170	\$17,170	\$17,170	\$17,170	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$500,000	500,000	\$0	\$0	\$0	\$0	
USDA - Lunch	\$100,505	100,505	\$101,510	\$101,510	\$101,510	\$101,510	
USDA - Breakfast	\$53,200	53,200	\$53,732	\$53,732	\$53,732	\$53,732	

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

Foundation contributions & Gifts	\$0	900,000	\$1,200,000	\$800,000	\$500,000	\$300,000	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

3,183,922 3,702,421 4,032,557 4,476,244 4,682,898

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2021-22	2022-23	2023-24	2024-25	2026-27

Administrative Staff

Assumption Notes

Principal/School Leader	96,425	97,871	99,339	100,830	102,342	
Assistant Principal	81,200	82,418	83,654	84,909	86,183	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	60,900	61,814	62,741	63,682	64,637	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	238,525	242,103	245,734	249,420	253,162	

Instructional Staff

Teachers	502,425	679,949	862,685	992,375	1,066,511	
Special Education Teachers	-	-	-	-	-	
Educational Assistants/Aides	274,050	370,881	470,555	541,295	581,733	
Elective Teachers	97,440	98,902	100,385	152,836	155,129	
Other (Specify in Assumptions)	55,825	56,662	57,512	58,375	59,251	
Total Instructional Compensation	929,740	1,206,393	1,491,137	1,744,882	1,862,624	

Non-Instructional Staff

Clerical Staff	56,840	57,693	58,558	59,436	90,492	

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 2 Through 5 Budget

Custodial Staff	-	-	-	-	-
Operations	298,166	302,639	307,178	311,786	316,463
Social Workers/Counseling	40,600	41,209	41,827	42,455	43,091
Other (Specify in Assumptions)	28,420	28,846	29,279	29,718	30,164
Total Non-Instructional Compensation	424,026	430,387	436,843	443,395	480,210
Extended School Program	25,000	28,000	39,600	56,000	60,000
Academic Stipends	-	-	6,242	6,367	8,118
Academic Coaches	39,270	39,270	39,270	39,270	39,270
Part-time Academic	3,100	3,100	3,100	9,000	9,500
Total Compensation	1,659,661	1,949,253	2,261,926	2,548,334	2,712,884

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	102,899	120,854	140,239	157,997	168,199	
Medicare	24,065	28,264	32,798	36,951	39,337	
State Unemployment	12,116	14,230	16,512	18,603	19,804	
Disability/Life Insurance	5,477	6,433	7,464	8,410	8,953	
Workers Compensation Insurance	5,643	6,627	7,691	8,664	9,224	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	245,786	292,052	339,218	379,850	413,739	
Dental Insurance	18,530	18,715	18,902	19,091	19,282	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	-	-	-	-	-	
TCRS Certified Hybrid	105,144	130,365	156,318	179,487	190,421	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	38,162	38,735	39,316	39,906	43,219	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	557,822	656,274	758,459	848,959	912,177	

Operating Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2021-22	2022-23	2023-24	2024-25	2026-27	
Annual Expense Increase	0.00%	1.50%	1.50%	1.50%	1.50%	
Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%	
						Assumption Notes
Contracted Services						
Copier Lease and Usage	\$2,436	2,436	\$2,473	\$2,510	\$2,547	\$2,585
Professional Development	\$4,500	81,000	\$82,215	\$83,448	\$84,700	\$85,970
Communication/Internet/Phone Service	\$2,749	32,988	\$33,483	\$33,985	\$34,495	\$35,012
Financial Services	\$10,176	10,176	\$10,329	\$10,484	\$10,641	\$10,800
Software Services	\$5,162	5,162	\$5,239	\$5,318	\$5,398	\$5,479
Audit	\$12,000	12,000	\$12,180	\$12,363	\$12,548	\$12,736
Grant Writer	\$58,656	58,656	\$59,536	\$60,429	\$61,335	\$62,255
Speech Therapist	\$7,599	7,599	\$7,712	\$7,828	\$7,946	\$8,065
Student Transportation	\$158,013	158,013	\$160,383	\$162,789	\$165,231	\$167,709
Student Reporting Software	\$3,000	3,000	\$3,045	\$3,091	\$3,137	\$3,184
ED Consultants	\$20,000	20,000	\$20,300	\$20,605	\$20,914	\$21,227
Insurance	\$8,700	8,700	\$8,831	\$8,963	\$9,097	\$9,234
Health Services	\$0	-	\$0	\$0	\$0	\$0
Cafeteria-Breakfast	\$41,109	41,109	\$41,725	\$42,351	\$42,986	\$43,631
Cafeteria-Lunch	\$94,762	94,762	\$96,183	\$97,626	\$99,090	\$100,577
Supplies & Materials						
Textbooks and Instructional Supplies	\$19,085	133,595	\$135,599	\$137,633	\$139,697	\$141,793
Education Software	\$3,000	3,000	\$3,045	\$3,091	\$3,137	\$3,184
Student Supplies	\$100	16,700	\$16,951	\$17,205	\$17,463	\$17,725
Supplies & Materials - Educational Staff	\$200	4,400	\$4,466	\$4,533	\$4,601	\$4,670
Library Books	\$15,800	15,800	\$16,037	\$16,278	\$16,522	\$16,770

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 2 Through 5 Budget

Testing & Evaluation	\$26	1,846	\$1,874	\$1,902	\$1,930	\$1,959
Staff Laptops/computers	\$1,100	7,700	\$7,816	\$7,933	\$8,052	\$8,172
Faculty Laptops	\$1,100	14,300	\$14,515	\$14,732	\$14,953	\$15,177
Supplies & Materials-Staff	\$600	7,200	\$7,308	\$7,418	\$7,529	\$7,642
Printing Paper	\$100	1,200	\$1,218	\$1,236	\$1,255	\$1,274
Marketing & Board Materials	\$150	1,800	\$1,827	\$1,854	\$1,882	\$1,910
Postal Charges	\$1,600	1,600	\$1,624	\$1,648	\$1,673	\$1,698
Recruitment - Students & Teachers	\$3,000	3,000	\$3,045	\$3,091	\$3,137	\$3,184
Gifts & Awards - Teachers and Staff	\$0	-	\$0	\$0	\$0	\$0
Health Supplies	\$0	-	\$0	\$0	\$0	\$0

Facility Related Expenses

Rent	\$0	-	\$0	\$0	\$0	\$0
Utilities	\$68,944	68,944	\$69,978	\$69,978	\$69,978	\$69,978
Custodial	\$4,761	57,132	\$57,989	\$57,989	\$57,989	\$57,989
Waste	\$510	6,120	\$6,212	\$6,212	\$6,212	\$6,212
Faculty Furniture	\$0	-	\$0	\$0	\$0	\$0
Student Furniture	\$0	-	\$0	\$0	\$0	\$0
Supplies & Equipment - Custodial	\$710	8,520	\$8,648	\$8,648	\$8,648	\$8,648
Other Equipment	\$0	-	\$0	\$0	\$0	\$0
Building Permits & Inspections	\$1,800	1,800	\$1,827	\$1,827	\$1,827	\$1,827
Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0
Fire and Security Monitoring	\$134	1,608	\$1,632	\$1,632	\$1,632	\$1,632
Pest Control	\$4,216	4,216	\$4,279	\$4,279	\$4,279	\$4,279
Facility Maintenance	\$4,000	4,000	\$4,060	\$4,060	\$4,060	\$4,060
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0

Other Charges

Staff Recruitment	\$2,500	2,500	2,538	2,538	2,538	2,538
Student Recruitment & Community Engagement	\$3,500	3,500	3,553	3,553	3,553	3,553
Parent & Staff Meetings	\$1,000	1,000	1,015	1,015	1,015	1,015
Authorizer Fee	\$35,000	35,000	35,525	35,525	35,525	35,525
Travel	\$8,000	8,000	8,120	8,120	8,120	8,120

Debt Service

Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-

Total Operating Expenses

950,081	964,332	975,716	987,272	999,000

Total Expenses

3,167,564	3,569,859	3,996,102	4,384,565	4,624,061

Montessori Elementary at Highland Park
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25	2026-27
Starting Fund Balance	-	97,817	114,175	246,738	283,193	374,872
State Revenues	-	1,515,859	2,191,097	2,879,688	3,581,832	3,967,136
Federal Revenues	-	768,063	311,324	352,868	394,412	415,761
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	2,000,000	900,000	1,200,000	800,000	500,000	300,000
Total Revenues	2,000,000	3,183,922	3,702,421	4,032,557	4,476,244	4,682,898
Staffing	1,233,762	1,659,661	1,949,253	2,261,926	2,548,334	2,712,884
Employer Benefits & Taxes	417,044	557,822	656,274	758,459	848,959	912,177
Contracted Services	176,516	535,600	543,634	551,788	560,065	568,466
Supplies & Materials	34,661	212,141	215,323	218,553	221,831	225,159
Facility-Related Expenses	29,200	152,340	154,625	154,625	154,625	154,625
Other Charges	11,000	50,000	50,750	50,750	50,750	50,750
Debt Service	-	-	-	-	-	-
Total Expenses	1,902,183	3,167,564	3,569,859	3,996,102	4,384,565	4,624,061
Net Income	97,817	16,358	132,562	36,455	91,680	58,837
Ending Fund Balance	97,817	114,175	246,738	283,193	374,872	433,709

ATTACHMENT P. BUDGET NARRATIVE

The Montessori Elementary Planning and Design Team has developed a realistic, detailed budget for the first five years of school operations. The narrative which follows provides detail on the budget assumptions which informed anticipated expenditures and revenues for the five-year period of school operations as well as the planning period before the school opens. The budget projections have been prepared to reflect a July 1 – June 30 fiscal year. The pre-opening planning year (Year 0) budget reflects the period beginning July 1, 2020 and ending June 30, 2021.

Compliance with State & Federal Accounting & Reporting Requirements

In accordance with the Tennessee state laws, Montessori Elementary will undertake annual audits of financial, administrative and program operations. The audits will comply with mandated state audit procedures and requirements. In addition, Montessori Elementary will comply with any state or federal laws and regulations that relate to grant funding received in support of the school's financial, administrative, or program operations.

At no time, will any funds or assets of Montessori Elementary be contributed to a political party, political organization or an individual holding public office or who is a candidate for public office. Members of the Governance Board and employees of Montessori Elementary are explicitly prohibited from the following activities:

- Political contributions that are reimbursed through expense accounts of the school or other means.
- Use of school funds to purchase tickets for political fundraising events.
- Use of the school assets in political campaigns.
- In-kind contributions, such as lending employees to political parties for the purposes of supporting a political campaign.

Adequacy of the Budget

The budget has been carefully constructed to ensure that there are sufficient funds to support all aspects of Montessori Elementary's school model. Achieving the school's mission and changing the academic trajectory of educationally disadvantaged students will require sufficient personnel, student and family support structures, and investments in learning materials. YWLAF has already purchased the school buildings and is fully-funding capital expenses in advance of the school opening. However, the Montessori Elementary budget includes investments in school furnishings, equipment, and other items required for start-up. Montessori Elementary's budget planning has been informed by the actual experiences of CGLA's implementation, so it is grounded in the realities of charter school start-up in Hamilton County at an adjacent site.

Student Enrollment & BEP Projections

Montessori Elementary's per pupil allocation through the BEP was calculated at \$9,077 per student which assumes \$245 per student in BEP Capital Outlay funds and \$8,832 per student in HCDE BEP funds. The budget calculations assume flat-funding of BEP allocations across the first 5 budget years. Based on student enrollment plans, the annual BEP revenue is projected as follows:

Montessori Elementary Annual BEP Projections						
	PLAN YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Student Enrollment	0	167	239	311	383	420
Annual BEP revenue (BEP + BEP Capital Outlay)	\$0	\$1,515,859	\$2,191,097	\$2,879,689	\$3,581,832	\$3,967,136

Anticipated Funding

Revenue projections were guided by the following assumptions:

- In order to fully fund the 5-year start-up operating budget, YWLAF has already initiated fundraising efforts. YWLAF will carry on fundraising efforts during the initial start-up period and planning year. As the school moves from a start-up phase to an operational phase, ongoing fundraising efforts will be transferred to fall under the auspices of the Governance Board, Executive Director, and designated school staff.
- Montessori Elementary will meet annual enrollment projections which determine the annual BEP amount.

- The demographics of the school population will be similar to the demographics of the CGLA population qualifying Montessori Elementary for similar levels of Title I, Title II, IDEA, and USDA funding as CGLA receives.

In addition to BEP funding, Montessori Elementary anticipates the following revenue streams.

REVENUE SOURCE	NOTES
Private Contributions & Gifts	Montessori Elementary expects to raise funds from private individuals, foundations, and corporations during the initial 5-year project period to support school implementation. Upon approval of the Montessori Elementary charter school application, the Foundation is poised to implement the comprehensive fund development plan and has dedicated staff and consulting resources to support the Board in successfully carrying out the plan.
Grants	YWLAf has engaged the Grantwriting services of Skye Strategies and will actively pursue grants from foundations, corporate sponsors, the State of Tennessee, and federal sponsors.
Federal Funding	Federal funding including USDA reimbursements for the student nutrition program, Title I and Title II funding, and IDEA funding are anticipated as part of the revenue base for ME@HP. See Attachment O, <i>Student Assumptions</i> and <i>Year 1 Budget</i> for details.

Anticipated Expenditures

In constructing the projected expenses, YWLAf relied heavily on its extensive experience in operating the Chattanooga Girls Leadership Academy and was further informed by site visits to schools serving similar demographics in Nashville, TN; New Orleans, LA; and Memphis, TN. Montessori Elementary's expense projections have been carefully developed, taking into consideration the following factors:

- As a start-up, Montessori Elementary must make an upfront investment in the infrastructure, learning materials, technology, and systems that will support the school's mission.
- Montessori Elementary benefits from the initial investments made by the founder and YWLAf in terms of purchasing facilities, paying for demolition / construction, and covering the cost of initial school furnishings. This will enable Montessori Elementary to make critical investments in school staffing from the beginning.
- The costs associated with the Superintendent's (CEO's) salary and fringe benefits will be covered by YWLAf (the Network) and is not reflected in the school's operational budget.
- In order to attract and retain instructional staff and school leadership of the highest caliber, Montessori Elementary must offer competitive salaries and benefits.
- Montessori Elementary must maintain a school staffing complement that supports a personalized learning environment, small class size, low teacher student ratio, and an extended schedule.
- Transportation to and from school must not be a barrier for students and families.
- Key staff must be brought on during a planning period before the school opens in order to ensure readiness for an August 2021 school opening.

Personnel Costs: The personnel costs reflect an intentional focus on investing in adequate, well-prepared school personnel to meet the needs of the young men and families who will be served by Montessori Elementary. Salaries are budgeted to be competitive with regional norms, and an estimated 1.5% annual escalation rate has been built into salary projections. See Attachment O, *Year 1-5 Staff Assumptions* for details.

Category	Notes
ADMINISTRATIVE STAFF	This personnel category includes competitive salaries for school leadership personnel including the School Director, Principal, and Dean. The School Director and Principal positions will be filled as rapidly as possible during the planning year with the Dean hired in Year 1. Within the context of the budget form (Attachment O).
INSTRUCTIONAL STAFF	Faculty will be recruited and selected as quickly as possible during the planning year. This represents a considerable investment from the Network and Governance Board; however, the Planning & Design Team feels this is critical to ensure that teachers are well-prepared, from the school's opening, to implement the Montessori model with fidelity. Budget projections anticipate

	recruitment of instructional staff with varying years of experience and offering competitive salaries to attract excellent faculty. Faculty salaries will be determined based on a pay scale that considers academic credentials and classroom experience including Montessori experience and credentials. Instructional staffing will ramp up each year as students matriculate to the next grade level.
NON-INSTRUCTIONAL STAFF	This staff category includes, beginning in the Pre-Opening Year, ME@HP's portion of Network-level operational, financial, and fundraising support positions. It also includes, beginning in Year 1, budgeted amounts for school-level clerical staff; custodial staff; a school-based social worker, and attendance manager. Budgeted salaries are commensurate with similar positions in our community.

Benefits & Payroll Taxes: Budget projections include employee benefits and payroll taxes. Full-time staff are eligible for benefits. Estimates are calculated as a percentage of projected annual salary levels. See Attachment O, *Year 1-5 Staff Assumptions* for details.

Contracted Services: Operating the school and meeting the needs of all students within Montessori Elementary's small school model will make it more cost-effective to secure the following services via contractual agreements. As documented in Attachment O, some costs are anticipated to escalate as the school population grows while others will remain constant.

- Copier Lease & Usage
- Educational & Professional Development Consultants
- Communication / Internet / Phone Services
- Software
- Audit Services
- Financial Services
- Grantwriting Services
- Speech Therapy
- Student Transportation
- Insurance
- Health Services
- Cafeteria / Food Services

Supplies & Materials: Operating the school will require funding for supplies and materials. Budget projections include funds for the following:

- Montessori Learning Materials
- Textbooks and Instructional Supplies
- Education Software
- Student Supplies
- Supplies and Materials – Educational Staff
- Library Books
- Testing & Evaluation
- Staff Laptops / Computers
- Faculty Laptops
- Supplies & Materials – Staff
- Printing Paper
- Marketing & Governance Board Materials
- Postal Charges
- Recruitment – Students & Teachers

Facility-Related Expenses: The school facilities have been purchased and are owned by YWLAF for use by Montessori Elementary with no rental costs. Additional facility-related costs are incorporated into the budget and include the following:

- Utilities
- Custodial
- Waste / Trash Collection
- Supplies & Equipment – Custodial

- Building Permits & Inspections
- Fire & Security Monitoring
- Pest Control
- Facility Repair & Maintenance

Other Costs: Additional costs include Liability Insurance and a modest allocation for employee travel for meetings and training sessions.

Fiscal Management and Controls

Montessori Elementary will have a clear fiscal management plan with strong internal controls and oversight to manage all aspects of financial operations and support the school's model and mission. Montessori Elementary will follow all applicable state laws and regulations and will be guided by the *Tennessee Internal School Uniform Accounting Policy Manual*³⁵ in its practices. The school's success relies on sound financial management and careful fiscal oversight. The Planning & Design Team has planned the following systems, processes, and safeguards to ensure Montessori Elementary's financial viability.

Financial Oversight

The Montessori Elementary School Director is accountable for the oversight of all school administrative functions, including human resources management; compliance with local, state, and federal regulations and reporting requirements; facilities, enrollment and financial management; and student performance and assessment. The Principal is likewise responsible for overseeing day to day implementation of all policies, procedures and practices mandated by the Governance Board. To ensure financial oversight, a Finance Committee of the Board will be established. The board Treasurer will chair the Finance Committee. The Finance committee will be charged with the responsibility to:

- Establish the school's financial goals and monitor the school management's progress in achieving those goals.
- Establish sound financial policies and monitor whether the school's activities adhere to those policies.
- Review regularly the school's financial control systems in order to safeguard the resources of the school.

At monthly meetings, the Finance Committee will:

- review fund balances;
- review actual vs. budgeted financial statements;
- review updated cash flow projections; and
- make recommendations to the Board for action needed, based upon the monthly financial review.

All accounting practices will be in accordance with the Tennessee Internal School Uniform Accounting Policies and Governmental Accounting Standards Board Guidelines.

Annual Independent Financial Audit

The Finance Committee will implement and oversee Board approved procedures to select an independent auditor to conduct an annual audit of the school's financial records. The auditor will be a qualified certified public accounting firm. The audit will be conducted in accordance with applicable Generally Accepted Accounting Principles and provide reasonable assurance of the accuracy of Montessori Elementary's financial statements, including balance sheets, income and expense statements, cash flow statements, attendance and enrollment accounting practices, and cafeteria operations as well as reviewing internal controls. As specified by the Tennessee Comptroller of the Treasury, a separate contract will be solicited and awarded for the audit of student activity funds. To the extent required by federal law, the scope of the audit will be expanded to include any items or processes identified by the Office of Management and Budget in relationship to federal grants received and managed by Montessori Elementary.

Upon completion, the financial audit will be reviewed by the Finance Committee and Montessori Elementary leadership staff, and forwarded to the Governance Board for review and final approval. In the event of any findings of irregularity or substantive management letter comments, the Finance Committee will guide the staff

³⁵ http://tennessee.gov/assets/entities/education/attachments/loc_fin_internal_sch_uniform_acct_policy.pdf

leadership in the development of corrective actions, to be approved by the Governance Board. The implementation of the corrective action plan will be monitored by the Finance Committee.

The Montessori Elementary fiscal year runs from July 1 through June 30. The annual financial audit, along with administrative and programmatic audits will be completed within six months after the close of the fiscal year and forwarded to the Hamilton County Department of Education, the State Special Joint Oversight Committee on Education, the State Commissioner of Education, and the State Comptroller of the Treasury.

Division of Roles & Responsibilities to Ensure Proper Checks and Balances

The Montessori Elementary Governance Board has the ultimate responsibility for the school's financial viability. The financial management and oversight roles of the Montessori Elementary Board, Finance Committee, YWLAF Network, and school leadership are summarized in the chart below and represent the best practices of the division of responsibilities among these four entities.³⁶

Governance Board Role	Finance Committee Role	School Leadership Role
Review and approve financial policies.	Review and revise financial policies as necessary and make recommendations for Board approval.	Identify financial policy issues and recommend specific financial policies and procedures to the Finance Committee.
Approve an annual budget that supports the school's goals and Board policies.	Review and revise the budget as necessary and make recommendations to the Board.	Prepare and present the budget to the Finance committee with backup detail and assumptions.
Approve the format and frequency of financial reports.	Recommend format for financial and programmatic summary reports for Board approval.	Make recommendations for financial reports to the Board and assure that reports include data required by the charter contract.
Review and approve monthly financial statements.	Review monthly financial statements with school leader, business manager, and present to the Board for approval.	Monitor income and expenses on a daily basis. Prepare financial reports as related to the charter contract, annual budget, and projected activities.
Governance Board Role	Finance Committee Role	School Leadership Role
Ensure adequate financial controls are in place and that financial reports are in line with accounting principles and provisions of the charter contract.	Review accounting and control policies and make recommendations for changes and improvements.	Carry out financial policies and procedures established by the Board. Raise policy and procedural issues and provide information for standard policy decisions.
Approve selection of auditor. Review and formally approve the audited financial statements, management letter, and staff response.	Implement audit procedure and recommend firm for Board approval. Review audited financial statements, management letter, and staff responses with school leadership and auditor.	Provide required information and records to auditing firm. If necessary, respond to auditor's management letter and take corrective actions as directed by Board.
Approve investment policies and review them annually.	Make recommendations to Board for investment policies and regularly review all investments.	Provide reports, additional information, and financial analysis as needed or requested.

Internal Controls

In order to ensure the highest level of fiscal responsibility, the Finance Committee will actively monitor the establishment and maintenance of adequate internal control procedures. The internal control policies and

³⁶ Adapted from the Boys and Girls Clubs of America's Governance Reference Guide, 1999.

procedures are intended to provide the school with a sound foundation to properly safeguard its assets, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information.

- **Signature Authorities:** To properly segregate duties, the Board Chair, the Treasurer of the Board, the Executive Director, and the Principal are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks of a nonrecurring nature greater than \$5,000 will require dual signatures prior to check issuance.
- **Government Access to Records:** School management will provide access to the school's records if requested by the Comptroller of the State of Tennessee and provide supporting records, as requested by government auditors, to facilitate the completion of such audits or reviews in a timely manner.
- **Security of Financial Data:** The school's accounting software will be safeguarded by proper password protections and authorizations to ensure that general and application controls to unauthorized data access are precluded. The system's accounting data will be backed up daily to ensure the recoverability of financial information in case of hardware failure. The backup will be properly secured and stored off-site. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Director of Finance to prevent unauthorized access.
- **Use of School Credit Cards:** Montessori Elementary credit cards will only be issued with the formal approval of the Governance Board, based upon project justification. If issued, credit cards will be assigned to specific employees and used only for prior approved school-related expenditures. All charges must be supported by invoices or expense reports.
- **Surety Bond:** Any members of the Governance Board, employee, officer or other authorized person who receives funds, has access to funds, or has the authority to make expenditures from funds, will be bonded with a surety bond.

Financial Management Policies

- **Basis of Accounting:** Montessori Elementary will maintain its accounting records and related financial reports on the accrual basis of accounting.
- **Cash Management:** The school will maintain the following cash accounts at the designated financial institution: (1) Payroll and (2) Operating. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Director of Finance for appropriate collection actions.
- **Accounts Payable:** Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable. Vendors and suppliers are paid as their terms require.
- **Accounts Receivable Aging Criteria:** Outstanding accounts receivable are aged on a 30, 60, 90, and over-90 day basis.
- **Budgets:** Montessori Elementary management prepares an annual operating budget of revenues and expenses, a cash flow projection and a capital budget. These budgets and projections are reviewed by the Finance Committee of the Board and then submitted to the full Board for review and approval. Financial statements displaying budget vs. actual are prepared by the Director of Finance, reviewed by the Finance Committee and presented to the Governance Board at each monthly Board meeting.
- **Consultants and Contractors:** The use of all consultants and contract personnel must be supported by documents that include the details of all agreements (i.e. work requirements, rate of compensation, etc.) with the individuals or organizations providing the services. Invoices or billings submitted by consultants or contractors must include sufficient detail as to the time expended and the nature of the actual services performed. The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Service Code.
- **Financial Systems:** Upon approval of the Montessori Elementary charter school application, the Finance Committee will work with school leadership to put in place the necessary automated systems for budget development and management, accounting, payroll, purchasing and procurement, cash management, donor management, and grant management and reporting.
- **Record Retention and Disposal:** Books, records, documents and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained for seven years. Audit reports, annual corporate reports, school charter, board minutes, tax and legal correspondence, insurance claims and policies, and retirement and pension fund records are retained permanently. In connection with the disposal of any records, a memorandum of record disposal listing the record or class of records to be disposed of is prepared by the Director of Finance and certified by the Board.

- **Property Management:** Montessori Elementary maintains detailed records of all property and equipment, with identification and segregation of property and equipment acquired through government contracts. All property and equipment is tagged upon receipt and assigned an identification number. The Director of Finance performs a physical inventory of all property in Montessori Elementary's possession or control on an annual basis. The physical inventory is reconciled to the detailed fixed asset ledger. No item of property or equipment shall be removed from the premises without prior approval from the Principal.

Deposit & Investment of Idle Funds

Montessori Elementary will establish comprehensive policies and procedures for the deposit and investment of idle funds. Policies and procedures will be fully compliant with federal, state, and local regulations.

Travel Regulations

The Governance Board will establish comprehensive travel regulations upon approval of the Montessori Elementary Charter Application.

Qualifications & Capacity for Fiscal Management

The Superintendent/CEO, Dr. Elaine Swafford has extensive experience in managing school budgets. Her experience in working with CGLA and charter school operations will be integral to the school's capacity for success. Many of the founding board members have financial expertise including working with start-ups, investments, and venture capital / fund development. The Director of Finance working in conjunction with the Governance Board Treasurer and annual audit firm will ensure robust financial oversight and fiscal responsibility.

Contingency Plans

YWLAf has already initiated a \$9.5 million capital campaign to support Montessori Elementary's start-up capital and operations costs. Numerous ongoing discussions as well as proposal development activities currently in progress will yield additional reserves to fund any contingency needs of the school in its start-up period. Based on the experience of the Chattanooga Girls Leadership Academy, the budget includes realistic funding for students with disabilities. These assumptions are aligned with CGLA's actual experiences in serving the same communities.

Outsourced Financial Services

Montessori Elementary anticipates entering into a contractual agreement for annual audits, grant writing services, payroll, etc. Vendors will be selected based on a careful vetting process and approved by the Governance Board. The Finance Committee will review all contracted financial management service arrangements regularly to ensure fidelity and compliance.

ATTACHMENT Q. NETWORK BUDGET (FOR EXISTING OPERATORS)

Network Staff
Montessori Elementary at Highland Park & Chattanooga Girls Leadership Academy
Budget Template
Year 0-5 Network Staff Assumptions

Compensation Assumptions

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25	2026-27

Annual Increase	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Cumulative Increase	101.00%	101.00%	102.01%	103.03%	104.06%	105.10%

Percentage of Shared Cost for ME@HP

Network Staff	Base Assumption	15%	30%	40%	50%	50%	50%
Chief Finance Officer	\$86,305	12,946	26,150	35,216	44,460	44,905	45,354
Chief Oper/Advance/Innovation Office	\$66,498	9,975	20,149	27,134	34,256	34,599	34,945
Director HR/School Operations	\$60,166	9,025	18,230	24,550	30,995	31,305	31,618
HR/School Operations Assistant	\$35,000	5,250	10,605	14,281	18,030	18,211	18,393
Accountant	\$59,030	8,854	17,886	24,087	30,409	30,713	31,021
Accountant Assistant & Inventory	\$36,750	8,854	11,135	14,995	18,932	19,121	19,312
Payroll	\$44,625	8,854	13,521	18,209	22,989	23,218	23,451
Maintenance	\$47,754	7,163	14,469	19,486	24,600	24,847	25,095
IT	\$40,000	6,000	12,120	16,322	20,606	20,812	21,020
Total Administrative Compensation		76,922	144,267	194,279	245,278	247,730	250,208

Total FTE 9

Assumption Notes

Yr 0 - allocation of cost ME@HP 15% / CGLA 85%
Yr 1 - allocation of cost ME@HP 30% / CGLA 70%
Yr 2 - allocation of cost ME@HP 40% / CGLA 60%
Yr 3 and beyond - allocation of cost ME@HP 50% / CGLA 50%

Employer Benefits & Tax Assumptions								
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
		2020-21	2021-22	2022-23	2023-24	2024-25	2026-27	
Base Assumption	Social Security	6.20%	\$4,769	\$8,945	\$12,045	\$15,207	\$15,359	\$15,513
	Medicare	1.45%	\$1,115	\$2,092	\$2,817	\$3,557	\$3,592	\$3,628
	State Unemployment	0.73%	\$562	\$1,053	\$1,418	\$1,791	\$1,808	\$1,827
	Disability/Life Insurance	0.33%	\$254	\$476	\$641	\$809	\$818	\$826
	Workers Compensation Insurance	0.34%	\$262	\$491	\$661	\$834	\$842	\$851
	Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	\$0
Health Insurance	Annual	0.00%	0.00%	1.00%	1.00%	1.00%	1.00%	
	Cumulative Increase	100.00%	100.00%	101.00%	102.01%	103.03%	104.06%	
Medical Insurance	\$7,229	\$9,759	\$19,518	\$26,285	\$33,184	\$33,516	\$33,851	
Dental Insurance	\$545	\$736	\$1,472	\$1,982	\$2,502	\$2,527	\$2,552	
Vision Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Legacy	14.70%	\$5,998	\$11,995	\$15,994	\$19,992	\$19,992	\$19,992	
TCRS Classified Hybrid	9.00%	\$2,756	\$5,511	\$7,349	\$9,186	\$9,186	\$9,186	
Total Administrative Taxes & Benefits		✓ \$26,210	✓ \$51,553	✓ \$69,191	✓ \$87,062	✓ \$87,640	✓ \$88,225	
TOTAL COMPENSATION		✓ \$103,132	✓ \$195,819	✓ \$263,470	✓ \$332,339	✓ \$335,371	✓ \$338,433	
Assumption Notes								

For additional details of the Financial Plan, please see Attachments O and P.

ATTACHMENT R. STUDENT ACHIEVEMENT / GROWTH RESULTS

YWLAf was the founding sponsor of the Chattanooga Girls Leadership Academy (CGLA), Hamilton County's first public charter school and Tennessee's first single-gender public school. Since 2009, CGLA has offered educational opportunities for Hamilton County's most academically vulnerable girls, with nearly 100% considered at-risk because they previously attended an underperforming school, scored below proficient on standardized tests before arriving at CGLA, or come from low-income homes. CGLA has made tremendous progress and continues to outperform other schools across the district in academic growth—despite serving girls from high-poverty communities who often enter more than two grade levels behind in reading and math. CGLA's STEAM Integration model has been instrumental to CGLA's continued success and recognition for its innovative instructional program. Below are some key highlights of our success as we continue to increase achievement and college preparation for our students. One of our greatest achievements in our college preparation work has been the significant increases we have seen in our students' academic confidence, performance on the ACT exam, and college-going rates. CGLA girls realize that hard work pays off and have committed to continuing to work toward a higher score on the ACT to boost their college and scholarship options.

CGLA Academic Progress and Accomplishments	
Academic	• CGLA was honored with a Level 5 TVAAS ranking for 2018-19. • CGLA was named a 2018-19 Reward School for achieving significant academic growth. CGLA was among 32 schools in Hamilton County to receive recognition as a Reward School. • CGLA met several key growth standards and AMOs for the 2019-19 school year, including English Language Learners, Chronic Absenteeism, ACT Readiness, and Early Post-secondary Opportunities. • 53.6% of CGLA students achieved proficient or mastered status in Algebra 2 on the 2019 TN Ready exam, which was more than double the district (25%) and state (26%) proficiency levels. • CGLA saw an increase of 61.7 percentage points in Algebra 2 proficiency compared to the 2018 TN Ready assessment. • CGLA outperformed the district and state on the Geometry EOC on the 2019 TN Ready assessment: 39.2% proficient or mastered, compared to the district (36.5%) and state (34.5%). • CGLA more than doubled the percentage of students proficient or mastered on the Geometry EOC in 2019 compared to the 2018 TN Ready EOC. • CGLA outperformed the district on the ELA 7 EOC on the 2019 TN Ready assessment: 34.9% proficient or mastered, compared to the district rate of 32.1%. • CGLA more than doubled the percentage of students proficient or mastered on the ELA 7 EOC in 2019 compared to the 2018 TN Ready EOC. • 56.4% of sixth graders achieved proficient or mastered on the 2019 TN Ready Social Studies EOC, well above the district rate (41.1%) and state rate (37.6%) • CGLA was honored with a Level 5 TVAAS ranking for 2017-18 and was among 25 schools in Hamilton County to receive recognition—and the only charter school in Hamilton County to receive a Level 5 TVAAS in 2018.
College Preparation	• CGLA increased its ACT composite score by 6.7 points in 6 years—increasing from 13.7 in 2013 to 20.4 in 2019. • CGLA's 2018 ACT composite score of 20.4 was higher than the state and district average.

	• CGLA's graduation rate has averaged more than 90% over the last three years. • CGLA's college-going rate has continued to grow each year, with 97% of our 2019 graduates enrolling in college. • Over \$459,856 in college scholarships for 2019 graduating class of 28 girls
Awards and Recognition	• In May 2019, CGLA was selected by the BlueCross BlueShield Tennessee Health Foundation to receive a \$5 million grant award to create the BlueCross Healthy Place at Highland Park, an expansive community park incorporating a multi-purpose field with bleachers, concessions, and restrooms; a community walking track with fitness zones; community playground; outdoor basketball and tennis courts; a challenge zone; and a 40-yard dash track to encourage physical activity. • In May 2018, CGLA was among just 15 schools statewide to receive STEM Designation, which recognizes CGLA's commitment to a rigorous and integrated STEM curriculum. • CGLA was selected as the 2018 Nonprofit of the Year by the Chattanooga Area Chamber of Commerce. • CGLA was selected as one of four schools in the nation to receive a 2017 School Innovation and Change Award from the National Principals Leadership Institute—a national award recognizing schools who have achieved a dramatic turnaround.

ATTACHMENT S. PORTFOLIO SUMMARY TEMPLATE

YWLAf has successfully operated the Chattanooga Girls Leadership Academy, the first charter school in Hamilton County and first single-gender public school in the state of Tennessee, for more than a decade. The summary template information is included below for reference.

%	
School Name	Chattanooga Girls Leadership Academy
Year Opened	2009
City	Chattanooga / Hamilton County
State	Tennessee
Grades Served	6 th – 12 th
Total Enrollment	369
Demographics and Socioeconomics	
% African American	53.4%
% Hispanic	41.6%
% White	3%
% Other Race / Ethnicity	2%
% FRPL	88%
% SPED	8%
% ELL	9%
School Contact Information	
Contact	Dr. Elaine Swafford
Contact Title	Chief Executive Officer
Contact Email	elaineswafford@cglonline.com
Contact Phone	423.702.7230
Authorizer Contact Information	
Authorizing Organization	Hamilton County Department of Education
Contact Name	Dr. Bryan Johnson
Contact Title	Superintendent
Contact Phone	423.498.7042

ATTACHMENT T. SCHOOL REPORTS / LEA EVALUATIONS

Please see the two most recent Annual Reports submitted by CGLA to Hamilton County Schools.



Tennessee Charter School Annual Report

Fiscal Year 2019

Address:

1802 Bailey Ave.
Chattanooga, TN 37404

Contact:

Dr. Elaine Swafford, CEO
423-702-7230

elaineswafford@cglonline.com

www.cglonline.com

Date:

September 30, 2019



Introduction to the School

Name of School: Chattanooga Girls Leadership Academy			
Authorizer	Hamilton County Schools	School Hours	8AM-3PM
Year Opened	2009	Next Renewal Year	2023
Current Enrollment	367	Max. Enrollment per Charter Agreement	385
Current Grade Span Served	6-12	Grade Span Approved in Charter	6-12
# Instructional Days per School Year	180	Current # of Students on Waitlist	0
Mission Statement	To provide girls with a rigorous college preparatory education focused on science, technology, engineering, the arts, and mathematics in a supportive environment that nurtures self-confidence, inspires leadership, and promotes academic excellence.		

Section I: School Academic Performance

(a) Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement.

The Chattanooga Girls Leadership Academy (CGLA) has made tremendous progress over the last 11 years, changing the trajectory of girls' lives and creating a successful model of educational innovation grounded in STEAM: science, technology, engineering, the arts, and math. This report spotlights some of CGLA's key accomplishments related to performance framework objectives.

School Enrollment Growth

Founded in 2009, CGLA is committed to providing educational pathways for girls, challenging them achieve at the highest academic level, and building on the success of our innovative model grounded in Science, Technology, Engineering, the Arts, and Math: STEAM. In August 2018, CGLA embarked on its **tenth school year**, with an enrollment of 343 students.

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19

75 (grades 6 & 9)	120 (grades 6-7,9-10)	163 (grades 6-11)	198 (grades 6-12)	249 (grades 6-12)	296 (grades 6-12)	326 (grades 6-12)	353 (grades 6-12)	359 (grades 6-12)	343 (grades 6-12)

CGLA students represent the diversity of urban Chattanooga:

- 53.4% African American, 41.6% Latina, 3% Caucasian, 2% two or more races
- 88% low-income
- 8% qualify for exceptional education services
- 9% English Language Learners or Limited English Proficient

Academic Progress and Achievements

Since 2009, CGLA has offered educational opportunities for Hamilton County's most academically vulnerable girls, with nearly 100% considered at-risk because they previously attended an underperforming school, scored below proficient on standardized tests before arriving at CGLA, or come from low-income homes. CGLA has made tremendous progress and continues to outperform other schools across the district in academic growth—despite serving girls from high-poverty communities who often enter more than two grade levels behind in reading and math. CGLA's STEAM Integration model has been instrumental to CGLA's continued success and recognition for its innovative instructional program. Below are some key highlights of our success as we continue to increase achievement and college preparation for our students. One of our greatest achievements in our college preparation work has been the significant increases we have seen in our students' academic confidence, performance on the ACT exam, and college-going rates. CGLA girls realize that hard work pays off and have committed to continuing to work toward a higher score on the ACT to boost their college and scholarship options.

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CGLA is proud of the progress it has made with improving students' college preparation and success. Our ACT growth is spotlighted in the graphic below.

College Going Information

Average ACT Score						
2013	2014	2015	2016	2017	2018	2019
13.7	14.3	16.3	18.2	18.1	18.1	20.4

Composite 19+						
2013	2014	2015	2016	2017	2018	2019
0	0	1	22	23	29	37

25+ Club						
2013	2014	2015	2016	2017	2018	2019
0	0	0	7	9	16	6

CGLA has also focused on disseminating its program model and successes through a variety of venues at the local, regional, and national level and has established broad community partnerships to support the school's success, including:

- **Articles:** There have been several articles featuring CGLA's work and turnaround efforts, which reflect the depth of impact of our work (see **Appendix D: Articles and Videos**).
- **Best Practices:** Dr. Elaine Swafford provided leadership and support in the launch of Chattanooga Preparatory School and is currently leading efforts to launch a new co-ed charter elementary school in Hamilton County that will serve as a feeder school to CGLA and Chattanooga Prep. Dr. Swafford has also presented at a variety of local, regional, and national conferences to share best practices of the CGLA model. She is also a member of the Tennessee Charter School Board, Leaders of Color National Cohort, and Chattanooga 2.0 advisory committee and has played an important role in providing guidance on effective school models. She is also a graduate of Leadership Tennessee, which allowed her to travel the state and share her perspective and expertise in public education and innovative instructional practices. CGLA will continue to document best practices to share broadly with other schools in Hamilton County, the state, and nation to serve as a model of successful school turnaround.
- **Community Hub:** CGLA has built base of partners across the community over the last three years as we have integrated PBL across the curriculum. We have also implemented many community engagement activities to serve the needs of our community. Examples of key partners include: TVA, Unum, EPB, SunTrust Bank, Hutton, YMCA, Mustang Leadership Partners, Chattanooga Area Food Bank, UTC Health & Human Performance, UTC College of Engineering and Computer Science, Hunter Museum, TN Riverpark, TN Aquarium, Chattanooga Lookouts, Thompson Engineering, Whole Foods, 100 Black Women of Chattanooga, Brewer Media, Chattanooga State Nursing Program, La Paz, Green Spaces, Girls Preparatory School, Mark Making, Learning Blade, Co.Lab, Crabtree Farms, Chattanooga Zoo, and Redemption Point Church.

By providing a supportive environment that nurtures self-confidence, inspires leadership, and encourages critical thinking, CGLA instills in each girl a belief that she is smart and can achieve at a high academic level. At its core, CGLA is all about **giving hope** to girls who might otherwise fall through the cracks and never achieve their full potential.

CGLA School Model

CGLA's mission is to provide girls and young women with a rigorous college preparatory education focused on science, technology, engineering, the arts, and mathematics (STEAM) in a supportive environment that nurtures self-confidence, inspires leadership, encourages critical thinking, and promotes academic excellence. CGLA is committed to providing educational pathways for underserved girls, challenging them to achieve at the highest academic level, and building on the success of our innovative, STEAM-based model. CGLA's curriculum integration model infuses STEAM throughout the school to further bolster student engagement and achievement. Key components of this model include:

- A focus on STEAM to foster critical thinking and prepare girls for college and careers.
- Data-driven instruction and intervention to provide individualized support.

- Small class sizes (17:1 student to teacher ratio) to provide personalized learning.
- Extended school days and summer programs that provide additional learning time.
- Project-Based Learning (PBL) integrated across the curriculum to foster deeper learning competencies required for success in college and careers.
- Technology-enhanced learning with a 1:1 student-laptop ratio to improve technological literacy and academic outcomes.
- Literacy across the curriculum initiative to improve reading levels across the school.
- College readiness programs, job shadowing, and internships to prepare students for college and careers.
- Expeditionary learning to extend learning beyond the classroom.
- Leadership and life skills development woven throughout the curriculum to provide essential skills for students to complete high school and succeed in college.
- A comprehensive professional development program providing over 120 hours of PD to every teacher, including weekly PD sessions, job-embedded coaching, and observations.
- A STEM Residency program to provide an opportunity for prospective teachers and recent graduates of teacher preparation programs to gain critical experience teaching in an urban environment integrating project-based learning (PBL).
- STEAM interventionists working with students to provide individualized support in class and afterschool via one-on-one and small group enrichment to address academic needs.

Over the last five years CGLA has implemented a more robust curricular integration model to infuse STEAM throughout the school to further bolster student engagement and achievement. The table below provides details on specific components of CGLA's STEAM programming, which aligns with the original objectives of our charter.

CGLA STEAM Integration Educational Components	
Project-Based Learning (PBL)	Beginning with the 2015-16 school year, CGLA moved to a standards based instructional model grounded in STEAM-focused project based learning (PBL). All students complete a PBL project each quarter in collaboration with community partners, which culminates with a quarterly STEAM Night where students showcase their projects. The PBL sequence is detailed below. • 6th-8th Grade: Students build the foundation for STEAM-integrated learning through college tours; expeditionary learning experiences; PBL instruction integrated across the curriculum; robotics; coding; and other STEAM enrichment opportunities expanding on real-world STEAM experiences. • 9th Grade: The PBL instructional model continues into high school with expeditionary learning experiences further tailored to STEAM career interests; college tours; robotics; coding; and other STEAM enrichment. • 10th Grade: The PBL instructional model and high school activities continue with job shadowing added in 10th grade to further enhance students' motivation and excitement for STEAM. • 11th Grade: The PBL instructional model and high school activities continue with internships added in 11th grade to provide real-world work experiences.

	• 12th Grade: The PBL instructional model and high school activities continue with capstone projects that integrate STEAM and community service, as well as additional internship and job shadowing experiences.
STEAM Interventionists	Part-time STEAM Interventionists assist the STEAM Integration Coach, Literacy Coach, and teachers with implementing individualized student interventions to address academic deficiencies. The Interventionists provide one-on-one tutoring and remediation support; lead small group instruction to address identified needs for a group of students; assist with guiding and monitoring students using supplemental online instruction programs and other assessments; and collect, review, and analyze student data for Student Intervention Plans (developed for students identified at-risk for reading below grade level).
Community Engagement	CGLA has engaged more than 100 community partners and countless volunteers over the last seven years who see the value of the CGLA model for serving urban girls. CGLA's Community Engagement Director is integral to expanding our STEAM integration model and partnerships to provide speakers, tours, job shadowing, internships, and real-world STEAM expeditionary learning experiences; a variety of wraparound services for students and families; external mentors, job shadowing, and internship opportunities; scholarship opportunities; and adult literacy and education programs for parents.
Expeditionary Learning and Career Exposure	CGLA offers expeditionary learning and college experiences that impact every student. It is our goal to provide students an opportunity to participate in at least 6 experiences each year, including a variety of real-world STEAM experiences with corporate and community partners, job shadowing, internships, and college tours at universities with strong STEM programs. Beginning in the 2015-16 school year, CGLA expanded its job shadowing and internship program by requiring every sophomore and junior to participate in a job shadowing or internship experience.
Mentoring and Leadership Development	In 2014, CGLA launched the Empower Mentoring Program to address a critical need: CGLA's girls lack consistent, caring, and present adult role models to provide support and guidance in academics, college and career development, life skills, and leadership development. The program connects CGLA students with caring adult advocates who provide encouragement and support for a minimum of 1 hour/week (4-5 hours per month). In addition, on-site corporate mentoring opportunities offer girls an opportunity to spend time with their mentors on-site at their company and real-world exposure to a variety of career fields. CGLA has developed strong partnerships with several companies who host on-site mentoring, including TVA, Unum, SunTrust, and EPB. Additionally, CGLA has created a national model for hands-on STEAM learning through Mustang Leadership Partners , a ten-month equestrian program providing mentoring, science, life skills, and leadership development for CGLA girls. Each week, a cohort of students visits a local farm and works one-on-one with mustangs, learning how to lead with confidence, overcome fears, and engage with

	science in a real-world setting. Mustang Leadership Partners currently serves a cohort of 16 girls.
College Preparation	CGLA offers college readiness workshops focused on a variety of college readiness topics, such as: credit recovery; preparation for the ACT; job shadowing opportunities; and college readiness skills. Increasing ACT scores is a top priority for our high school students to ensure they are competitive when applying for college and scholarship opportunities. Our College Coach offers financial aid and college planning workshops for CGLA high school students during the school day to help them learn the basics and timelines for applying for college, identifying and applying for scholarships, completing the FAFSA, budgeting and saving for college, and becoming savvy budget managers. Every CGLA student takes the ACT at least twice, with many taking it 3-4 times. In spring 2018, CGLA held its inaugural College Signing Day to celebrate our students' transition to college. This event was a phenomenal success as students prepare for their next journey in life. CGLA's 2018 graduating class attracted over \$342,000 in scholarships and financial aid for college this year. The College Coach also tracks and continues to engage with prior CGLA graduates in order to evaluate long-term college graduation and career outcomes for CGLA graduates and to foster alumnae relations. It is our goal to build a strong alumnae base to remain engaged with the school and serve as role models to other CGLA girls as they progress through their middle and high school years.

Enrichment Opportunities

CGLA's charter includes a strong focus on providing girls with a variety of enrichment opportunities through afterschool clubs and sports to build students' confidence, leadership skills, and engagement in school. CGLA offers numerous academic and enrichment opportunities to support students' overall academic growth and leadership development, including a Beta Club, Robotics Club, Science Club, Mustang Leadership Partners (10-month equestrian program), Student Government Association, Art Club, Yearbook Club, and several other theme-based clubs focused on student interests. These academic programs and expanded learning activities provide students with leadership opportunities and hands-on, interactive learning experiences grounded in a rigorous STEAM-focused, PBL-integrated curriculum. CGLA continues to build its athletics program and currently offers two TSSAA competitive teams (basketball and volleyball), a U15 TGLA lacrosse team, three intramural teams (middle school soccer, middle and high school track, and middle school softball), and cheerleading. Approximately 125 students participate in CGLA's athletics program each year.

Comprehensive Professional Development Plan

Dr. Elaine Swafford and her leadership team have implemented data-driven strategies coupled with a comprehensive approach to shared professional development within the context of a **Professional Learning Community**. With funding from a State of Tennessee School Improvement Grant (awarded for the 2013-14, 2014-15, and 2015-16 school years), CGLA implemented several instructional and intervention strategies that transformed teaching and learning and continue to be infused throughout the school. Every CGLA teacher is required to

participate in **at least 120 hours** of professional development annually. The table below outlines core components of CGLA's Professional Development Plan.

CGLA's Professional Development Plan	
Summer PD Institute	Every CGLA teacher is required to participate in a Professional Development Institute each summer to support CGLA's comprehensive instructional plan. The PD Institute includes joint sessions for all teachers that cover instructional topics impacting the entire school (such as understanding and using data in the classroom; differentiated instruction; curricula alignment; Ruby Payne: Understanding the Framework of Poverty; Understanding by Design; Teachers as Leaders; etc.). New teachers (less than 3 years of experience) participate in additional training on strategies specific to the needs of new teachers (i.e. classroom management, organization, lesson planning, curricula alignment, etc.). All CGLA teachers also participate in a field trip to visit the neighborhoods of CGLA students so they can better understand their students' needs and make connections with parents and other members of the school community.
Data-Driven Instruction	Upon her arrival, Dr. Swafford established a "Data Room" where teachers and administrators continuously monitor student achievement and engage in collaborative planning to calibrate instruction and interventions to address student needs and gaps. CGLA uses multiple assessment measures to track students' proficiency on a weekly basis: classroom assessments; assessments aligned with standards (i.e. Mastery Connect, Odysseyware, Easy CBM, No Red Ink, etc.); and teacher feedback. In addition, unit tests, EOC exams, and nine-week benchmark tests (aligned with state standards) provide regular opportunities to monitor student progress. This data is analyzed immediately to allow for re-teaching opportunities of state standards. All courses are on a curriculum pacing guide to help teachers assess student progress. All assessment methods and extended learning allow teachers to provide supplemental instruction to address student needs.
Job-Embedded Coaching	CGLA teachers are coached weekly to guide instructional improvement and student achievement. CGLA has a Literacy Coach and Math Coach on staff to lead coaching efforts. Coaches plan, lead, and facilitate ongoing job-embedded professional development based on the school wide Literacy Plan, professional development goals, student performance data, and teacher needs.
Teacher Observations	CGLA uses the TEAM teacher evaluation system to continuously assess teachers and conducts at least 6 observations each year for each teacher (at least 8 for new teachers). CGLA's Literacy Coach and Math Coach assist in monitoring and supporting fidelity of instruction throughout the school year, in collaboration with CGLA's Executive Director, Associate Principal, and Assistant Principal.
Weekly PD Sessions and Shared Planning	CGLA teachers are provided opportunities for shared planning each week during planning periods, as well as during weekly school-wide professional development sessions. Teachers collaborate on instructional planning, review of individual student data, and monthly STEM projects.
PBL Training	CGLA teachers participate in PBL training provided by the Buck Institute for Education, a nonprofit that creates, gathers, and shares high-quality PBL instructional practices and provides professional development to teachers and

	schools. PBL-focused workshops and coaching support cross-collaboration and ensure teacher efficacy and quality PBL instruction across the curriculum.
STEM Residency Program	To address challenges finding talented teachers, CGLA launched a STEM Residency Program in fall 2016, which serves as a training ground for STEM teachers who will have the capacity and leadership abilities to become the school leaders of the future. CGLA secured a three-year grant from the Tucker Foundation to launch the STEM Residency Program to provide an opportunity for prospective teachers and recent graduates of teacher preparation programs to further develop their teaching skills. Residents work side-by-side with CGLA teachers and gain critical experience teaching in an urban environment integrating project-based learning (PBL). We envision this model serving as a pipeline for placing high-quality teachers at CGLA, Chattanooga Prep, and other schools across the district and region. We have seen great results from the program: four of the residents have taken teaching positions at CGLA and have done an excellent job teaching at CGLA.

(b) Outline any academic areas of concern identified in authorizer performance frameworks or other notices of concern over the past year. How is the governing board planning to address these deficiencies moving forward?

CGLA has continued to meet and exceed academic growth targets set by the state, with a Level 5 TVAAS rating over the last two academic years, Reward School designation in three of the last five school years, and a history of achieving Level 5 and 4 TVAAS ratings over the last seven years. During the 2018-19 school year, there were no academic or other notices of concern from Hamilton County Schools or the state.

(c) Based on the information outlined above, please describe the 3-5 highest priority action steps the governing board plans to take to address any concerns about academic performance and/or to drive continuous performance.

For girls in the inner city of Chattanooga—who face a myriad of educational and social risk factors—education can provide a pathway out of poverty and open up a world of possibilities. As CGLA embarks on its eleventh school year, we remain committed to providing these pathways for our girls, challenging them to achieve at the highest academic level, and building on the success of our innovative, STEAM-based model. Below are several key action steps and focus areas to drive continuous improvement in the 2019-20 school year and beyond.

School Medical Clinic: CGLA launched a school Medical Clinic in August 2019, which is focused on addressing basic healthcare needs, illnesses, injuries, and preventative health to help to reduce student absenteeism and improve academic outcomes. The clinic addresses the most common health needs and illnesses faced by students, faculty, and staff, such as seasonal illnesses (i.e. allergies, flu, strep throat, colds, bronchitis, acute sinusitis, respiratory infections, viral infections, fever, ear infections, etc.), asthma (which affects several of our students), diabetes (assisting with monitoring and administering insulin), physicals (for participation in athletics), health screenings (i.e. diabetes and blood pressure), and preventative health (guidance and support for living a healthy life and preventing chronic conditions). Dr. Saundra Williams is the Director of the medical clinic. She has extensive experience working in primary

health care and pediatric settings (including a community health clinic). In addition, Dr. Williams is supported by a Medical Assistant who assists with day-to-day operations of the clinic, scheduling, and medical records management. CGLA will work in partnership with UTC to provide clinical rotation opportunities for UTC Family Nurse Practitioner (FNP) students, which provides these students with experience working in an urban healthcare setting. Erlanger is also interested in partnering with CGLA to provide clinical opportunities for residents. The clinic will be open Monday-Friday during school hours, with additional operational hours before and after school to meet scheduling needs. The Medical Clinic has already had great results: the clinic has seen 206 students through mid-September; 96% of those students seen in the clinic were able to stay in school for the day. During the 2019-20 school year, we will continue to focus attention on expanding the impact of the medical clinic as a tool to improve students' overall health outcomes, improve attendance, and reduce chronic absenteeism as a result of medical needs. We will also continue to focus on expanding our partnership with Clinica Medicos, which is a referral clinic for students requiring more comprehensive medical support and testing.

STEM Integration: In May 2018, CGLA was among just 15 schools statewide to receive STEM Designation, which recognizes CGLA's commitment to a rigorous and integrated STEM curriculum. The application process for this STEM Designation required significant collaboration and planning work for our faculty to document all aspects of our model, which will continue to be important to guiding our work and STEM PBL integration in the 2019-20 school year. CGLA will continue to focus on greater integration of STEM across the curriculum and has a STEM Engagement Coordinator in place to lead this work.

STEM Residency Program: To address challenges finding talented teachers, CGLA launched a STEM Residency Program in fall 2016, which serves as a training ground for STEM teachers who will have the capacity and leadership abilities to become the school leaders of the future. CGLA secured a three-year grant from the Tucker Foundation to launch the STEM Residency Program to provide an opportunity for prospective teachers and recent graduates of teacher preparation programs to further develop their teaching skills. Residents work side-by-side with CGLA teachers and gain critical experience teaching in an urban environment integrating project-based learning (PBL). We envision this model serving as a pipeline for placing high-quality teachers at CGLA, Chattanooga Prep, and other schools across the district and region. We will continue to work to grow this program in the 2019-20 school year and beyond.

Parent and Community Engagement: One of CGLA's core action steps for the 2019-20 school year is to continue to grow and expand parent and community engagement, which is essential to the academic success of our students and our PBL model. This growth will be directly supported by the work of the Community Engagement Director, who is helping to connect CGLA teachers and staff with community partners to provide PBL projects for CGLA students, as well as services and outreach for CGLA families. In addition, CGLA's PTO will work to engage more parents and family members in activities at the school so the entire school community can thrive.

College and Career Program: CGLA continued its comprehensive College Prep Program in 2018-19 focused on improving CGLA students' preparation, transition, and success in college through the work of a College Coach. High school students receive career and college planning, ACT prep workshops, FAFSA assistance, scholarship assistance, and job shadowing or internship

experiences. Quarterly workshops help families understand the options for financial support. During the 2019-20 school year we will continue to focus efforts on preparing students for success in college.

Health and Wellness: In May 2019, CGLA was selected by the BlueCross BlueShield Tennessee Health Foundation to receive a **\$5 million grant award** to create the BlueCross Healthy Place at Highland Park, an expansive community park incorporating a multi-purpose field with bleachers, concessions, and restrooms; a community walking track with fitness zones; community playground; outdoor basketball and tennis courts; a challenge zone; and a 40-yard dash track to encourage physical activity. During the 2019-20 school year, this park will be constructed, and CGLA will be working to expand it's Get Fit CGLA program to continue to promote health and wellness across the school and community utilizing this new outdoor recreation resource. CGLA launched the Get Fit program in the 2016-17 school year with support from BCBS, which provides a Wellness Coach to coordinate program activities for students, faculty, staff, and family members; enhanced health and wellness content in P.E. classes; fitness classes and fitness center open after school for students, faculty, staff, and family members; workplace wellness program promoting and incentivizing a healthier lifestyle for faculty and staff; annual summer sports camp supporting fitness development for CGLA athletes; quarterly family health nights to include cooking and nutrition classes and health screenings; online fitness and nutrition tracking program for students, faculty, staff, and families; free health screenings and referrals to healthcare resources to address identified needs; and annual community health fair hosted by CGLA.

Academic Goals and Strategic Priorities: Given the demographics of need among our urban students, CGLA anticipates it will continue to serve girls who face challenges to success. CGLA has set several priority goals and strategies to address these stumbling blocks and to shape the continued transformation of the school over the next five years, as outlined below.

CGLA Student Achievement Goals and Strategic Priorities	
ACADEMIC GOALS	• Increase grade 6-8 TN Ready proficiency scores in each subject (reading/language arts, math, and science) by at least 5% annually until the proficiency rate meets or exceeds 70% in each core subject • Increase EOC proficiency scores in each subject (English I, II, and III, Algebra I, II, and III, Biology, Chemistry, and U.S. History) by at least 5% annually until the proficiency rate meets or exceeds 70% in each core subject • Increase ACT score by at least 5% annually until the score meets or exceeds the state avg. • Maintain at least a 97% attendance rate • Maintain at least a 90% graduation rate • Maintain at least 95% rate for CGLA graduates enrolling in post-secondary programs • Continue to implement all core strategies and components of the CGLA instructional and intervention model with rigor and fidelity
STRATEGIC PRIORITIES	• Enhance CGLA's rigorous, college preparatory academic program through integrated intervention and academic support, professional development, and multiple layers of support and enrichment.

	• Continue to grow and enhance CGLA's Career and Technical Education (CTE) programs of study to provide a relevant framework of STEM industry-aligned, rigorous courses that allow students to explore academic interests, future postsecondary education options, and career paths. • Expand CGLA's leadership role in mobilizing community support through expanded partnerships and a cadre of support services in education, health, and personal development to support the Highland Park community and beyond. • Expand operations to increase CGLA's positive influence on students through expanded program offerings beyond school hours.

II. School Operations

(a) Complete the table in Appendix A for identifying members of the governing board and school leadership for the 2019-20 school year. What turn over, if any, has occurred on the school's governing board? What changes in school leadership, if any, have occurred during the previous school year?

Governance Board Changes: CGLA is governed by an active, 25-member Board of Directors (Governance Board) representing diverse school stakeholders who bring a robust blend of expertise and perspectives to bear on CGLA operations. Governance Board members (see **Appendix A: Governance Board**) have a wide range of experience and expertise in education, educational administration, healthcare, fundraising, financial management, and organizational management. Consistent with the TN Charter School Act, the Governance Board also includes a parent representative.

The Governance Board includes a Board Chair, Vice-Chair, Secretary, and Treasurer, each of whom is duly elected by the full board membership. Governance Board members serve 1-year, renewable terms. The Governance Board meets bimonthly on-site at the school and includes the following sub-committees: Executive Committee, Advocacy Committee, Finance Committee, Facilities Committee, Governance Committee, Marketing/Volunteer Committee, STEAM (Science, Technology, Engineering, Art, and Mathematics) Committee, and Academic Review Committee.

In July 2019, two CGLA Governance Board members rolled off the board and one new member joined the board. New Governance Board members are nominated by the Executive Team and approved by the full board at the annual meeting, held in July. All new board members participate in a detailed orientation that includes an orientation to board policies and responsibilities, background and status of CGLA operations, a school tour led by a student ambassador, and an opportunity to meet with Governance Board officers and school leadership and support staff. Board members also participate in annual training provided by the Tennessee Charter School Center.

School Leadership Changes: During the 2018-19 school year, there were no leadership changes within the school. CGLA's Leadership Team includes: Dr. Elaine Swafford, CEO; Mr. Maryo Beck, Principal; and Ms. Kelli Fulton, Assistant Principal. The leadership team has a collective 70 years of educational experience and brings a wealth of expertise in educational reform efforts in urban settings.

(b) Identify any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?

During the 2018-19 school year, there were no operational deficiencies or other notices of concerns identified by Hamilton County Schools.

(c) Complete the student attrition table in Appendix B outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following: 1. How does the school track the reasons for student attrition? How does that data inform school planning? 2. What steps will the school take and, if necessary, improve student attrition this year?

1. Tracking School Attrition: As detailed in Appendix B, at the conclusion of the 2018-19 school year, 35 students transferred out of CGLA due to moving out of the county and/or state or transferring to other schools in the district. Twelve (34%) of these students were rising ninth graders who chose to transfer to another public school in the district with the transition to high school, 14 students (40%) were students in other grades who transferred to another public school in the district, 9 students (25%) transferred to magnet schools in the district, and 3 students (1%) moved out of the county and/or state. Below is a breakdown of student mobility after the 2018-19 school year.

- 3 students moved out of Chattanooga and/or out of state
- 9 students transferred to magnet schools in Hamilton County
- 26 students transferred to other public schools in the district

CGLA's Registrar tracks student attrition by documenting the reason a student is leaving at the time parents notify the school and/or by confirming this information when a student chooses not to reenroll by contacting the parents or confirming enrollment status in Power School. CGLA has a retention committee in place, comprised of the Principal, Assistant Principal, and faculty representatives, who review attrition data on a regular basis to determine any actions needed to address areas of concern.

2. Steps to Address Attrition: CGLA's student attrition decreased by 45% this year, and we will continue to address student retention by implementing an interactive STEAM, PBL-integrated curriculum; a strong parental engagement program; teacher advisory program; and by adding new enrichment and athletics activities to engage students beyond the classroom. CGLA has also created a retention committee that focuses on strategies for improving retention, especially at critical transition points (i.e., the transition from middle to high school). The retention committee has been critical to the significant improvement in our retention rates this year.

(d) Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

Partnership with parents is carefully cultivated through the student enrollment process and throughout the academic year. Below are some of the key strategies CGLA uses to engage parents:

- **Parent Orientation and Open House**: Parents are required to attend an annual parent orientation held at the beginning of each school year, which outlines responsibilities and roles of CGLA parents (including 16 hours of service required from a parent or family representative). Parents are invited to an annual Open House event, which provides an opportunity to tour the school, meet with each of their child's teachers, and hear important updates regarding their child's academic program.
- **Progress Reports**: CGLA provides parents with student progress reports at the mid-point of each grading period. Parents are informed of their child's progress so that adjustments can be made before the end of the nine weeks; the progress reports also offer parents the opportunity to meet with teams of teachers to discuss their child's progress. These progress reports are invaluable to keep parents informed and engaged with their child's academic progress.
- **Student Led Conferences**: There are two required student led conference days each year which provide an opportunity for our students to analyze and assess their own academic needs and discuss their strengths and weaknesses with their parent or guardian.
- **Weekly and Monthly Communications**: Parents are notified of important school news (i.e. parent workshops, testing dates, tutoring, and sporting events) through "weekly message" phone calls every weekend and flyers and monthly parent newsletter sent home with students.
- **Meetings**: Teachers or administrators may also schedule additional parent meetings, as needed, to address academic and other needs of students. Parents must also attend a year-end meeting to discuss their child's annual progress and to prepare for transition to the next school year.
- **Monthly Workshops**: CGLA offers monthly family workshops covering literacy and college preparation topics, such as completing college applications and FAFSA, and Literacy and Math Nights. A parent representative also serves on the CGLA Governance Board. All parents are invited and encouraged to participate in these activities.
- **Parent Survey**: An annual survey is deployed to assess parents' satisfaction, and school staff maintain open communication with parents on a consistent basis. The survey results are used to guide improvement and changes to the model, as needed.
- **Parent Teacher Organization (PTO)**: CGLA planned and organized the launch of a PTO during spring 2015, and the PTO is now an actively engaged organization. The PTO will allow CGLA to further impact and grow the support of CGLA parents and family members.

Community Engagement: A key asset for CGLA's vision—and indicator of its importance to the community—is a broad base of partners that support academic and outreach programs and provide critical funding to support the CGLA model. Community partners are engaged via

personal contacts with CGLA's network of board members and supporters, as well as presentations and meetings with key corporate and business leaders in the community. The school maintains a database of community supporters and is continuously seeking additional partnerships to advance the school's mission and enhance student learning and personal growth. Spearheaded by the Community Engagement Director, CGLA added several new and/or potential partners in 2018-19 through tours, meetings, and/or presentations. Our total active and potential partnership base now sits at more than 100 funding and community partners and countless individual volunteers who see the value of the CGLA model for serving urban girls. Examples of key partners include: TVA, Unum, EPB, SunTrust Bank, Hutton, YMCA, Mustang Leadership Partners, Chattanooga Area Food Bank, UTC Health & Human Performance, UTC College of Engineering and Computer Science, Hunter Museum, TN Riverpark, TN Aquarium, Chattanooga Lookouts, Thompson Engineering, Whole Foods, 100 Black Women of Chattanooga, Brewer Media, Chattanooga State Nursing Program, La Paz, Green Spaces, Girls Preparatory School, Mark Making, Learning Blade, Co.Lab, Crabtree Farms, Chattanooga Zoo, and Redemption Point Church.

CGLA connects students with mentors to address a critical need: CGLA's girls lack consistent, caring, and present adult role models to provide support and guidance in academics, college and career development, life skills, and leadership development. Through our **Empower Mentoring Program**, every CGLA student is linked with a network of mentors, including CGLA teachers, staff, and corporate and community volunteers who serve as advocates across many spectrums of need and have a profound impact on girls' futures. Mentors meet with their mentees for a minimum of 1 hour/week (4-5 hours per month), and meetings primarily take place at CGLA (other than corporate trips or job shadowing experiences). CGLA has expanded the program through a new component: on-site corporate mentoring opportunities that offer girls an opportunity to spend time with their mentors on-site at their company and gain real-world exposure to a variety of career fields. CGLA has created a national model for hands-on STEAM learning through **Mustang Leadership Partners**, a ten-month equestrian program providing mentoring, science, life skills, and leadership development for CGLA girls. Each week, a cohort of students visits a local farm and works one-on-one with mustang horses, learning how to lead with confidence, overcome fears, and engage with science in a real-world setting. Both mentoring programs have continued to grow and evolve, and CGLA's CEO has been invited to present at the National Mentoring Partnership's annual National Mentor Summit twice to discuss the impact of mentoring at CGLA. Our comprehensive approach to mentoring is addressing academic risk factors, accelerating achievement gains, instilling confidence in our girls that they can achieve high academic standards, and empowering girls for success throughout their lives.

III. School Finance

(a) Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from: Direct federal grants; Grants, gifts, or donations from any private sources (identified by source); and State funds appropriated directly to support of the public charter school, such as BEP capital outlay.

With the collaboration of our audit team, CGLA's CEO and CFO oversee sound fiscal management policies and processes to ensure the school's financial health and long-term sustainability. CGLA has a robust system of internal control procedures to ensure that the school's assets are safeguarded, that CGLA remains in compliance with state and federal laws and regulations, and that the school maintains proper accounting and financial reporting procedures. The Finance Committee of the Governance Board also provides oversight for fiscal management of the school.

CGLA completed its tenth year of operation in the 2018-19 school year. Since first opening in 2009, CGLA has established a sound financial footing as indicated by formal, independent audit completed every year of the initial charter term. CGLA's most recent audit for 2017-18 indicates the school received an unqualified (clean) opinion from our auditor Johnson, Hickey and Murchison (**see Appendix C: FY 2018 Audit**). CGLA's annual audit is completed and approved by the CGLA Governance Board by December of each year; the audit for the 2018-19 school year will be submitted with the FY2020 charter report.

Due to the strong level of individual and corporate support, CGLA is on firm financial footing. The school raises funding via a variety of sources (individual, foundation, government, and special events) and receives annual funding from the Young Women's Leadership Academy Foundation, our founding sponsor, to fill the funding gap between what CGLA receives from state and federal funding and the cost of an innovative, STEAM-focused, PBL-integrated program that provides accelerated learning opportunities for academically vulnerable students. CGLA has also broadened its network of partners throughout the community to support a variety of programs through in-kind and financial support, which will continue to build the school's model and long-term sustainability. The table below outlines our other sources of funding beyond state per-pupil and other federal funding (i.e. Title I, IDEA, Title II, etc.).

CGLA FY19 Additional Funding Sources	
Source	Amount
Federal: 21 st CCLC (federal flow-through funds via the state)	\$102,000
State: TN Department of Education Charter School Facilities Program	\$100,000
Grants, Gifts and Contributions (includes Private Foundations, Corporate, and Individual Donors)	\$1,407,032
TOTAL	\$1,609,032

(b) Identify any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?

Hamilton County Schools has not identified any financial deficiencies or other notices of concern related to CGLA's finances over the past year.

(c) Please attach a copy of the most recent annual audit for the school.

CGLA's most recent annual audit (2017-18) is attached as Appendix C. CGLA's annual audit is completed and approved by the CGLA Governance Board by December of each year; the audit for the 2018-19 school year will be submitted with the FY2020 charter report.

(d) If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.

CGLA's most recent audit for 2017-18 indicates the school received an unqualified (clean) opinion from our auditor Johnson, Hickey and Murchison. There were no internal control deficiencies or material weaknesses identified.

Attachments

Appendix A	Leadership Roster and Contact Information
Appendix B	Student Attrition Information
Appendix C	2018 Audit
Appendix D	Articles and Videos



Tennessee Charter School Annual Report

Fiscal Year 2018

Address:

1802 Bailey Ave.
Chattanooga, TN 37404

Contact:

Dr. Elaine Swafford, CEO
423-702-7230

elaineswafford@cglonline.com

www.cglonline.com

Date:

September 4, 2018



Introduction to the School

School Name: Chattanooga Girls Leadership Academy

Type of Charter: Individual School

Year School Opened: 2009

Age of School: 10 years

School Hours: 8AM – 3PM

Grade Levels Served: 6-8

Current Enrollment: 355

Maximum Enrollment: 360

Number of Instructional Days Per School Year: 180

Name of Board President: Dr. Sue Anne Wells

Board President Email: swan7543@gmail.com

Board President Phone Number: 423-240-1684

Name of School Leader: Dr. Elaine Swafford

School Leader Email Address: elaineswafford@cglasonline.com

School Leader Phone Number: 423-702-7230

Mission Statement: To provide girls with a rigorous college preparatory education focused on science, technology, engineering, the arts, and mathematics in a supportive environment that nurtures self-confidence, inspires leadership, and promotes academic excellence.

I. Progress Toward Goals

The Chattanooga Girls Leadership Academy (CGLA) has made tremendous progress over the last eight years, changing the trajectory of girls' lives and creating a successful model of educational innovation grounded in STEAM: science, technology, engineering, the arts, and math. This report spotlights some of CGLA's key accomplishments during the 2017-18 school year and over its full charter term.

School Enrollment Growth

Founded in 2009, CGLA is committed to providing educational pathways for girls, challenging them achieve at the highest academic level, and building on the success of our innovative model grounded in Science, Technology, Engineering, the Arts, and Math: STEAM. In August 2017, CGLA embarked on its **ninth school year**, with an enrollment of 359 students.

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
75 (grades 6 & 9)	120 (grades 6-7,9-10)	163 (grades 6-11)	198 (grades 6-12)	249 (grades 6-12)	296 (grades 6-12)	326 (grades 6-12)	353 (grades 6-12)	359 (grades 6-12)

CGLA students represent the diversity of urban Chattanooga:

- CGLA's student population is 59.4% African American, 31.8% Latina, 6.7% Caucasian, 0.2% Asian, 0.6% American Indian, 0.2% Native Hawaiian or Pacific Islander, and 1.1% two or more races.
- 90% of CGLA students are low-income.
- 6% of CGLA students qualify for exceptional education services.

Academic Progress and Achievements

Since 2009, CGLA has offered educational opportunities for Hamilton County's most academically vulnerable girls, with nearly 100% considered at-risk because they previously attended an underperforming school, scored below proficient on standardized tests before arriving at CGLA, or come from low-income homes. CGLA has made tremendous progress and continues to outperform other schools across the district in academic growth—despite serving girls from high-poverty communities who often enter more than two grade levels behind in reading and math. Because of CGLA's dramatic turnaround, impact, and innovative academic model, the school has been recognized with the following awards and designations:

- CGLA was awarded the **2018 Nonprofit of the Year Award** from the Chattanooga Area Chamber of Commerce
- In May 2018, CGLA was among just 15 schools statewide to receive **STEM Designation**, which recognizes CGLA's commitment to a rigorous and integrated STEM curriculum.
- CGLA was honored with a **Level 5 TVAAS ranking for 2017-18** and was among 25 schools in Hamilton County to receive recognition—and the **only charter school** in Hamilton County to receive a Level 5 TVAAS this year (see **Attachment 1: TVAAS Comparison**).
- CGLA was one of four schools in the nation to receive the **2017 School Innovation and Change Award** from the National Principals Leadership Institute—a national award recognizing schools who have achieved a dramatic turnaround.
- CGLA teacher, Alicia Bland, was one of four math teachers in Tennessee to receive 2017 **Presidential Award for Excellence in Math & Science Teaching**

One of our greatest achievements in our college preparation work has been the significant increases we have seen in our students' academic confidence, performance on the ACT exam, and college-going rates. CGLA girls realize that hard work pays off and have committed to continuing to work toward a higher score on the ACT to boost their college and scholarship options. Key accomplishments include:

- CGLA's average ACT composite score for our 2017-18 graduating class was 18.83—a five point increase over the ACT composite score four years ago.
- In spring 2017, 10 juniors out of 29 test takers hit the 25 mark in at least one of the ACT's four subcategories, and four scored 25s or above – that's the top 75th percentile or higher.

- CGLA has maintained an average high school graduation rate of 90% or above over the last three years.
- CGLA's college-going rate has continued to grow each year, with an average of 97% of our students enrolling in college over the last three years, and 100% of our 2018 graduates planning to enroll in college. This college going rate is substantial compared to a 69 percent college enrollment rate nationally and 62.5 percent in Tennessee.
- CGLA's graduation rate has averaged 90% over the last three school years.

CGLA has also focused on disseminating its program model and successes through a variety of venues at the local, regional, and national level and has established broad community partnerships to support the school's success, including:

- **Articles:** There have been several articles featuring CGLA's work and turnaround efforts, which reflect the depth of impact of our work (**see Attachment 2: Articles and Videos**).
- **Best Practices:** Dr. Elaine Swafford is helping support the replication of CGLA's successful charter school model with the launch of Chattanooga Preparatory School in August 2018, a new all-boys public charter school in Hamilton County located adjacent to CGLA. Dr. Swafford is providing leadership as the CEO of both CGLA and Chattanooga Prep, sharing best practices and ensuring Chattanooga Prep is successful during the school's first academic year. She has also presented at a variety of local, regional, and national conferences to share best practices of the CGLA model. She is also a member of the Tennessee Charter School Board, Leaders of Color National Cohort, and Chattanooga 2.0 advisory committee and has played an important role in providing guidance on effective school models. She is also a recent graduate of Leadership Tennessee, which allowed her to travel the state and share her perspective and expertise in public education and innovative instructional practices. CGLA will continue to document best practices to share broadly with other schools in Hamilton County, the state, and nation to serve as a model of successful school turnaround.
- **Community Hub:** CGLA has built base of partners across the community over the last three years as we have integrated PBL across the curriculum. We have also implemented many community engagement activities to serve the needs of our community. Examples of key partners include: TVA, Unum, EPB, SunTrust Bank, Hutton, YMCA, Mustang Leadership Partners, Chattanooga Area Food Bank, UTC Health & Human Performance, UTC College of Engineering and Computer Science, Hunter Museum, TN Riverpark, TN Aquarium, Chattanooga Lookouts, Thompson Engineering, Whole Foods, 100 Black Women of Chattanooga, Brewer Media, Chattanooga State Nursing Program, La Paz, Green Spaces, Girls Preparatory School, Mark Making, Learning Blade, Co.Lab, Crabtree Farms, Chattanooga Zoo, and Redemption Point Church.

By providing a supportive environment that nurtures self-confidence, inspires leadership, and encourages critical thinking, CGLA instills in each girl a belief that she is smart and can achieve at a high academic level. At its core, CGLA is all about **giving hope** to girls who might otherwise fall through the cracks and never achieve their full potential.

CGLA School Model

CGLA's mission is to provide girls and young women with a rigorous college preparatory education focused on science, technology, engineering, the arts, and mathematics (STEAM) in a supportive environment that nurtures self-confidence, inspires leadership, encourages critical thinking, and

promotes academic excellence. CGLA is committed to providing educational pathways for underserved girls, challenging them to achieve at the highest academic level, and building on the success of our innovative, STEAM-based model. CGLA's curriculum integration model infuses STEAM throughout the school to further bolster student engagement and achievement. Key components of this model include:

- A focus on STEAM to foster critical thinking and prepare girls for college and careers.
- Data-driven instruction and intervention to provide individualized support.
- Small class sizes (17:1 student to teacher ratio) to provide personalized learning.
- Extended school days and summer programs that provide additional learning time.
- Project-Based Learning (PBL) integrated across the curriculum to foster deeper learning competencies required for success in college and careers.
- Technology-enhanced learning with a 1:1 student-laptop ratio to improve technological literacy and academic outcomes.
- Literacy across the curriculum initiative to improve reading levels across the school.
- College readiness programs, job shadowing, and internships to prepare students for college and careers.
- Expeditionary learning to extend learning beyond the classroom.
- Leadership and life skills development woven throughout the curriculum to provide essential skills for students to complete high school and succeed in college.
- A comprehensive professional development program providing over 120 hours of PD to every teacher, including weekly PD sessions, job-embedded coaching, and observations.
- A STEM Residency program to provide an opportunity for prospective teachers and recent graduates of teacher preparation programs to gain critical experience teaching in an urban environment integrating project-based learning (PBL).
- STEAM interventionists working with students to provide individualized support in class and afterschool via one-on-one and small group enrichment to address academic needs.

Over the last three years CGLA has implemented a more robust curricular integration model to infuse STEAM throughout the school to further bolster student engagement and achievement. The table below provides details on specific components of CGLA's STEAM programming.

CGLA STEAM Integration Educational Components	
Project-Based Learning (PBL)	Beginning with the 2015-16 school year, CGLA moved to a standards based instructional model grounded in STEAM-focused project based learning (PBL). All students complete a PBL project each quarter in collaboration with community partners, which culminates with a quarterly STEAM Night where students showcase their projects. The PBL sequence is detailed below. • 6th-8th Grade: Students build the foundation for STEAM-integrated learning through college tours; expeditionary learning experiences; PBL instruction integrated across the curriculum; robotics; coding; and other STEAM enrichment opportunities expanding on real-world STEAM experiences. • 9th Grade: The PBL instructional model continues into high school with expeditionary learning experiences further tailored to STEAM career interests; college tours; robotics; coding; and other STEAM enrichment. • 10th Grade: The PBL instructional model and high school activities continue with job shadowing added in 10th grade to further enhance students' motivation and excitement for STEAM. • 11th Grade: The PBL instructional model and high school activities continue with internships added in 11th grade to provide real-world work experiences.

	• 12th Grade: The PBL instructional model and high school activities continue with capstone projects that integrate STEAM and community service, as well as additional internship and job shadowing experiences.
STEAM Interventionists	Part-time STEAM Interventionists assist the STEAM Integration Coach, Literacy Coach, and teachers with implementing individualized student interventions to address academic deficiencies. The Interventionists provide one-on-one tutoring and remediation support; lead small group instruction to address identified needs for a group of students; assist with guiding and monitoring students using supplemental online instruction programs and other assessments; and collect, review, and analyze student data for Student Intervention Plans (developed for students identified at-risk for reading below grade level).
Community Engagement	CGLA has engaged more than 100 community partners and countless volunteers over the last seven years who see the value of the CGLA model for serving urban girls. CGLA's Community Engagement Director is integral to expanding our STEAM integration model and partnerships to provide speakers, tours, job shadowing, internships, and real-world STEAM expeditionary learning experiences; a variety of wraparound services for students and families; external mentors, job shadowing, and internship opportunities; scholarship opportunities; and adult literacy and education programs for parents.
Expeditionary Learning and Career Exposure	CGLA offers expeditionary learning and college experiences that impact every student. It is our goal to provide students an opportunity to participate in at least 6 experiences each year, including a variety of real-world STEAM experiences with corporate and community partners, job shadowing, internships, and college tours at universities with strong STEM programs. Beginning in the 2015-16 school year, CGLA expanded its job shadowing and internship program by requiring every sophomore and junior to participate in a job shadowing or internship experience.
Mentoring and Leadership Development	In 2014, CGLA launched the Empower Mentoring Program to address a critical need: CGLA's girls lack consistent, caring, and present adult role models to provide support and guidance in academics, college and career development, life skills, and leadership development. The program connects CGLA students with caring adult advocates who provide encouragement and support for a minimum of 1 hour/week (4-5 hours per month). In addition, on-site corporate mentoring opportunities offer girls an opportunity to spend time with their mentors on-site at their company and real-world exposure to a variety of career fields. CGLA has developed strong partnerships with several companies who host on-site mentoring, including TVA, Unum, SunTrust, and EPB. Additionally, CGLA has created a national model for hands-on STEAM learning through Mustang Leadership Partners , a ten-month equestrian program providing mentoring, science, life skills, and leadership development for CGLA girls. Each week, a cohort of students visits a local farm and works one-on-one with mustang horses, learning how to lead with confidence, overcome fears, and engage with science in a real-world setting. Mustang Leadership Partners currently serves a cohort of 16 girls.
College Preparation	CGLA offers college readiness workshops focused on a variety of college readiness topics, such as: credit recovery; preparation for the ACT; job shadowing opportunities; and college readiness skills. Increasing ACT scores is a top priority for our high school students to ensure they are competitive when applying for college and scholarship opportunities. Our College Coach offers financial aid and college planning workshops for CGLA high school students during the school day to help them learn the basics and timelines for applying for college, identifying and applying for scholarships, completing the FAFSA, budgeting and saving for college, and becoming savvy budget managers. Every CGLA student takes the ACT at least twice, with many taking it 3-4 times. In spring 2018, CGLA held its inaugural College Signing Day to celebrate our students' transition to college. This event was a phenomenal success as students prepare for their next journey in life. CGLA's 2018 graduating class attracted over \$342,000 in scholarships and financial aid for college this year. The College Coach also tracks and continues to engage with prior CGLA

	graduates in order to evaluate long-term college graduation and career outcomes for CGLA graduates and to foster alumnae relations. It is our goal to build a strong alumnae base to remain engaged with the school and serve as role models to other CGLA girls as they progress through their middle and high school years.

Enrichment Opportunities

CGLA offers numerous academic and enrichment opportunities to support students' overall academic growth and leadership development, including a Beta Club, Robotics Club, Science Club, Mustang Leadership Partners (10-month equestrian program), Student Government Association, Art Club, Yearbook Club, and several other theme-based clubs focused on student interests. These academic programs and expanded learning activities provide students with leadership opportunities and hands-on, interactive learning experiences grounded in a rigorous STEAM-focused, PBL-integrated curriculum. CGLA continues to build its athletics program and currently offers two TSSAA competitive teams (basketball and volleyball), a U15 TGLA lacrosse team, and three intramural teams (middle school soccer, middle and high school track, and middle school softball). Approximately 100 students participate in CGLA's athletics program each year.

Comprehensive Professional Development Plan

Dr. Elaine Swafford, CGLA CEO, and her leadership team have implemented data-driven strategies coupled with a comprehensive approach to shared professional development within the context of a **Professional Learning Community**. With funding from a State of TN School Improvement Grant (awarded for the 2013-14, 2014-15, and 2015-16 school years), CGLA implemented several instructional and intervention strategies that transformed teaching and learning and continue to be infused throughout the school. Every CGLA teacher is required to participate in **at least 120 hours** of professional development annually. The table below outlines core components of CGLA's PD Plan.

CGLA's Professional Development Plan	
Summer PD Institute	Every CGLA teacher is required to participate in a Professional Development Institute each summer to support CGLA's comprehensive instructional plan. The PD Institute includes joint sessions for all teachers that cover instructional topics impacting the entire school (such as understanding and using data in the classroom; differentiated instruction; curricula alignment; Ruby Payne: Understanding the Framework of Poverty; Understanding by Design; Teachers as Leaders; etc.). New teachers (less than 3 years of experience) participate in additional training on strategies specific to the needs of new teachers (i.e. classroom management, organization, lesson planning, curricula alignment, etc.). All CGLA teachers also participate in a field trip to visit the neighborhoods of CGLA students so they can better understand their students' needs and make connections with parents and other members of the school community.
Data-Driven Instruction	Upon her arrival, Dr. Swafford established a "Data Room" where teachers and administrators continuously monitor student achievement and engage in collaborative planning to calibrate instruction and interventions to address student needs and gaps. CGLA uses multiple assessment measures to track students' proficiency on a weekly basis: classroom assessments; assessments aligned with standards (i.e. Mastery Connect, Odysseyware, Easy CBM, No Red Ink, etc.); and teacher feedback. In addition, unit tests, EOC exams, and nine-week benchmark tests (aligned with state standards) provide regular opportunities to monitor student progress. This data is analyzed immediately to allow for re-teaching opportunities of state standards. All courses are on a curriculum pacing guide to help teachers assess student progress. All assessment methods and extended learning allow teachers to provide supplemental instruction to address student needs.
Job-Embedded Coaching	CGLA teachers are coached weekly to guide instructional improvement and student achievement. CGLA has a Literacy Coach and Math Coach on staff to lead coaching efforts.

	Coaches plan, lead, and facilitate ongoing job-embedded professional development based on the school wide Literacy Plan, professional development goals, student performance data, and teacher needs.
Teacher Observations	CGLA uses the TEAM teacher evaluation system to continuously assess teachers and conducts at least 6 observations each year for each teacher (at least 8 for new teachers). CGLA's Literacy Coach and Math Coach assist in monitoring and supporting fidelity of instruction throughout the school year, in collaboration with CGLA's Executive Director, Associate Principal, and Assistant Principal.
Weekly PD Sessions and Shared Planning	CGLA teachers are provided opportunities for shared planning each week during planning periods, as well as during weekly school-wide professional development sessions, which were held during early dismissal periods each Wednesday during the 2016-17 school year. Teachers collaborate on instructional planning, review of individual student data, and monthly STEM projects.
PBL Training	CGLA teachers participate in PBL training provided by the Buck Institute for Education, a nonprofit that creates, gathers, and shares high-quality PBL instructional practices and provides professional development to teachers and schools. PBL-focused workshops and coaching support cross-collaboration and ensure teacher efficacy and quality PBL instruction across the curriculum.
STEM Residency Program	To address challenges finding talented teachers, CGLA launched a STEM Residency Program in fall 2016, which serves as a training ground for STEM teachers who will have the capacity and leadership abilities to become the school leaders of the future. CGLA secured a three-year grant from the Tucker Foundation to launch the STEM Residency Program to provide an opportunity for prospective teachers and recent graduates of teacher preparation programs to further develop their teaching skills. Residents work side-by-side with CGLA teachers and gain critical experience teaching in an urban environment integrating project-based learning (PBL). We envision this model serving as a pipeline for placing high-quality teachers at CGLA, Chattanooga Prep, and other schools across the district and region. After completing the 2016-17 and 2017-18 STEM Residency program, we are already seeing great results: four of the residents have taken teaching positions at CGLA and have done an excellent job teaching at CGLA.

II. Student Mobility

At the conclusion of the 2017-18 school year, 65 students transferred out of CGLA due to moving out of the county and/or state or transferring to other schools in the district. Twenty-one (32%) of these students were rising ninth graders who chose to transfer with the transition to high school, 16 students (25%) transferred to magnet schools in the district, and 1 student (2%) moved out of the county and/or state. Below is a breakdown of student mobility after the 2017-18 school year.

- 1 student moved out of Chattanooga and/or out of state
- 16 students transferred to magnet schools in Hamilton County
- 48 students transferred to other public schools in the district

CGLA will continue to address student retention by implementing an interactive STEAM, PBL-integrated curriculum; a strong parental engagement program; teacher advisory program; and by adding new enrichment and athletics activities to engage students beyond the classroom. CGLA has also created a retention committee that focuses on strategies for improving retention, especially at critical transition points (i.e., the transition from middle to high school).

III. Operations and Finance

With the collaboration of our audit team, CGLA's Executive Director and Director of Finance oversee sound fiscal management policies and processes to ensure the school's financial health and long-term sustainability. CGLA has a robust system of internal control procedures to ensure that the school's assets are safeguarded, that CGLA remains in compliance with state and federal laws and regulations, and that the school maintains proper accounting and financial reporting procedures. The Finance Committee of the Governance Board also provides oversight for the fiscal management of the school.

CGLA completed its ninth year of operation in the 2017-18 school year. Since first opening in 2009, CGLA has established a sound financial footing as indicated by formal, independent audit completed every year of the initial charter term. CGLA's most recent audit for 2016-17 indicates the school received an unqualified (clean) opinion from our auditor Johnson, Hickey and Murchison (**see Attachment 3: FY 2017 Audit**). CGLA's annual audit is completed and approved by the CGLA Governance Board by December of each year; the audit for the 2017-18 school year will be submitted with the FY2019 charter report. Due to the strong level of individual and corporate support, CGLA is on firm financial footing. The school raises funding via a variety of sources (individual, foundation, government, and special events) and receives annual funding from YWLAF to fill the funding gap between what CGLA receives from state and federal funding and the cost of an innovative, STEAM-focused, PBL-integrated program that provides accelerated learning opportunities for academically vulnerable students. CGLA has also broadened its network of partners throughout the community to support a variety of programs through in-kind and financial support, which will continue to build the school's model and long-term sustainability.

IV. Leadership Changes

CGLA is governed by an active, 26-member Board of Directors (Governance Board) representing diverse school stakeholders who bring a robust blend of expertise and perspectives to bear on CGLA operations. Governance Board members (**see Attachment 4: Governance Board**) have a wide range of experience and expertise in education, educational administration, healthcare, fundraising, financial management, and organizational management. Consistent with the TN Charter School Act, the Governance Board also includes a parent representative.

The Governance Board includes a Board Chair, Vice-Chair, Secretary, and Treasurer, each of whom is duly elected by the full board membership. Governance Board members serve 1-year, renewable terms. The Governance Board meets bimonthly on-site at the school and includes the following sub-committees: Executive Committee, Advocacy Committee, Finance Committee, Facilities Committee, Governance Committee, Marketing/Volunteer Committee, STEAM (Science, Technology, Engineering, Art, and Mathematics) Committee, and Academic Review Committee.

In July 2018, three CGLA Governance Board members rolled off the board and five new members joined the board. New Governance Board members are nominated by the Executive Team and approved by the full board at the annual meeting, held in July. All new board members participate in a detailed orientation that includes an orientation to board policies and responsibilities, background and status of CGLA operations, a school tour led by a student ambassador, and an opportunity to meet with Governance Board officers and school leadership and support staff. Board members have also participated in training provided by the Tennessee Charter School Center.

During the 2017-18 school year, there were the following leadership changes: Mr. Maryo Beck became the Principal of CGLA (promoted from Associate Principal). Dr. Elaine Swafford was promoted to CEO (formerly Executive Director), and Ms. Kelli Fulton remained the Assistant Principal. The leadership team has a collective 70 years of educational experience and brings a wealth of expertise in educational reform efforts in urban settings.

V. Parent and Community Involvement

Partnership with parents is carefully cultivated through the student enrollment process and throughout the academic year. Below are some of the key strategies CGLA uses to engage parents:

- **Parent Orientation and Open House:** Parents are required to attend an annual parent orientation held at the beginning of each school year, which outlines responsibilities and roles of CGLA parents (including 16 hours of service required from a parent or family representative). Parents are invited to an annual Open House event, which provides an opportunity to tour the school, meet with each of their child's teachers, and hear important updates regarding their child's academic program.
- **Progress Reports:** CGLA provides parents with student progress reports at the mid-point of each grading period. Parents are informed of their child's progress so that adjustments can be made before the end of the nine weeks; the progress reports also offer parents the opportunity to meet with teams of teachers to discuss their child's progress. These progress reports are invaluable to keep parents informed and engaged with their child's academic progress.
- **Student Led Conferences:** There are two required student led conference days each year which provide an opportunity for our students to analyze and assess their own academic needs and discuss their strengths and weaknesses with their parent or guardian.
- **Weekly and Monthly Communications:** Parents are notified of important school news (i.e. parent workshops, testing dates, tutoring, and sporting events) through "weekly message" phone calls every weekend and flyers and monthly parent newsletter sent home with students.
- **Meetings:** Teachers or administrators may also schedule additional parent meetings, as needed, to address academic and other needs of students. Parents must also attend a year-end meeting to discuss their child's annual progress and to prepare for transition to the next school year.
- **Monthly Workshops:** CGLA offers monthly family workshops covering literacy and college preparation topics, such as completing college applications and FAFSA, and Literacy and Math Nights. A parent representative also serves on the CGLA Governance Board. All parents are invited and encouraged to participate in these activities.
- **Parent Survey:** An annual survey is deployed to assess parents' satisfaction, and school staff maintain open communication with parents on a consistent basis. The survey results are used to guide improvement and changes to the model, as needed.
- **Parent Teacher Organization (PTO):** CGLA planned and organized the launch of a PTO during spring 2015, and the PTO is now an actively engaged organization. The PTO will allow CGLA to further impact and grow the support of CGLA parents and family members.

Community Engagement: A key asset for CGLA's vision—and indicator of its importance to the community—is a broad base of partners that support academic and outreach programs and provide critical funding to support the CGLA model. Community partners are engaged via personal contacts with CGLA's network of board members and supporters, as well as presentations and meetings with key corporate and business leaders in the community. The school maintains a database of community supporters and is continuously seeking additional partnerships to advance the school's mission and

enhance student learning and personal growth. Spearheaded by the Community Engagement Director, CGLA added several new and/or potential partners in 2017-18 through tours, meetings, and/or presentations. Our total active and potential partnership base now sits at more than 100 funding and community partners and countless individual volunteers who see the value of the CGLA model for serving urban girls.

CGLA connects CGLA students with mentors to address a critical need: CGLA's girls lack consistent, caring, and present adult role models to provide support and guidance in academics, college and career development, life skills, and leadership development. Through our **Empower Mentoring Program**, every CGLA student is linked with a network of mentors, including CGLA teachers, staff, and corporate and community volunteers who serve as advocates across many spectrums of need and have a profound impact on girls' futures. Mentors meet with their mentees for a minimum of 1 hour/week (4-5 hours per month), and meetings primarily take place at CGLA (other than corporate trips or job shadowing experiences). CGLA has expanded the program through a new component: on-site corporate mentoring opportunities that offer girls an opportunity to spend time with their mentors on-site at their company and gain real-world exposure to a variety of career fields. CGLA has created a national model for hands-on STEAM learning through **Mustang Leadership Partners**, a ten-month equestrian program providing mentoring, science, life skills, and leadership development for CGLA girls. Each week, a cohort of students visits a local farm and works one-on-one with mustang horses, learning how to lead with confidence, overcome fears, and engage with science in a real-world setting. Both mentoring programs have continued to grow and evolve, and CGLA's CEO has been invited to present at the National Mentoring Partnership's annual National Mentor Summit twice to discuss the impact of mentoring at CGLA. Our comprehensive approach to mentoring is addressing academic risk factors, accelerating achievement gains, instilling confidence in our girls that they can achieve high academic standards, and empowering girls for success throughout their lives.

VI. Promising Practices

Despite the academic and socio-economic challenges that they face, CGLA students have responded to the school's innovative educational model and have demonstrated CGLA's capacity to change the trajectory of student achievement and close achievement gaps. When she assumed leadership of CGLA in July 2012, Dr. Swafford and her leadership team put a number of transformational intervention strategies in place to re-align CGLA with its founding vision. CGLA will maintain and continue to enhance these promising strategies, which are essential to the continued success of CGLA's model. Core strategies of this model include:

- **Data-Driven Instruction:** CGLA's teachers implement data-driven, differentiated instruction to address individual learning needs of all students. Teachers use multiple assessment measures to track students on a **weekly basis** to assess where every student is in meeting proficiency levels. Students are monitored through weekly advisories, and every CGLA teacher is required to report on individual student performance based on content standards every three weeks.
- **Early Warning and Assessment System:** CGLA has created an **Early Warning System** that compiles real-time data for each student at CGLA across multiple indicators (attendance, tardiness, benchmark tests, grades, and behavioral incidents) and provides a level of risk for each student. CGLA's Data Statistician creates weekly reports identifying at-risk students, and then the school administration and teachers provide academic intervention or other support for the students based on the risk level. This system has been a game-changer at CGLA for the 2017-18 school year as we are able to have constant vigilance on students who begin to struggle and can provide immediate intervention support to ensure they do not fall through the cracks. CGLA has also created a **Data Analysis and Assessment System** that utilizes pivot tables to compare

CGLA data to state-level data fields across all performance indicators within TN Ready. This is a comprehensive database that has been a phenomenal resource for CGLA's administration and teachers to be able to track student performance compared to any school in the state based on many factors (such as grade level, TVAAS ranking, TN Ready subject area, disability status, or ELL status). Both systems have allowed us to provide highly individualized student intervention support and to measure our own progress against other schools and students across the state. Our Data Statistician has been able to impact all of CGLA's teachers through training and one-on-one support using these systems, as well as data analytics to create benchmark tests to assess student progress in meeting state standards. Because of the support of the Data Statistician, CGLA has continued to have significant academic progress.

- **Extended Learning Time:** CGLA offers students over 400 additional hours of extended learning time per year beyond what is offered in a traditional HCDE school. With support from a 21st CCLC afterschool program grant, CGLA is operating extended school days, Saturday Academies, a December Academy, Fall Break and Spring Break Academies, and a variety of summer programs to provide extra time for academic enrichment and support.
- **Personalized Learning:** CGLA is an intentionally small learning environment and maintains class sizes with an average **17:1 student to teacher ratio**. Teachers provide research-based instructional strategies daily, tailoring instruction for all students and providing scaffolding as needed. For girls who struggle with academic concepts or skills, teachers provide additional resources and support.
- **Academic Enrichment:** CGLA provides additional interventions for students experiencing difficulties during advisory periods, targeted support during the school day (students are pulled out of class and work in a learning lab), and afterschool tutoring. CGLA uses a variety of assessments aligned with standards for benchmarking and supplemental remediation of core courses (i.e. Mastery Connect, Odysseyware, Easy CBM, No Red Ink, etc.)
- **Literacy Across the Curriculum:** CGLA has a Literacy Across the Curriculum initiative, which includes a 30-minute, school-wide reading period at the beginning of each school day, literacy goals for every classroom, and a monthly Writing Prompt to provide ongoing assessment of students' writing and literacy levels. Students also participate in a 50-book reading challenge for the school year.
- **Technology-enhanced Instruction:** CGLA integrates technology into every class through the use of Promethean Boards, Document Cameras, Google Chromebooks, and iPads. CGLA has attained its goal of a 1:1 learning environment—every CGLA student has a Google Chromebook to use to support instruction. CGLA also has a computer lab for math and reading enrichment.
- **PBL STEAM Projects:** To support CGLA's STEAM focus, CGLA teachers collaborate each quarter on cross-disciplinary STEAM projects that involve lesson plans across all core subjects. Students work on projects throughout the quarter and then present these projects at a schoolwide showcase.
- **Expeditionary Learning:** CGLA offers college tours and expeditionary learning experiences that impact every student. Students have the opportunity to participate in at least 6 experiences each year, including college tours to local and regional universities with strong STEM programs.
- **College Readiness:** CGLA offers college readiness workshops focused on a variety of college readiness topics, such as: credit recovery; preparation for the ACT; job shadowing opportunities; and college readiness skills. Increasing ACT scores is a top priority for our high school students to ensure they are competitive when applying for college and scholarship opportunities.
- **Mentor Program:** CGLA operates a mentor program that pairs every CGLA student with an adult mentor who provides leadership and life skills development. We also have a corporate

mentoring program that provides expeditionary learning experiences that allow students to meet on-site with their mentors in the workplace—further reinforcing college and career readiness.

VII. Action Steps

For girls in the inner city of Chattanooga—who face a myriad of educational and social risk factors—education can provide a pathway out of poverty and open up a world of possibilities. As CGLA embarks on its tenth school year, we remain committed to providing these pathways for our girls, challenging them to achieve at the highest academic level, and building on the success of our innovative, STEAM-based model. Below are several key action steps and focus areas for our work in the 2018-19 school year and beyond.

Chattanooga Prep Partnership: We have experienced, first hand, how transformational CGLA’s model has been on the lives of underserved, predominantly minority young women, and we realize that we have an opportunity to expand the impact of our work within our own community and the national education reform community. For that reason, CGLA has played a leadership role in helping to create the leadership and instructional model for Chattanooga Preparatory School (Chattanooga Prep), a **new all-boys public charter school** that will serve 350 at-risk boys and young men in grades 6-12. This new school opened in August 2018 and has the support of a diverse set of community leaders and stakeholders who are passionate about improving the quality of education in our district. Chattanooga Prep is located on the CGLA campus in a separate school building directly adjacent to CGLA, allowing for close collaboration and coaching of the new leadership and instructional team to implement CGLA’s STEAM-based model. Dr. Elaine Swafford is serving as CEO of CGLA and Chattanooga Prep to support replication of the CGLA model and success of the new school. CGLA and Chattanooga Prep share facility space in the CGLA facility, including a school library, a Maker Space, and a cafeteria/auditorium that will serve both schools and provide opportunities for joint school events and professional development for administrators and faculty.

STEM Designation: In May 2018, CGLA was among just 15 schools statewide to receive STEM Designation, which recognizes CGLA’s commitment to a rigorous and integrated STEM curriculum. The application process for this STEM Designation required significant collaboration and planning work for our faculty to document all aspects of our model, which will continue to be important to guiding our work and STEM PBL integration in the 2018-19 school year.

Accreditation: During the 2013-14 school year, CGLA was accredited by the Southern Association of Colleges and Schools (SACS)—the highest level of accreditation available to a public school. CGLA is one of only 10 public schools in Hamilton County to hold this designation. CGLA completed a variety of surveys and self-study documents over the course of the school year that have been important tools for strategic planning and setting forth academic goals and priorities for the future. As a SACS accredited school, these evaluation and planning tools continue to guide the direction and focus of the school and allow the leadership team, faculty, and staff to work toward continuous improvement. During the 2018-19 school year, CGLA will have its AdvancedED accreditation site visit to check in on our progress.

STEM Residency Program: To address challenges finding talented teachers, CGLA launched a STEM Residency Program in fall 2016, which serves as a training ground for STEM teachers who will have the capacity and leadership abilities to become the school leaders of the future. CGLA secured a three-year grant from the Tucker Foundation to launch the STEM Residency Program to provide an opportunity for

prospective teachers and recent graduates of teacher preparation programs to further develop their teaching skills. Residents work side-by-side with CGLA teachers and gain critical experience teaching in an urban environment integrating project-based learning (PBL). We envision this model serving as a pipeline for placing high-quality teachers at CGLA, Chattanooga Prep, and other schools across the district and region. We will continue to work to grow this program in the 2018-19 school year and beyond.

Project-Based Learning (PBL): As described earlier, CGLA has moved to a standards-based instructional model that is grounded in STEAM-focused PBL, which we will continue to build on for the current and future school years. This PBL model will be supported through ongoing teacher professional development, cross-disciplinary collaboration on STEAM-focused projects each quarter, and community engagement. Each quarter, CGLA will hold a showcase event to display students' PBL STEAM projects and to further engage the community in the work of the school. CGLA teachers will continue to participate in PBL-focused workshops and coaching to support cross-collaboration and ensure teacher efficacy and quality PBL instruction across the curriculum.

Parent and Community Engagement: One of CGLA's core action steps for the 2018-19 school year is to continue to grow and expand parent and community engagement, which is essential to the academic success of our students and our PBL model. This growth will be directly supported by the work of the Community Engagement Director, who is helping to connect CGLA teachers and staff with community partners to provide PBL projects for CGLA students, as well as services and outreach for CGLA families. In addition, CGLA's PTO will work to engage more parents and family members in activities at the school so the entire school community can thrive.

College and Career Program: CGLA continued its comprehensive College Prep Program in 2017-18 focused on improving CGLA students' preparation, transition, and success in college through the work of a College Coach. High school students receive career and college planning, ACT prep workshops, FAFSA assistance, scholarship assistance, and job shadowing or internship experiences. Quarterly workshops help families understand the options for financial support. During the 2018-19 school year we will continue to focus efforts on preparing students for success in college.

Mentor Program: CGLA students have had the opportunity to participate in several expeditionary learning, job shadowing, and mentoring experiences through our network of corporate and nonprofit partners. Expeditionary learning trips provide opportunities for CGLA to use the community as a classroom for hands-on learning integrating STEAM. Job shadowing and mentoring provides exposure to a variety of career options and helps to make the connection between students' academic studies and future careers. Our mentor program also provides students with a positive adult role model who can provide encouragement and support for students to achieve college and career goals. We will continue to build on the success of the mentor program to support the college and career readiness of students.

Get Fit CGLA: Through a multi-year grant funded by BlueCross BlueShield of Tennessee, CGLA launched the Get Fit program in the 2016-17 school year, which provides a Wellness Coach to coordinate program activities for students, faculty, staff, and family members; enhanced health and wellness content in P.E. classes; fitness classes and fitness center open after school for students, faculty, staff, and family members; workplace wellness program promoting and incentivizing a healthier lifestyle for faculty and staff; annual summer sports camp supporting fitness development for CGLA athletes; quarterly family health nights to include cooking and nutrition classes and health screenings; online fitness and nutrition tracking program for students, faculty, staff, and families; free health screenings and referrals to

healthcare resources to address identified needs; and annual community health fair hosted by CGLA. CGLA has already seen great success in promoting health and wellness across the school and will continue to grow this program during the 2018-19 school year.

Academic Goals and Strategic Priorities: Given the demographics of need among our urban students, CGLA anticipates it will continue to serve girls who face challenges to success. CGLA has set several priority goals and strategies to address these stumbling blocks and to shape the continued transformation of the school over the next five years, as outlined below.

CGLA Student Achievement Goals and Strategic Priorities	
ACADEMIC GOALS	• Increase grade 6-8 TN Ready proficiency scores in each subject (reading/language arts, math, and science) by at least 5% annually until the proficiency rate meets or exceeds 70% in each core subject • Increase EOC proficiency scores in each subject (English I, II, and III, Algebra I, II, and III, Biology, Chemistry, and U.S. History) by at least 5% annually until the proficiency rate meets or exceeds 70% in each core subject • Increase ACT score by at least 5% annually until the score meets or exceeds the state avg. • Maintain at least a 97% attendance rate • Maintain at least a 90% graduation rate • Maintain at least 95% rate for CGLA graduates enrolling in post-secondary programs • Continue to implement all core strategies and components of the CGLA instructional and intervention model with rigor and fidelity
STRATEGIC PRIORITIES	• Enhance CGLA's rigorous, college preparatory academic program through integrated intervention and academic support, professional development, and multiple layers of support and enrichment. • Continue to grow and enhance CGLA's Career and Technical Education (CTE) programs of study to provide a relevant framework of STEM industry-aligned, rigorous courses that allow students to explore academic interests, future postsecondary education options, and career paths. • Expand CGLA's leadership role in mobilizing community support through expanded partnerships and a cadre of support services in education, health, and personal development to support the Highland Park community and beyond. • Expand operations to increase CGLA's positive influence on students through expanded program offerings beyond school hours.

ATTACHMENT U. SCHOOL FINANCIALS

The following items are attached:

- A. Previous 2 years of completed audited financial statements for CGLA.
- B. Most recent internal financial statements, including balance sheets and income statements for CGLA

**THE CHATTANOOGA GIRLS
LEADERSHIP ACADEMY, INC.**

CHATTANOOGA, TENNESSEE

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

Year Ended June 30, 2018

JOHNSON, HICKEY & MURCHISON, P.C.
Certified Public Accountants
Chattanooga, Tennessee

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INTRODUCTORY INFORMATION

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
ROSTER OF BOARD MEMBERS
JUNE 30, 2018

BOARD MEMBERS FOR YEAR ENDED JUNE 30, 2018

Sue Anne Wells	Chair
Meredith Perry	Vice Chair
Patrick Farnsley	Treasurer
Edna Varner	Secretary
Grant Law	Board Member
Rickie Pierce	Board Member
Virginia Anne Sharber	Board Member
Hazel Bell	Board Member
Janiece Cole	Board Member
Lulu Copeland	Board Member
Gordon Davenport	Board Member
Anthony Dooley	Board Member
Chris Evans	Board Member
Tom Glenn	Board Member
Cheryl Godwin	Board Member
Dr. Martina Harris	Board Member
Elizabeth Jessen	Board Member
Stacy Lightfoot	Board Member
Mary Grey Moses	Board Member
Margaret Nelson	Board Member
Erskine Oglesby	Board Member
Ray Ryan	Board Member
Lynette Smith	Board Member
Charlie Spencer	Board Member
JoAnn Yates	Board Member
Karen Hutton	Board Member

FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

**To the Board of Directors of
The Chattanooga Girls Leadership Academy, Inc.**

We have audited the accompanying financial statements of the governmental activities, and each major fund of The Chattanooga Girls Leadership Academy, Inc., as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above, present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of The Chattanooga Girls Leadership Academy, Inc., as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages viii-xii and TCRS pension plan schedules on pages 34-43 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise The Chattanooga Girls Leadership Academy's basic financial statements. The other supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The accompanying schedule of expenditures of federal and state awards is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The schedule of federal and state awards and other supplementary information are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 16, 2018, on our consideration of The Chattanooga Girls Leadership Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Chattanooga Girls Leadership Academy's internal control over financial reporting and compliance.

Johnson, Wickey & Menckem, P.C.

January 16, 2018
Chattanooga, Tennessee

The Chattanooga Girls Leadership Academy, Inc.
Management's Discussion and Analysis
For the Year Ended June 30, 2018

Management's discussion and analysis provides an objective and easily readable analysis of the School's financial activities. The analysis provides summary financial information for The Chattanooga Girls Leadership Academy, Inc. and should be read in conjunction with the School's financial statements.

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial report consists of a series of financial statements, notes to those statements and required supplementary information. The statements are organized so that the reader can understand the School as a whole and then proceed to a detailed look at specific financial activities of the School.

REPORTING THE SCHOOL AS A WHOLE

The Statement of Net Position and the Statement of Activities

In general, users of these financial statements want to know if the School is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page one.

The Statement of Net Position reports the School's net position (total assets less total liabilities). Private sector entities would report retained earnings. The School's net position balance at year end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the School's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

Reporting the School's Most Significant Funds

Fund Financial Statements

The School's fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balance, begin on page three. They provide detailed information about the School's most significant funds, not the School as a whole. Funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

The School's funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and balances left at year-end that are available for spending in future periods. Fund financial statements are reported using the accrual method of accounting. The relationship between governmental activities, as reported in the Statement of Net Position and the Statement of Activities, and governmental funds, as reported in the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled in the basic financial statements on pages four and six.

FINANCIAL HIGHLIGHTS

Net Position

The School's assets exceeded the School's liabilities at the close of the fiscal year, resulting in net position of \$11,690,467. The School's net position is available to meet the School's ongoing activities.

As of June 30, 2018, the School had invested \$8,308,660, in capital assets. This investment includes land and building, building improvements, instructional and support furniture, instructional computers and laptops and maintenance equipment. The School expects additional property and equipment investments in the 2018-2019 school year as student enrollment maximizes at each grade level. With maximized enrollment, there will be continued requirements for furniture, computers and equipment. Additional information on property and equipment is located in the notes to the financial statements.

The School has no debt as of the end of the fiscal year.

A schedule of the School's net position as of June 30, 2018, is as follows:

	2018	2017	2016
NET POSITION			
Current and other assets	\$ 3,276,598	\$ 4,756,796	\$ 2,533,773
Capital assets	<u>8,308,660</u>	<u>6,264,994</u>	<u>325,690</u>
Total assets	11,585,258	11,021,790	2,859,463
Deferred outflows of resources - pensions	<u>451,293</u>	<u>599,935</u>	<u>642,574</u>
Total deferred outflows	<u>451,293</u>	<u>599,935</u>	<u>642,574</u>
Current liabilities	(90,687)	(196,417)	(8,681)
Net pension liability	(15,548)	(163,943)	(5,957)
Long-term liabilities			
Due within one year	<u>(41,986)</u>	<u>(41,086)</u>	<u>(38,652)</u>
	<u>(148,221)</u>	<u>(401,446)</u>	<u>(53,290)</u>
Deferred inflows of resources - pensions	<u>(197,863)</u>	<u>(218,995)</u>	<u>(474,273)</u>
Total deferred inflows	<u>(197,863)</u>	<u>(218,995)</u>	<u>(474,273)</u>
Net position	<u>\$ 11,690,467</u>	<u>\$ 11,001,284</u>	<u>\$ 2,974,474</u>
Summary of net position			
Invested in capital assets	8,308,660	6,264,994	325,690
Restricted for			
Capital projects	472,273	1,903,612	435,109
Athletics	13,585	11,895	2,835
Education programs	1,323,878	1,692,981	1,466,971
Unassigned	<u>1,572,071</u>	<u>1,127,802</u>	<u>743,869</u>
	<u>\$ 11,690,467</u>	<u>\$ 11,001,284</u>	<u>\$ 2,974,474</u>

	<u>2018</u>	<u>2017</u>	<u>2016</u>
CHANGES IN NET POSITION			
Operating revenues	\$ 5,966,249	\$ 9,470,812	\$ 4,970,854
Operating expenses	<u>5,277,066</u>	<u>4,676,399</u>	<u>3,816,706</u>
Change in net position	689,183	4,794,413	1,154,148
NET POSITION			
Beginning	<u>11,001,284</u>	<u>6,206,871</u>	<u>1,820,326</u>
Ending	<u>\$ 11,690,467</u>	<u>\$ 11,001,284</u>	<u>\$ 2,974,474</u>

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

The School's funds, as presented on the Balance Sheet on page three, reported a fund balance of \$3,185,911. All of the School's funds are in the General Fund, which is the chief operating fund of the School, and The Young Women's Leadership Academy Foundation, which is a blended component unit. The School has no other major funds.

Due to the different basis of accounting, there is a difference between the amounts reported under the School's funds and the amounts reported as school wide. For the year ended June 30, 2018, the differences consist of capital assets, deferred outflows, compensated absences and net pension liability which are not reported in the School's funds.

SCHOOL ACTIVITIES

The School's mission is to provide girls and young women with a rigorous college preparatory education focused on science, technology, engineering, art and math in a supportive environment that nurtures self-confidence, inspires leadership, encourages critical thinking and promotes academic excellence. The school provides instruction between the hours of 8:00 a.m. and 3:00 p.m. Monday-Friday and an afterschool tutoring and enrichment program from 3:00 – 5:30 Monday – Thursday.

During the 2017-18 school year, 359 girls were enrolled in grades 6-12. Of these students, 59.4% African American, 31.8% Latina, 6.7% Caucasian, 0.2% Asian, 0.6% American Indian, 0.2% Native Hawaiian or Pacific Islander, and 1.1% two or more races; over 90% qualified for the federal Free and Reduced Lunch Program (FRLP); and 6% of students during this period were students with disabilities. Attendance for the 2017-18 school year was 97.4%. 100% of core courses were taught by highly qualified teachers.

CGLA is committed to providing educational pathways for underserved girls, challenging them to achieve at the highest academic level, and building on the success of our innovative, STEAM-based model. CGLA's curriculum integration model infuses STEAM throughout the school to further bolster student engagement and achievement. Key components of this model include:

- A focus on STEAM to foster critical thinking and prepare girls for college and careers.
- Data-driven instruction and intervention to provide individualized support.
- Small class sizes (17:1 student to teacher ratio) to provide personalized learning.
- Extended school days and summer programs that provide additional learning time.
- Expeditionary learning to extend learning beyond the classroom.

- Project-Based Learning (PBL) integrated across the curriculum to foster deeper learning competencies required for success in college and careers.
- Technology-enhanced learning with a 1:1 student-laptop ratio to improve technological literacy and academic outcomes.
- Literacy across the curriculum initiative to improve reading levels across the school.
- College readiness programs, job shadowing, and internships to prepare students for college and careers.
- Mentoring program providing every student with positive adult role models and advocates to support success in school and life.
- Leadership and life skills development woven throughout the curriculum to provide essential skills for students to complete high school and succeed in college.
- A comprehensive professional development program providing over 120 hours of PD to every teacher, including weekly PD sessions, job-embedded coaching, and observations.
- A STEAM Residency program to provide an opportunity for prospective teachers and recent graduates of teacher preparation programs to gain critical experience teaching in an urban environment integrating project-based learning (PBL).
- STEAM interventionists working with students to provide individualized support in class and afterschool via one-on-one and small group enrichment to address academic needs.

To monitor and measure effectiveness, the School administers a number of diagnostic and predictive assessments, including the Stanford Achievement Test and Discovery Education Assessment, and Mastery Connect. Student progress against Tennessee state standards is assessed annually by TN Ready. The TN Ready assessment administered in the 2017-18 school year provided baseline data against which to measure student progress in subsequent years in reading/language arts, mathematics, science and social studies. TN Ready data is available on the State of Tennessee website: www.tn.gov/education.

SCHOOL GROWTH

Since 2009, CGLA has offered educational opportunities for Hamilton County's most academically vulnerable girls, with nearly 100% considered at-risk because they previously attended an underperforming school, scored below proficient on standardized tests before arriving at CGLA, or come from low-income homes. CGLA has made tremendous progress and continues to outperform other schools across the district in academic growth—despite serving girls from high-poverty communities who often enter more than two grade levels behind in reading and math. Because of CGLA's dramatic turnaround, impact, and innovative academic model, the school has been recognized with the following awards and designations:

- CGLA was awarded the **2018 Nonprofit of the Year Award** from the Chattanooga Area Chamber of Commerce
- In May 2018, CGLA was among just 15 schools statewide to receive **STEM Designation**, which recognizes CGLA's commitment to a rigorous and integrated STEM curriculum.
- CGLA was honored with a **Level 5 TVAAS ranking for 2017-18** and was among 25 schools in Hamilton County to receive recognition—and the **only charter school** in Hamilton County to receive a Level 5 TVAAS this year.
- CGLA also had a **Level 5 TVAAS composite score for three consecutive years** (2013, 2014, and 2015), and a Level 4 TVAAS composite score in 2016 and a Level 3 TVAAS composite score in 2017 under the new TN Ready testing standards.
- CGLA was one of four schools in the nation to receive the **2017 School Innovation and Change Award** from the National Principals Leadership Institute—a national award recognizing schools who have achieved a dramatic turnaround.

- CGLA teacher, Alicia Bland, was one of four math teachers in Tennessee to receive 2017 **Presidential Award for Excellence in Math & Science Teaching**

One of our greatest achievements in our college preparation work has been the significant increases we have seen in our students' academic confidence, performance on the ACT exam, and college-going rates. CGLA girls realize that hard work pays off and have committed to continuing to work toward a higher score on the ACT to boost their college and scholarship options. Key accomplishments include:

- CGLA increased ACT scores by 6.6 points in 4 years – moving from 13.8 to 20.4 and exceeding the state average in 2018.
- CGLA has maintained an average high school graduation rate of 90% or above over the last three years.
- CGLA's college-going rate has continued to grow each year, with an average of 97% of our students enrolling in college over the last three years, and 100% of our 2018 graduates planning to enroll in college. This college going rate is substantial compared to a 69 percent college enrollment rate nationally and 62.5 percent in Tennessee.
- Over \$342,000 in college scholarships for 2018 graduating class of 25 girls

This ACT and college preparation success builds on the significant academic growth CGLA saw from 2013-2016 that helped to earn the school state Reward School status for two consecutive years:

- **29% increase** in mathematics proficiency for middle school students
- **30% increase** in science proficiency for middle school students
- **60% increase** in students scoring proficient or advanced on Algebra I End of Course (EOC) exam
- **39% increase** in students scoring proficient or advanced on Biology EOC exam
- **26% increase** in students scoring proficient or advanced on English I & English II EOC exam.

CGLA has also celebrated many other notable achievements as a result of this dramatic academic progress and the commitment of CGLA's leadership team, faculty, staff, and students, including:

- CGLA is one of 10 public schools in Hamilton County to be accredited by the Southern Association of Colleges and Schools (SACS)
- CGLA is the recipient of the Urban League's Community Impact Award and the One with Courage Award from the Children's Advocacy Center
- CGLA has engaged over 100 funding partners, community partners, and countless individual volunteers over the last eight years who see the value of CGLA's model for serving urban girls.
- CGLA has created a national model for hands-on STEAM learning via Mustang Leadership Partners, a ten-month equestrian program providing science, life skills, and leadership development.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET

Enrollment for the upcoming 2018-19 school year is anticipated to be approximately 350 students.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Hamilton county taxpayers, donors, creditors, and authorities over grant funding and agencies tasked with oversight of Hamilton County public schools with a general overview of the School's finances and to demonstrate the School's accountability of the money it receives. If you have any questions about this report or need additional financial information, contact the School's acting principal, Dr. Elaine Swafford 1802 Bailey Avenue, Chattanooga, TN 37404, by telephone 423-664-5723, or email at elaineswafford@cglasonline.com.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF NET POSITION
JUNE 30, 2018

	Governmental Activities
ASSETS	
Cash	\$ 2,335,019
Promises to give	884,695
Prepaid expenses	11,269
Other	45,615
Capital assets, net	<u>8,308,660</u>
Total assets	<u>11,585,258</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows from pensions	<u>451,293</u>
Total deferred outflows of resources	<u>451,293</u>
LIABILITIES	
Accounts payable	90,687
Net pension liability	15,548
Long-term liabilities	
Due within one year	<u>41,986</u>
Total liabilities	<u>148,221</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows from pensions	<u>197,863</u>
Total deferred inflows of resources	<u>197,863</u>
NET POSITION	
Investment in capital assets	8,308,660
Restricted for	
Capital projects	472,273
Athletics	13,585
Education programs	1,323,878
Unrestricted	<u>1,572,071</u>
Total net position	<u><u>\$ 11,690,467</u></u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018

	Functions							
	Total	Student Instruction	Administration	Community Service	Cafeteria	Fundraising	Athletic Department	Young Women's Leadership Academy Foundation
EXPENSES								
Salaries	\$ 2,831,186	\$ 2,183,546	\$ 325,409	\$ 94,924	\$ -	\$ 54,198	\$ 31,009	\$ 142,100
Employee benefits	432,825	404,376	12,063	8,853	-	7,533	-	-
Payroll taxes	204,086	159,036	23,483	7,538	-	3,953	-	10,076
Insurance	45,930	8,618	35,679	-	-	-	100	1,533
Contracted services	781,648	320,427	88,774	4,064	268,321	88,875	5,274	5,913
Supplies	299,896	128,933	50,123	26,066	10,448	48,286	14,141	21,899
Travel	25,638	16,110	146	-	-	350	57	8,975
Advertising	6,921	3,988	1,814	-	-	1,119	-	-
Postage	8,387	4,445	2,078	-	-	1,324	408	132
Staff development	22,268	21,559	99	-	-	370	240	-
Depreciation	286,303	-	151,978	-	-	-	-	134,325
Maintenance and repair	66,975	10,094	56,881	-	-	-	-	-
Rent	121,125	120,975	-	-	-	-	150	-
Utilities	113,884	78,243	35,641	-	-	-	-	-
Telephone	25,859	20,108	5,751	-	-	-	-	-
Miscellaneous	4,135	-	-	-	-	3,135	-	1,000
Total expenses	5,277,066	3,480,458	789,919	141,445	278,769	209,143	51,379	325,953
PROGRAM REVENUES								
Operating grants and contributions	5,800,422	3,865,060	58,906	100	262,189	367,199	52,972	1,193,996
Net program (income) expenses	(523,356)	<u>\$ (384,602)</u>	<u>\$ 731,013</u>	<u>\$ 141,345</u>	<u>\$ 16,580</u>	<u>\$ (158,056)</u>	<u>\$ (1,593)</u>	<u>\$ (868,043)</u>
GENERAL REVENUES								
In kind revenue	160,649							
Loss on disposal of property	(362)							
Other income	5,540							
Total general revenues	<u>165,827</u>							
CHANGE IN NET POSITION	<u>689,183</u>							
NET POSITION								
Beginning	<u>11,001,284</u>							
Ending	<u>\$ 11,690,467</u>							

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2018

	General Fund	The Young Women's Leadership Academy Foundation	Eliminations	Total Governmental Funds
ASSETS				
Cash	\$ 1,804,285	\$ 530,734	\$ -	\$ 2,335,019
Due from related party	200,000	131,577	(331,577)	-
Promises to give	454,132	430,563	-	884,695
Prepaid expenses	10,848	421	-	11,269
Other	45,615	-	-	45,615
	<u>2,514,880</u>	<u>1,093,295</u>	<u>(331,577)</u>	<u>3,276,598</u>
Total assets	<u>\$ 2,514,880</u>	<u>\$ 1,093,295</u>	<u>\$ (331,577)</u>	<u>\$ 3,276,598</u>
 LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable and accrued liabilities	\$ 89,814	\$ 873	\$ -	\$ 90,687
Due to related party	131,577	200,000	(331,577)	-
	<u>221,391</u>	<u>200,873</u>	<u>(331,577)</u>	<u>90,687</u>
Total liabilities	<u>221,391</u>	<u>200,873</u>	<u>(331,577)</u>	<u>90,687</u>
 Fund balances				
Nonspendable				
Promises to give	254,132	230,563	-	484,695
Prepaid expenses	10,848	421	-	11,269
Restricted for				
Capital projects		472,273		472,273
Athletics	13,585	-	-	13,585
Education programs	1,323,878	-	-	1,323,878
Unassigned	691,046	189,165	-	880,211
	<u>2,293,489</u>	<u>892,422</u>	<u>-</u>	<u>3,185,911</u>
Total liabilities and fund balances	<u>\$ 2,514,880</u>	<u>\$ 1,093,295</u>	<u>\$ (331,577)</u>	<u>\$ 3,276,598</u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
JUNE 30, 2018

Differences in amounts reported for governmental activities in the statement of net position on page 1:

Fund balances - total government funds	\$ 3,185,911
Amounts reported for governmental activities in the statement of net position are different because -	
Capital assest used in governmental activities are not financial resources and therefore are not reports in the funds	8,308,660
Deferred outflows and inflows, such as deferred outflows and inflows from pensions, are not paid in the current period and, therefore, are not reported in the funds	253,430
Compensated absences are not due and payable in the current period and therefore are not reported in the funds	(41,986)
Net pension liability created by governmental activities are not financial resources and, therefore, are not reported in the funds	<u>(15,548)</u>
	<u><u>\$ 11,690,467</u></u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES OF GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2018

	The Young Women's Leadership Academy			Total
	General Fund	Academy Foundation	Eliminations	Governmental Funds
REVENUES				
Federal grant revenue	\$ 422,141	\$ -	\$ -	\$ 422,141
State and local funding	3,051,563	-	-	3,051,563
Athletic department	52,972	-	-	52,972
Contributions	626,748	1,193,996	(100,200)	1,720,544
Fundraising	291,013	-	-	291,013
School nutrition	262,189	-	-	262,189
In kind revenue	312,825	-	(152,176)	160,649
Other income	-	5,540	-	5,540
Total revenues	<u>5,019,451</u>	<u>1,199,536</u>	<u>(252,376)</u>	<u>5,966,611</u>
EXPENDITURES				
Current				
Salaries	2,827,806	142,100	(142,100)	2,827,806
Employee benefits	453,711	-	-	453,711
Payroll taxes	204,086	10,076	(10,076)	204,086
Insurance	44,397	1,533	-	45,930
Contracted services	775,735	5,913	-	781,648
Supplies	277,997	21,899	-	299,896
Travel	16,663	8,975	-	25,638
Advertising	6,921	-	-	6,921
Postage	8,255	132	-	8,387
Staff development	22,268	-	-	22,268
Maintenance and repair	66,975	-	-	66,975
Rent	121,125	-	-	121,125
Utilities	113,884	-	-	113,884
Telephone	25,859	-	-	25,859
Miscellaneous	3,135	1,000	-	4,135
Support services	-	100,200	(100,200)	-
Capital outlay	<u>317,085</u>	<u>2,013,245</u>	<u>-</u>	<u>2,330,330</u>
Total expenditures	<u>5,285,902</u>	<u>2,305,073</u>	<u>(252,376)</u>	<u>7,338,599</u>
EXCESS OF EXPENDITURES OVER REVENUES	<u>(266,451)</u>	<u>(1,105,537)</u>	<u>-</u>	<u>(1,371,988)</u>
FUND BALANCES				
Beginning	<u>2,559,940</u>	<u>1,997,959</u>	<u>-</u>	<u>4,557,899</u>
Ending	<u>\$ 2,293,489</u>	<u>\$ 892,422</u>	<u>\$ -</u>	<u>\$ 3,185,911</u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
JUNE 30, 2018

Differences in amounts reported for governmental activities in the statement of activities on page 2:

Net change in fund balances – total governmental funds	\$ (1,371,988)

Amounts reported for governmental activities in the statement of activities are different because -

Capital outlay reported as expenditures in the governmental funds are shown as capital assets in the statement of activities	2,330,330

Net pension asset/liability in the statement of net position includes an estimated asset/liability for participation in the TCRS. The increase or decrease in the asset/liability does not affect expenditures in the governmental funds	20,886

Compensated absences are planned to be liquidated with future resources; therefore, the increase or decrease in the liability does not affect expenditures in the governmental funds	(3,380)

The net effect of various transactions involving capital assets (i.e. sales, trade-ins, and disposals) is to decrease net position.	(362)

Depreciation expense on governmental capital assets are included in the statement of activities	<u>(286,303)</u>

\$ 689,183

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Chattanooga Girls Leadership Academy, Inc. ("School") was incorporated September 26, 2008, as a Tennessee non-profit corporation. Pursuant to Section 6(1)(a) of the Tennessee Public Charter School Act of 2002 (the Act), the School has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The School entered into a Charter Agreement with the Hamilton County Board of Education on November 20, 2008 to operate a charter school in Chattanooga, Tennessee. The School is a single-gender public charter school and serves students from grades 6-12. The School opened its doors in July, 2009. As required by accounting principles generally accepted in the United States of America, the financial statements of the reporting entity include those of the School and its related component units. The component unit discussed below is included in the School's reporting entity because of the significance of its operational and financial relationship with the School.

Blended Component Unit

For purposes of these financial statements, management has considered the existence of any potential component units, using the criteria set forth by accounting principles generally accepted in the United States of America and by the statements from the Governmental Accounting Standards Board. The School's financial statements include the financial statements of the Young Women's Leadership Academy Foundation, Inc. ("Foundation"). The Foundation is a non-profit organization established to raise money and provide services for the School. The Foundation is reported as a blended component unit.

Basis of presentation

The School's financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB).

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). The School's primary activities consist of governmental activities and are classified as such in the government-wide and fund financial statements.

The government-wide financial statements of the School have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available and expenses are recognized when the related liability is incurred.

Government-wide statements

Government-wide statements focus on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities.

In the government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Basis of presentation (continued)

Government-wide statements (continued)

The government-wide statement of activities reports both the gross and net costs of the School's functions. The functions are also supported by general government revenues. The statement of activities reduces the gross expenses by related function revenues, operating and capital grants. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue. The School allocates indirect cost between functions.

Fund financial statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenses.

Governmental Funds

The governmental funds' focus is upon the determination of financial resources, their balance, sources and uses, rather than upon net income. The School classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order – committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Nonspendable: This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted: The classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed: The classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, the highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned: The classification consists of all fund balances that are not in the General Purpose School Fund or classified as nonspendable, restricted or committed. In addition, General Purpose School Fund balances that the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's executive director.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Basis of presentation (continued)

Fund financial statements (continued)

Unassigned: The classification consists of all fund balances in the General Purpose School Fund that are not reported as nonspendable, restricted, committed or assigned.

Net Position: Net position represents the residual of all elements presented in a statement of financial position. Net investment in capital assets, consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvement of those assets. Net position is reported as restricted as described in the fund balances section above. All other net position is reported as unrestricted.

The School first applies restricted net position when an expense is incurred for purposes for which both restricted and unrestricted net position are available.

Receivables

Receivables represent amounts due from grants or funding which have been approved but not received. Receivables are recorded at the outstanding principal amount. The School uses the direct write-off method to account for bad debts.

Estimates

The School uses estimates and assumptions in preparing these financial statements in accordance with accounting principles generally accepted in the United States. Those estimates and assumptions affect the reported amounts of assets, liabilities, revenues and expenditures. Actual results could vary from the estimates that were used.

Capital assets

Capital assets are stated at cost or fair value, if donated, less accumulated depreciation. Depreciation is computed using the straight-line method over the estimated useful lives of the depreciable assets. Additions and major renewals are capitalized and depreciated over their estimated useful lives. Repairs, maintenance and minor renewals are charged to operating expenses as incurred.

Grants

The School received Federal financial assistance through state and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by grantor agencies.

Income taxes

The School is a nonprofit organization that is exempt from federal income taxes under the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes. The School follows the requirements of professional literature regarding uncertain tax positions. Under this guidance, the School must recognize the tax effect associated with uncertain tax positions taken for tax return purposes when it is more likely than not the position will be sustained. The School does not believe there are any material uncertain tax positions and, accordingly, it will not recognize any liability for unrecognized tax benefits. For the period ended June 30, 2018, there were no interest or penalties recorded or included in these financial statements. The returns for the years ended June 30, 2015 and beyond remain subject to examination.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Deferred Outflows/Inflows of Resources

The School has adopted the provisions of GASB Statement Number 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*. Under this Statement, GASB has defined deferred outflows of resources and deferred inflows of resources as follows:

Deferred outflows of resources: a consumption of net position by the government that is applicable to a future reporting period.

Deferred inflows of resources: an acquisition of net position by the government that is applicable to a future reporting period.

As of June 30, 2018, the School had deferred outflows of \$451,293 and deferred inflows of \$197,863.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan and Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS), and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan, Teacher Retirement Plan and Public Employee Retirement Plan of TCRS. Investments are reported at fair value.

(2) DEPOSITS

The School's policies limit deposits to those instruments allowed by applicable state laws. State statutes require that all deposits with financial institutions must be collateralized by securities whose market value is equal to 105% of the value of uninsured deposits. The deposits must be covered by federal deposit insurance or the Tennessee Bank Collateral Pool, by collateral held by Federal Reserve Banks acting as third party agents. The School has its cash accounts with a local bank that participates in the State of Tennessee local government pooled investment fund.

(3) PROMISES TO GIVE

Unconditional promises to give at June 30, 2018 consists of the following:

Unconditional promise to give in less than one year	\$ 509,695
Unconditional promise to give in one to five years	<u>375,000</u>
Total unconditional promise to give	<u>\$ 884,695</u>

Contributions to be received after one year are recorded at the present value of estimated future cash flows using an appropriate discount rate.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(4) CAPITAL ASSETS

A summary of changes in capital assets for the periods ended June 30, 2018, is as follows:

	<u>Balance</u> <u>June 30, 2017</u>	<u>Additions</u>	<u>Retirements</u>	<u>Balance</u> <u>June 30, 2018</u>
Capital assets (nondepreciable)				
Land	\$ 1,331,674	\$ -	\$ -	\$ 1,331,674
Construction in progress	<u>-</u>	<u>2,013,245</u>	<u>-</u>	<u>2,013,245</u>
	<u>\$ 1,331,674</u>	<u>\$ 2,013,245</u>	<u>\$ -</u>	<u>\$ 3,344,919</u>
Capital assets (depreciable)				
Equipment	\$ 663,412	\$ 90,442	\$ 864	\$ 752,990
Improvements	4,868,733	17,230	-	4,885,963
Vehicles	22,150	33,800	-	55,950
Furniture and fixtures	<u>124,012</u>	<u>175,613</u>	<u>-</u>	<u>299,625</u>
	<u>\$ 5,678,307</u>	<u>\$ 317,085</u>	<u>\$ 864</u>	<u>\$ 5,994,528</u>
Less accumulated depreciation				
Equipment	\$ 429,415	\$ 95,135	\$ 503	\$ 524,047
Improvements	258,472	132,065	-	390,537
Vehicles	8,252	7,897	-	16,149
Furniture and fixtures	<u>48,848</u>	<u>51,206</u>	<u>-</u>	<u>100,054</u>
	<u>\$ 744,987</u>	<u>\$ 286,303</u>	<u>\$ 503</u>	<u>\$ 1,030,787</u>
Total capital assets	<u>\$ 6,264,994</u>			<u>\$ 8,308,660</u>

Depreciation expense was \$286,303 for the year ended June 30, 2018, which was charged to administration and the Foundation.

(5) FAIR VALUE OF INVESTMENTS

The School follows professional guidance which establishes a framework for measuring fair value, and requires additional disclosure about the use of fair value measurements in an effort to make the measurement of fair value more consistent and comparable.

This guidance for measuring fair value provides a three-tier hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets and for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described as follows:

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(5) FAIR VALUE OF INVESTMENTS (continued)

Level 1

Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the Organization has the ability to access.

Level 2

Inputs to the valuation methodology include (1)quoted prices for similar assets or liabilities in active markets; (2)quoted prices for identical or similar assets or liabilities in inactive markets; (3)inputs other than quoted market prices that are observable for the asset or liability; (4)inputs that are derived principally from corroborated by observable market data by correlation or other means. If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

Level 3

Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets at fair value:

Promises to give: The fair value of the promises to give is estimated at the present value of the projected proceeds that will be received from the promises to give.

The following table presents assets that are measured at fair value on a nonrecurring basis as of June 30, 2018:

Promises to give as of June 30, 2018:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Promises to give	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 884,695</u>	<u>\$ 884,695</u>

A reconciliation of assets in which significant unobservable inputs (Level 3) were used in determining fair value is as follows:

July 1, 2017, balance	\$ 882,380
New pledges	782,824
Collections	(770,220)
Net present value adjustment	<u>(10,289)</u>
June 30, 2018, balance	<u>\$ 884,695</u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(6) LONG-TERM DEBT

A summary of changes in long-term debt for governmental activities is as follows:

	<u>Beginning Balance</u>	<u>Adjustments and additions</u>	<u>Adjustments and retirements</u>	<u>Ending Balance</u>
Compensated absences	<u>\$ 38,606</u>	<u>\$ 3,380</u>	<u>\$ -</u>	<u>\$ 41,986</u>

Employees accrue annual leave using a ratio determined by years of full-time service. A maximum of 30 days may be accumulated, depending on years of full-time service. A provision has been made for compensated absences relative to annual leave. There was \$41,986 accrued for compensated absences for the year ended June 30, 2018.

(7) FUNDING

The School receives a major portion of its funds from the State of Tennessee for operations. The School also receives grants passed through Hamilton County.

The School's cafeteria operations are contracted through the YMCA of Greater Chattanooga. Each meal is reimbursed based on a set price for breakfast, lunch, and snacks. The meal service expense paid to YMCA of Greater Chattanooga for the year ended June 30, 2018 was \$268,321. All of these costs were funded by the USDA breakfast, lunch and snack program.

(8) LEASES

The Young Women's Leadership Academy Foundation owns the building and land in which the School operates. The Foundation does not charge the School rent, however, an in-kind contribution and related expense totaling \$100,200 has been recorded for the fair market value of the space provided and is shown as an elimination for financial statement reporting purposes.

(9) RETIREMENT PLAN

Chattanooga Girls Leadership Academy participates in the following defined benefit pension plans administered by the Tennessee Consolidated Retirement System (TCRS).

- I. Teacher Legacy Pension Plan
- II. Teacher Retirement Plan
- III. Non-Teacher Legacy Pension Plan
- IV. Non-Teacher Hybrid Plan

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

The net pension asset, deferred outflows of resources, net pension liability, and deferred inflows of resources reported on the statement of net position are summarized as follows for each plan:

	Net Pension Asset (Liability)	Deferred Outflows of Resources	Deferred Inflows of Resources
Teacher legacy pension plan	\$ 5,726	\$ 319,265	\$ (178,118)
Teacher retirement plan	41,034	41,012	(10,662)
Non-Teacher legacy pension plan	(66,465)	77,876	(9,717)
Non-Teacher hybrid plan	<u>4,157</u>	<u>13,140</u>	<u>634</u>
Total	<u><u>\$ (15,548)</u></u>	<u><u>\$ 451,293</u></u>	<u><u>\$ (197,863)</u></u>

I. Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of Chattanooga Girls Leadership Academy, Inc. are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan was closed to new memberships on June 30, 2014, but will continue providing the benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing multiple-employer defined benefit plan. The TCRS was created by the state statute under the Tennessee Code of Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related and non-service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent to include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLA) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price

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(9) RETIREMENT PLAN (continued)

index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Chattanooga Girls Leadership Academy, Inc. for the year ended June 30, 2018 to the Teacher Legacy Pension Plan were \$81,842, which is 8.75% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – Teacher Legacy Plan

Pension liabilities(assets)

At June 30, 2018, the Chattanooga Girls Leadership Academy, Inc. reported a liability (asset) of (\$5,726) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension liability (asset) used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on The Schools' share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2017, The Schools' proportion was 0.017503 percent. The proportion measured as of June 30, 2016 was 0.028016 percent.

Pension expense

For the year ended June 30, 2018, The School recognized pension expense of \$47,093.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2018, The School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
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(9) RETIREMENT PLAN (continued)

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 3,452	\$ 118,230
Changes in assumptions	48,502	-
Net difference between projected and actual earnings on pension plan investments	869	-
Changes in proposition of net pension liability (asset)	184,600	59,888
Contributions subsequent to the measurement date of June 30, 2017	<u>81,842</u>	<u>n/a</u>
Total	<u>\$ 319,265</u>	<u>\$ 178,118</u>

The School's employer contributions of \$81,842, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year ended June 30,	2019	\$ 6,049
	2020	64,634
	2021	32,268
	2022	(43,646)
	2023	-
	Thereafter	-

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

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(9) RETIREMENT PLAN (continued)

The actuarial assumptions used in the June 30, 2017 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions

In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building block method in which a best-estimate of future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25% based on a blending of the factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection on cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the School will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
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(9) RETIREMENT PLAN (continued)

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents The School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25%, as well as what The School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or one-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	<u>\$ 513,852</u>	<u>\$ (5,726)</u>	<u>\$ (435,193)</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the pension plan

At June 30, 2018, The School reported no amount payable for outstanding contributions to the pension plan required at June 30, 2018.

II. Teacher Retirement Plan

General Information about the Pension Plan

Plan description

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of Chattanooga Girls Leadership Academy, Inc. are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan was closed to new memberships on June 30, 2014, but will continue providing the benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing multiple-employer defined benefit plan. The TCRS was created by the state statute under the Tennessee Code of Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related and non-service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and

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(9) RETIREMENT PLAN (continued)

non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent to include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLA) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation.

Per the statutory provisions governing the TCRS, the employer rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Chattanooga Girls Leadership Academy, Inc. for the year ended June 30, 2018 to the Teacher Retirement Plan were \$35,073, which is 4.00% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – Teacher Retirement Plan

Pension liabilities (assets)

At June 30, 2018, the Chattanooga Girls Leadership Academy, Inc. reported a liability (asset) of (\$41,034) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension asset used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability (asset) was based on The Schools' share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2017, The Schools' proportion was 0.155529 percent. The proportion measured as of June 30, 2016 was 0.107041 percent.

Pension expense

For the year ended June 30, 2018, The School recognized a pension expense of \$18,262.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2018, The School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
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(9) RETIREMENT PLAN (continued)

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 1,438	\$ 3,086
Net difference between projected and actual earnings on pension plan investments	-	2,208
Changes in assumptions	3,605	-
Changes in proportion of net pension liability (asset)	896	5,368
Contributions subsequent to the measurement date of June 30, 2017	<u>35,073</u>	<u>n/a</u>
Total	<u><u>\$ 41,012</u></u>	<u><u>\$ 10,662</u></u>

The School's employer contributions of \$35,073, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year ended June 30,	2019	\$ (547)
	2020	(547)
	2021	(674)
	2022	(1,242)
	2023	(201)
	Thereafter	(1,515)

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

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(9) RETIREMENT PLAN (continued)

Mortality rates were based on actual experience including an adjustment for some anticipated improvement. The actuarial assumptions used in the June 30, 2017 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions

In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building block method in which a best-estimate of future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection on cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the School will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

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(9) RETIREMENT PLAN (continued)

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents The School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25%, as well as what The School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or one-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease	Current	1% Increase
	<u>(6.25%)</u>	<u>(7.25%)</u>	<u>(8.25%)</u>
Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	\$ 8,187	\$ (41,034)	\$ (77,138)

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the pension plan

The School reported no amount payable for outstanding contributions to the pension plan required at June 30, 2018.

401k Plan

The School provides a combination of a defined benefit plan and a defined contribution plan. The defined contribution portion of the Teacher Retirement Plan is administered and managed by Empower Retirement through Great-West Life & Annuity Insurance Company. Enrolled employees may, at their option, contribute up to 5% of their salaries and employers are required to contribute 4% of those salaries to the defined contribution (401(k)) portion of the Teacher Retirement Plan. During 2018, the School's employer contribution to the defined contribution (401(k)) portion of the Teachers Retirement Plan was \$48,854. Participants are immediately vested in their contribution plus actual earnings, along with the employer contributions, to the defined contribution portion of the Teacher Retirement Plan. Due to that immediate vesting, there will no forfeitures. At June 30, 2018, there was no outstanding employer liability.

III. Non-Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description

Employees of Chattanooga Girls Leadership Academy, Inc. are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by the state statute under the Tennessee Code of Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

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(9) RETIREMENT PLAN (continued)

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent to include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLA) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Employees covered by benefit terms

At the measurement date of June 30, 2017, 6 employees were covered by the benefit term and they were all active.

Contributions

Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2018, the employer contributions for the School were \$50,011 based on a rate of 4.00% of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the School's state shared taxes if the required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The School's net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial Assumptions

The total pension liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

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JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2017 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions

In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building block method in which a best-estimate of future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
		100%

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NOTES TO BASIC FINANCIAL STATEMENTS
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(9) RETIREMENT PLAN (continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection on cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the School will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability (Asset)
Balance at June 30, 2016	<u>1,408,621</u>	<u>1,324,730</u>	<u>83,891</u>
Changes for the year:			
Service cost	24,152	-	24,152
Interest	104,998	-	104,998
Change of benefit terms	14,632	-	14,632
Difference between expected and actual experience	(2,500)	-	(2,500)
Changes in assumptions	34,732	-	34,732
Contributions-employer	-	45,065	(45,065)
Contributions-employees	-	29	(29)
Net investment income	-	148,919	(148,919)
Benefit payments, including refunds of employee contributions	(65,608)	(65,608)	-
Administrative expense	-	(603)	603
Other changes	-	30	(30)
Net changes	<u>110,406</u>	<u>127,832</u>	<u>(17,426)</u>
Balance at June 30, 2017	<u><u>1,519,027</u></u>	<u><u>1,452,562</u></u>	<u><u>66,465</u></u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
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(9) RETIREMENT PLAN (continued)

Changes of benefit terms

In the June 30, 2017 actuarial valuation, benefit terms were changed to authorize the establishment of a mandatory retirement at age 60 for all public safety officers. This benefit option allows unreduced retirement benefits (service retirement) upon attainment of age 55 with 25 years of public safety officer service. It allows a supplemental bridge benefit that will begin at age 55 and continue through age 62.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents The School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25%, as well as what The School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or one-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	<u>\$ 256,917</u>	<u>\$ 66,465</u>	<u>\$ (92,849)</u>

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – Non-Teacher Legacy Plan

Pension expense (negative pension expense)

For the year ended June 30, 2018, The School recognized a pension expense of \$1,693.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2018, The School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,802	\$ 9,717
Net difference between projected and actual earnings on pension plan investments	14	-
Changes in assumptions	26,049	-
Contributions subsequent to the measurement date of June 30, 2017	<u>50,011</u>	<u>n/a</u>
Total	<u>77,876</u>	<u>9,717</u>

The amount shown above for contributions subsequent to measurement date of June 30, 2017, will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2019	\$ (1,936)
2020	18,977
2021	11,179
2022	(10,072)
2023	-
Thereafter	-

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

Payable to the pension plan

The School reported no amount payable for outstanding contributions to the pension plan required at June 30, 2018.

IV. Non-Teacher Hybrid Pension Plan

General Information about the Pension Plan

Plan description

Employees of Chattanooga Girls Leadership Academy, Inc. are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by the state statute under the Tennessee Code of Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 60 and vested or pursuant to the rule of 80 in which the member's age and service credit total 80. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent to include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLA) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Employees covered by benefit terms

At the measurement date of June 30, 2017, 4 employees were covered by the benefit term and they were all active.

Contributions

Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Employees contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees is reached. By law, employer contributions are required to be paid. The TCRS may intercept the School's state shared taxes if the required employer contributions are not remitted. Employer contributions by The School for the year ended June 30, 2018 to the Public Retirement Plan were \$7,946 based on a rate of 4% of covered payroll. The employer's rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets)

The School's net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial Assumptions

The total pension liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2017 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

Changes of assumptions

In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building block method in which a best-estimate of future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection on cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the School will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	<u>Total Pension Liability</u>	<u>Plan Fiduciary Net Position</u>	<u>Net Pension Liability (Asset)</u>
Balance at June 30, 2016	924	1,690	(766)
Changes for the year:			
Service cost	2,723	-	2,723
Interest	272	-	272
Change of benefit terms	23	-	23
Difference between expected and actual experience	5,415	-	5,415
Changes in assumptions	299	-	299
Contributions-employer	-	5,232	(5,232)
Contributions-employees	-	6,526	(6,526)
Net investment income	-	832	(832)
Benefit payments, including refunds of employee contributions	(36)	(36)	-
Administrative expense	-	(482)	482
Other changes	-	15	(15)
Net changes	<u>8,696</u>	<u>12,087</u>	<u>(3,391)</u>
Balance at June 30, 2017	<u><u>9,620</u></u>	<u><u>13,777</u></u>	<u><u>(4,157)</u></u>

Changes of benefit terms

In the June 30, 2017 actuarial valuation, benefit terms were changed to authorize the establishment of a mandatory retirement at age 60 for all public safety officers. This benefit option allows unreduced retirement benefits (service retirement) upon attainment of age 55 with 25 years of public safety officer service. It allows a supplemental bridge benefit that will begin at age 55 and continue through age 62.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents The School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25%, as well as what The School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or one-percentage-point higher (8.25 percent) than the current rate:

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	<u>\$ (1,636)</u>	<u>\$ (4,157)</u>	<u>\$ (6,051)</u>

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – Non-Teacher Hybrid Plan

Pension expense (negative pension expense)

For the year ended June 30, 2018, The School recognized a pension expense of \$17,931.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2018, The School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 4,922	\$ 431
Net difference between projected and actual earnings on pension plan investments	-	203
Changes in assumptions	272	-
Contributions subsequent to the measurement date of June 30, 2017	<u>7,946</u>	<u>n/a</u>
Total	<u><u>13,140</u></u>	<u><u>634</u></u>

The amount shown above for contributions subsequent to measurement date of June 30, 2017, will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2019	\$ 409
2020	409
2021	409
2022	401
2023	458
Thereafter	2,474

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2018

(9) RETIREMENT PLAN (continued)

Payable to the pension plan

The School reported no amount payable for outstanding contributions to the pension plan required at June 30, 2018.

401k Plan

The School provides a combination of a defined benefit plan and a defined contribution plan. The defined contribution portion of the Teacher Retirement Plan is administered and managed by Empower Retirement through Great-West Life & Annuity Insurance Company. Enrolled employees may, at their option, contribute up to 5% of their salaries and employers are required to contribute 4% of those salaries to the defined contribution (401(k)) portion of the Teacher Retirement Plan. During 2018, the School's employer contribution to the defined contribution (401(k)) portion of the non-teacher hybrid plan was \$7,852. Participants are immediately vested in their contribution plus actual earnings, along with the employer contributions, to the defined contribution portion of the Teacher Retirement Plan. Due to that immediate vesting, there will be no forfeitures. At June 30, 2018, there was no outstanding employer liability.

(10) SUBSEQUENT EVENTS

Management has evaluated subsequent events through January 16, 2018, the date which these financial statements were available for issue.

**REQUIRED SUPPLEMENTARY
INFORMATION**

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF PROPORTIONATE SHARE OF THE NET
PENSION LIABILITY (ASSET)
TEACHER LEGACY PENSION PLAN OF TCRS
YEAR ENDED JUNE 30, 2018

	<u>2015</u>	<u>2016</u>	<u>2017</u>
The Chattanooga Girls Leadership Academy, Inc.'s proportion of the net pension liability (asset)	0.028773%	0.028016%	0.017503%
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	11,786	175,086	(5,726)
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	1,077,113	1,011,332	618,728
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset) as a percentage of its covered payroll	1.94%	17.31%	-0.93%
Plan fiduciary net position as a percentage of the total pension liability	99.81%	97.14%	100.14%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CONTRIBUTIONS
TEACHER LEGACY PLAN OF TCRS
YEAR ENDED JUNE 30, 2018

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Contractually required	\$ 97,371	\$ 91,424	\$ 55,933	\$ 81,842
Contributions in relation to the contractually required contribution	<u>97,371</u>	<u>91,424</u>	<u>55,933</u>	<u>81,842</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ 1,007,113	\$ 1,011,332	\$ 618,728	\$ 935,632
Contributions as a percentage of The Chattanooga Girls Leadership Academy's covered payroll	9.04%	9.04%	9.04%	8.75%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF PROPORTIONATE SHARE OF THE NET
PENSION LIABILITY (ASSET)
TEACHER RETIREMENT PLAN OF TCRS
YEAR ENDED JUNE 30, 2018

	<u>2015</u>	<u>2016</u>	<u>2017</u>
The Chattanooga Girls Leadership Academy, Inc.'s proportion of the net pension liability (asset)	0.144881%	0.107041%	0.155529%
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	\$ (5,829)	\$ (11,143)	\$ (41,034)
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ 301,027	\$ 470,984	\$ 1,020,796
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-1.94%	-2.37%	-4.02%
Plan fiduciary net position as a percentage of the total pension liability	127.46%	121.88%	126.81%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CONTRIBUTIONS
TEACHER RETIREMENT PLAN OF TCRS
YEAR ENDED JUNE 30, 2018

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Contractually required	\$ 301	\$ 11,790	\$ 40,832	\$ 35,073
Contributions in relation to the contractually required contribution	<u>12,041</u>	<u>18,839</u>	<u>40,832</u>	<u>35,073</u>
Contribution deficiency (excess)	<u>\$ (11,740)</u>	<u>\$ (7,049)</u>	<u>\$ -</u>	<u>\$ -</u>
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ 301,027	\$ 470,984	\$ 1,020,796	\$ 876,830
Contributions as a percentage of The Chattanooga Girls Leadership Academy's covered payroll	4.00%	4.00%	4.00%	4.00%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CHANGES IN NET PENSION LIABILITY (ASSET) AND
RELATED RATIOS BASED ON PARTICIPATION IN THE PUBLIC
EMPLOYEE PENSION PLAN OF THE TCRS
NON-TEACHER LEGACY PLAN
YEAR ENDING JUNE 30, 2018

	<u>2017</u>
Plan fiduciary net position as a percentage of total pension liability	95.62%
Covered payroll	305,962
Net pension liability (asset) as a percentage of covered payroll	21.42%

Notes to Schedule:

Changes of assumptions: In 2017, amounts reported as changes in assumptions resulted from changes to the inflation rate, investment rate of return, cost-of-living adjustment, salary growth and mortality improvements.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CONTRIBUTIONS
BASED ON PARTICIPATION IN THE PUBLIC EMPLOYEE PENSION
PLAN OF THE TCRS - NON-TEACHER LEGACY PLAN
YEAR ENDED JUNE 30, 2018

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Actuarially determined contribution	\$ 36,537	\$ 49,309	\$ 45,066	\$ 50,011
Contributions in relation to the actuarially determined contribution	<u>36,537</u>	<u>49,309</u>	<u>45,066</u>	<u>50,011</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ 260,978	\$ 336,575	\$ 305,962	\$ 349,909
Contributions as a percentage of The Chattanooga Girls Leadership Academy's covered payroll	14.00%	14.65%	14.52%	14.29%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

Notes to Schedule:

Valuation Date: Actuarially determined contribution rates for fiscal year 2018 were calculated based on the June 30, 2017 actuarial valuation.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Entry Age Normal
Amortized method	Level dollar, closed (not to exceed 20 years)
Remaining amortization period	Varies by year
Asset valuation	10-year smoothed with a 20 percent corridor to market value
Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation
Investment rate of return	7.50 percent, net of investment expense, including inflation
Retirement age	Pattern of retirement determined by experience study
Mortality	Customized table based on actual experience including an adjustment for some anticipated improvement.
Cost of living adjustments	2.50 percent

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CHANGES IN NET PENSION LIABILITY (ASSET) AND
RELATED RATIOS BASED ON PARTICIPATION IN THE PUBLIC
EMPLOYEE PENSION PLAN OF THE TCRS
NON-TEACHER LEGACY PLAN
YEAR ENDING JUNE 30, 2018

	<u>2017</u>
Total pension liability	
Service cost	\$ 24,151
Interest	104,998
Changes in benefit terms	14,632
Difference between actual & expected experience	(2,500)
Change of assumptions	34,732
Benefit payments, including refunds of employee contributions	<u>(65,608)</u>
Net change in total pension liability	110,405
 Total pension liability - beginning	 <u>1,408,622</u>
Total pension liability - ending (a)	<u><u>1,519,027</u></u>
 Plan fiduciary net position	
Contributions - employer	45,065
Contributions - employee	29
Net investment income	148,919
Benefit payments, including refunds of employee contributions	(65,608)
Administrative expense	(603)
Other	<u>30</u>
Net change in plan fiduciary net position	127,832
 Plan fiduciary net position- beginning	 <u>1,324,730</u>
Plan fiduciary net position - ending (b)	<u><u>1,452,562</u></u>
 Net pension liability (asset) - ending (a)-(b)	 <u><u>\$ 66,465</u></u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CHANGES IN NET PENSION LIABILITY (ASSET) AND
RELATED RATIOS BASED ON PARTICIPATION IN THE PUBLIC
EMPLOYEE PENSION PLAN OF THE TCRS
NON-TEACHER HYBRID PLAN
YEAR ENDING JUNE 30, 2018

	<u>2017</u>
Plan fiduciary net position as a percentage of total pension liability	143.22%
Covered payroll	138,396
Net pension liability (asset) as a percentage of covered payroll	-3.19%

Notes to Schedule:

Changes of assumptions: In 2017, amounts reported as changes in assumptions resulted from changes to the inflation rate, investment rate of return, cost-of-living adjustment, salary growth and mortality improvements.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CONTRIBUTIONS
BASED ON PARTICIPATION IN THE PUBLIC EMPLOYEE PENSION
PLAN OF THE TCRS - NON-TEACHER HYBRID PLAN
YEAR ENDED JUNE 30, 2018

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Actuarially determined contribution	\$ -	\$ -	\$ 5,232	\$ 7,946
Contributions in relation to the actuarially determined contribution	<u>-</u>	<u>-</u>	<u>5,232</u>	<u>7,946</u>
Contribution deficiency (excess)	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ -	\$ -	\$ 138,396	\$ 186,761
Contributions as a percentage of The Chattanooga Girls Leadership Academy's covered payroll	-	-	4.01%	4.25%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

Notes to Schedule:

Valuation Date: Actuarially determined contribution rates for fiscal year 2018 were calculated based on the June 30, 2017 actuarial valuation.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Entry Age Normal
Amortized method	Level dollar, closed (not to exceed 20 years)
Remaining amortization period	Varies by year
Asset valuation	10-year smoothed with a 20 percent corridor to market value
Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation
Investment rate of return	7.50 percent, net of investment expense, including inflation
Retirement age	Pattern of retirement determined by experience study
Mortality	Customized table based on actual experience including an adjustment for some anticipated improvement.
Cost of living adjustments	2.50 percent

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CHANGES IN NET PENSION LIABILITY (ASSET) AND
RELATED RATIOS BASED ON PARTICIPATION IN THE PUBLIC
EMPLOYEE PENSION PLAN OF THE TCRS
NON-TEACHER HYBRID PLAN
YEAR ENDING JUNE 30, 2018

	<u>2017</u>
Total pension liability	
Service cost	\$ 2,724
Interest	270
Changes in benefit terms	24
Difference between actual & expected experience	5,415
Change of assumptions	299
Benefit payments, including refunds of employee contributions	<u>(36)</u>
Net change in total pension liability	8,696
 Total pension liability - beginning	 <u>924</u>
Total pension liability - ending (a)	<u><u>9,620</u></u>
 Plan fiduciary net position	
Contributions - employer	5,232
Contributions - employee	6,526
Net investment income	832
Benefit payments, including refunds of employee contributions	(36)
Administrative expense	(482)
Other	<u>15</u>
Net change in plan fiduciary net position	12,087
 Plan fiduciary net position- beginning	 <u>1,690</u>
Plan fiduciary net position - ending (b)	<u><u>13,777</u></u>
 Net pension liability (asset) - ending (a)-(b)	 <u><u>\$ (4,157)</u></u>

**INTERNAL CONTROL
AND
COMPLIANCE SECTION**

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
YEAR ENDED JUNE 30, 2018

<u>Program</u>	<u>CFDA Number</u>	<u>Contract Number</u>	<u>Receivable Balance 06/30/17</u>	<u>Cash Receipts</u>	<u>Expenditures</u>	<u>Receivable Balance 06/30/18</u>
<u>FEDERAL FINANCIAL ASSISTANCE</u>						
U.S. Department of Education						
Passed through the State of Tennessee Breakfast, Lunch, Snack Program	10.555	N/A	\$ -	\$ 262,189	\$ 262,189	\$ -
Passed through the Hamilton County Department of Education						
Title I, II, IV	84.010	N/A	10,755	179,959	179,141	9,937
CTE - Career and Technical Education	84.048	N/A	-	16,000	16,000	-
High Quality Charter School Facilities Program	84.282	N/A	-	125,000	125,000	-
21st Century grant	84.287	N/A	26,336	104,727	102,000	23,609
			<u>37,091</u>	<u>425,686</u>	<u>422,141</u>	<u>33,546</u>
TOTAL FEDERAL AWARDS			<u>\$ 37,091</u>	<u>\$ 687,875</u>	<u>\$ 684,330</u>	<u>\$ 33,546</u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL
AND STATE AWARDS
JUNE 30, 2018

(1) BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal and State Awards includes the federal and state grant because the schedule presents only a selected portion of the operations of The School, it is not intended to and does not present the financial position, changes in net position or cash flows of The School.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited to reimbursement. The School has not elected to use the 10-percent de minimis indirect cost rate.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

**To the Board of Directors of the
The Chattanooga Girls Leadership Academy, Inc.**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of The Chattanooga Girls Leadership Academy, Inc., as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated January 16, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify a deficiency in internal control that we consider to be a material weakness. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Johnson, Niskey & Menckem, P.C.

January 16, 2018
Chattanooga, Tennessee

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF FINDINGS AND RESPONSES
FOR THE YEAR ENDED JUNE 30, 2018

FINDINGS RELATING TO THE FINANCIAL STATEMENTS WHICH ARE REQUIRED TO BE REPORTED IN ACCORDANCE WITH GENERALLY ACCEPTED *GOVERNMENT AUDITING STANDARDS*

Current Year Finding

None

Prior Year Finding Corrected

2017-1 Controls Over the Preparation of the Financial Statements and Related Footnotes Condition

Our consideration of the internal control disclosed that the School had no employee with the qualifications and skills to prepare the financial statements and the related footnotes in accordance with accounting principles generally accepted in the United States of America. This was corrected for the year ended June 30, 2018.

**THE CHATTANOOGA GIRLS
LEADERSHIP ACADEMY, INC.**

CHATTANOOGA, TENNESSEE

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

Year Ended June 30, 2017

JOHNSON, HICKEY & MURCHISON, P.C.
Certified Public Accountants
Chattanooga, Tennessee

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INTRODUCTORY INFORMATION

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
ROSTER OF BOARD MEMBERS
JUNE 30, 2017

BOARD MEMBERS FOR YEAR ENDED JUNE 30, 2017

Sue Anne Wells	Chair
Meredith Perry	Vice Chair
Patrick Farnsley	Treasurer
Edna Varner	Secretary
Grant Law	Board Member
Rickie Pierce	Board Member
Virginia Anne Sharber	Board Member
Dr. Martina Harris	Board Member
Stacy Lightfoot	Board Member
Margaret Nelson	Board Member
Annie Hall	Board Member
Gege Harris	Board Member
Erskine Oglesby	Board Member
Gordon Davenport	Board Member
Donna Knowles Killian	Board Member
Hazel Bell	Board Member
Cheryl Godwin	Board Member
Priscilla McLaughlin	Board Member
JoAnn Yates	Board Member
Dallas Joseph	Board Member
Mary Grey Moses	Board Member
Anthony Doyley	Board Member
Elizabeth Jessen	Board Member
Lulu Copeland	Board Member
Bob Deacy	Board Member
Kristina Montague	Board Member
Ray Ryan	Board Member
David Patten	Board Member
Dana Perry	Board Member

FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

To the Board of Directors of
The Chattanooga Girls Leadership Academy, Inc.

We have audited the accompanying financial statements of the governmental activities, and each major fund of The Chattanooga Girls Leadership Academy, Inc., as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above, present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of The Chattanooga Girls Leadership Academy, Inc., as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages viii-xii be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise The Chattanooga Girls Leadership Academy's basic financial statements. The other supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The accompanying schedule of expenditures of federal and state awards is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The schedule of federal and state awards and other supplementary information are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 29, 2018, on our consideration of The Chattanooga Girls Leadership Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Chattanooga Girls Leadership Academy's internal control over financial reporting and compliance.

Johnson, Wickey & Menckem, P.C.

January 29, 2018
Chattanooga, Tennessee

The Chattanooga Girls Leadership Academy, Inc.
Management's Discussion and Analysis
For the Year Ended June 30, 2017

Management's discussion and analysis provides an objective and easily readable analysis of the School's financial activities. The analysis provides summary financial information for The Chattanooga Girls Leadership Academy, Inc. and should be read in conjunction with the School's financial statements.

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial report consists of a series of financial statements, notes to those statements and required supplementary information. The statements are organized so that the reader can understand the School as a whole and then proceed to a detailed look at specific financial activities of the School.

REPORTING THE SCHOOL AS A WHOLE

The Statement of Net Position and the Statement of Activities

In general, users of these financial statements want to know if the School is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page one.

The Statement of Net Position reports the School's net position (total assets less total liabilities). Private sector entities would report retained earnings. The School's net position balance at year end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the School's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

Reporting the School's Most Significant Funds

Fund Financial Statements

The School's fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balance, begin on page three. They provide detailed information about the School's most significant funds, not the School as a whole. Funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

The School's funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and balances left at year-end that are available for spending in future periods. Fund financial statements are reported using the accrual method of accounting. The relationship between governmental activities, as reported in the Statement of Net Position and the Statement of Activities, and governmental funds, as reported in the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled in the basic financial statements on pages four and six.

FINANCIAL HIGHLIGHTS

Net Position

The School's assets exceeded the School's liabilities at the close of the fiscal year, resulting in net position of \$11,001,284. The School's net position is available to meet the School's ongoing activities.

As of June 30, 2017, the School had invested \$6,264,994, in capital assets. This investment includes land and building, building improvements, instructional and support furniture, instructional computers and laptops and maintenance equipment. The School expects additional property and equipment investments in the 2017-2018 school year as student enrollment maximizes at each grade level. With maximized enrollment, there will be continued requirements for furniture, computers and equipment. Additional information on property and equipment is located in the notes to the financial statements.

The School has no debt as of the end of the fiscal year.

A schedule of the School's net position as of June 30, 2017, is as follows:

	<u>2017</u>	<u>2016</u>	<u>2015</u>
NET POSITION			
Current and other assets	\$ 4,592,853	\$ 2,529,713	\$ 1,613,258
Capital assets	<u>6,264,994</u>	<u>325,690</u>	<u>247,854</u>
Total assets	10,857,847	2,855,403	1,861,112
Deferred outflows of resources - hybrid	48,663	19,302	-
Deferred outflows of resources - legacy	<u>332,277</u>	<u>621,373</u>	<u>-</u>
Total deferred outflows	<u>380,940</u>	<u>640,675</u>	<u>-</u>
Current and other liabilities	<u>(237,503)</u>	<u>(521,604)</u>	<u>(40,787)</u>
Net position	<u>\$ 11,001,284</u>	<u>\$ 2,974,474</u>	<u>\$ 1,820,325</u>
Summary of net position			
Invested in capital assets	6,264,994	325,690	247,854
Unassigned	1,127,802	743,869	523,131
Restricted	<u>3,608,488</u>	<u>1,904,915</u>	<u>1,049,340</u>
	<u>\$ 11,001,284</u>	<u>\$ 2,974,474</u>	<u>\$ 1,820,325</u>

	<u>2017</u>	<u>2016</u>	<u>2015</u>
CHANGES IN NET POSITION			
Operating revenues	\$ 9,470,812	\$ 4,970,854	\$ 1,651,912
Operating expenses	<u>4,676,399</u>	<u>3,816,706</u>	<u>405,955</u>
Change in net position	4,794,413	1,154,148	1,245,957
NET POSITION			
Beginning, as previously reported	2,974,474	<u>1,820,326</u>	<u>574,368</u>
From discrete to blended presentation	<u>3,232,397</u>		
Ending	<u>\$ 11,001,284</u>	<u>\$ 2,974,474</u>	<u>\$ 1,820,325</u>

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

The School's funds, as presented on the Balance Sheet on page three, reported a fund balance of \$4,557,899. All of the School's funds are in the General Fund, which is the chief operating fund of the School, and The Young Women's Leadership Academy Foundation, which is a blended component unit. The School has no other major funds.

Due to the different basis of accounting, there is a difference between the amounts reported under the School's funds and the amounts reported as school wide. For the year ended June 30, 2017, the differences consist of capital assets, deferred outflows, compensated absences and net pension liability which are not reported in the School's funds.

SCHOOL ACTIVITIES

The School's mission is to provide girls and young women with a rigorous college preparatory education focused on math, science and technology in a supportive environment that nurtures self confidence, inspires leadership, encourages critical thinking and promotes academic excellence. The school provides instruction between the hours of 8:00 a.m. and 3:00 p.m Monday-Friday and an afterschool tutoring and enrichment program from 3:00-5:30 Monday-Thursday.

During the 2016-2017 school year, 353 girls were enrolled in grades 6-12. Of these students, 62% were African American, 29% were Hispanic, 7% were Caucasian, 0.5% were Asian, and 0.5% were American Indian, and 1% were two or more races; 97% qualified for the federal Free and Reduced Lunch Program (FRLP). 6% of students during this period were special education students with disabilities. Attendance for the 2016-17 school year was 95.2%. 100% of core courses were taught by highly qualified teachers.

To monitor and measure effectiveness, the School administers a number of diagnostic and predictive assessments, including the Stanford Achievement Test and Discovery Education Assessment, and Mastery Connect. Student progress against Tennessee state standards is assessed annually by TN Ready. The TN Ready assessment administered in the 2016-17 school year provided baseline data against which to measure student progress in subsequent years in reading/language arts, mathematics, science and social studies. TN Ready data is available on the State of Tennessee website: www.tn.gov/education.

SCHOOL GROWTH

Over the last five school years, CGLA has made tremendous progress and continues to outperform other schools across the district in academic growth—despite serving girls from high-poverty communities who often enter more than two grade levels behind in reading and math. Because of CGLA’s dramatic turnaround, CGLA was recently selected as one of four schools in the nation to receive a 2017 School Innovation and Change Award from the National Principals Leadership Institute—a national award recognizing schools who have achieved a dramatic turnaround.

One of CGLA’s greatest achievements over the last two school years has been students’ performance on the ACT and their graduation and college-going rates:

- Before the graduating class of 2016, not one of CGLA’s junior or senior girls received a composite score of 20 or above on the ACT. In 2016, five students scored a 25 on at least one section of the test (one student scored a 33 in English).
- In spring 2017, 10 juniors out of 29 test takers hit the 25 mark in at least one of the ACT’s four subcategories, and four scored 25s or above – that’s the top 75th percentile or higher.
- CGLA achieved a 100% graduation rate in 2015-16, and CGLA has maintained a high graduation rate (average of 90% of above) over the last three years.
- In 2016, 90 percent of CGLA graduates enrolled in college (compared to 69 percent nationally and 62.5 percent in Tennessee). And this college-going rate continues to rise, with 96 percent of CGLA’s 2017 graduating class planning to go to college this fall.

This ACT and college preparation success builds on the significant academic growth CGLA saw from 2013-2016 that helped to earn the school state Reward School status for two consecutive years:

- **29% increase** in mathematics proficiency for middle school students
- **30% increase** in science proficiency for middle school students
- **60% increase** in students scoring proficient or advanced on Algebra I End of Course (EOC) exam
- **39% increase** in students scoring proficient or advanced on Biology EOC exam
- **26% increase** in students scoring proficient or advanced on English I & English II EOC exam.

CGLA has also celebrated many other notable achievements as a result of this dramatic academic progress and the commitment of CGLA’s leadership team, faculty, staff, and students, including:

- CGLA teacher, Alicia Bland, was one of four math teachers in Tennessee to receive 2017 Presidential Award for Excellence in Math & Science Teaching
- In 2015, CGLA was one of seven Hamilton County schools to be awarded Level A Value-Added Growth Recognition on the Tennessee State Report Card. This award recognizes schools at the district level who have excelled in Math, Reading, and Science over a three-year average.
- CGLA is one of 8 public schools in Hamilton County to be accredited by the Southern Association of Colleges and Schools (SACS)
- CGLA is the recipient of the Urban League’s Community Impact Award and the One with Courage Award from the Children’s Advocacy Center
- CGLA has engaged over 100 funding partners, community partners, and countless individual volunteers over the last eight years who see the value of CGLA’s model for serving urban girls.
- CGLA math teacher, Angela Kemp, was named the 2015 Middle School Teacher of the Year by the Tennessee Charter School Center. Two other CGLA faculty members were finalists for this statewide award.
- CGLA has created a national model for hands-on STEAM learning via Mustang Leadership Partners, a ten-month equestrian program providing science, life skills, and leadership development.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET

Enrollment for the upcoming 2017-18 school year is anticipated to be approximately 350 students.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Hamilton county taxpayers, donors, creditors, and authorities over grant funding and agencies tasked with oversight of Hamilton County public schools with a general overview of the School's finances and to demonstrate the School's accountability of the money it receives. If you have any questions about this report or need additional financial information, contact the School's acting principal, Dr. Elaine Swafford 1802 Bailey Avenue, Chattanooga, TN 37404, by telephone 423-664-5723, or email at elaineswafford@cglonline.com.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF NET POSITION
JUNE 30, 2017

	<u>Governmental Activities</u>
ASSETS	
Cash	\$ 3,607,480
Promises to give	882,380
Prepaid expenses	31,483
Net pension asset - hybrid	11,143
Other	60,367
Capital assets, net	<u>6,264,994</u>
Total assets	<u>10,857,847</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows from pensions - hybrid	48,663
Deferred outflows from pensions - legacy	<u>332,277</u>
Total deferred outflows of resources	<u>380,940</u>
LIABILITIES	
Accounts payable and accrued liabilities	62,417
Net pension liability - legacy	<u>175,086</u>
Total liabilities	<u>237,503</u>
NET POSITION	
Unassigned	1,127,802
Restricted	3,608,488
Net investment in capital assets	<u>6,264,994</u>
Total net position	<u><u>\$ 11,001,284</u></u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2017

	Functions							Young Women's Leadership Academy Foundation
	Total	Student Instruction	Administration	Community Service	Cafeteria	Fundraising	Athletic Department	
EXPENSES								
Salaries	\$ 2,574,754	\$ 2,034,443	\$ 231,812	\$ 99,922	\$ -	\$ 68,860	\$ -	\$ 139,717
Employee benefits	353,106	315,955	22,588	9,711	-	4,852	-	-
Payroll taxes	198,589	159,657	16,142	8,125	-	5,099	-	9,566
Insurance	42,613	14,755	26,066	-	-	-	-	1,792
Contracted services	791,293	346,922	101,171	18,149	227,506	84,398	-	13,147
Supplies	246,235	142,155	18,043	12,839	-	19,417	42,450	11,331
Travel	16,022	9,168	5,171	601	117	931	-	34
Advertising	20,744	16,133	3,427	-	-	1,184	-	-
Postage	6,990	3,478	2,531	39	-	812	-	130
Staff development	42,288	40,416	1,392	400	-	-	80	-
Depreciation	189,017	-	98,584	-	-	-	-	90,433
Maintenance and repair	58,641	10,473	43,531	1,189	-	-	-	3,448
Rent	19,236	-	190	400	1,650	16,996	-	-
Utilities	95,442	76,080	19,362	-	-	-	-	-
Telephone	21,404	17,123	4,281	-	-	-	-	-
Miscellaneous	25	-	-	-	-	-	-	25
Total expenses	4,676,399	3,186,758	594,291	151,375	229,273	202,549	42,530	269,623
PROGRAM REVENUES								
Operating grants and contributions	9,245,549	3,730,043	34,372	507	259,627	404,710	45,780	4,770,510
Net program (income) expenses	(4,569,150)	<u>\$ (543,285)</u>	<u>\$ 559,919</u>	<u>\$ 150,868</u>	<u>\$ (30,354)</u>	<u>\$ (202,161)</u>	<u>\$ (3,250)</u>	<u>\$ (4,500,887)</u>
GENERAL REVENUES								
In kind revenue	222,972							
Other income	<u>2,291</u>							
Total general revenues	<u>225,263</u>							
CHANGE IN NET POSITION	<u>4,794,413</u>							
NET POSITION								
Beginning, as previously reported	2,865,071							
Prior period adjustment	109,403							
From discrete to blended presentation	<u>3,232,397</u>							
Beginning, as restated	<u>6,206,871</u>							
Ending	<u>\$ 11,001,284</u>							

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2017

	General Fund	The Young Women's Leadership Academy Foundation	Eliminations	Total Governmental Funds
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
ASSETS				
Cash	\$ 1,634,441	\$ 1,973,039	\$ -	\$ 3,607,480
Due from related party	436,500	-	(436,500)	-
Promises to give	441,373	441,007	-	882,380
Prepaid expenses	31,070	413	-	31,483
Other	<u>40,367</u>	<u>20,000</u>	<u>-</u>	<u>60,367</u>
 Total assets	 <u>\$ 2,583,751</u>	 <u>\$ 2,434,459</u>	 <u>\$ (436,500)</u>	 <u>\$ 4,581,710</u>
LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable and accrued liabilities	\$ 23,811	\$ -	\$ -	\$ 23,811
Due to related party	<u>-</u>	<u>436,500</u>	<u>(436,500)</u>	<u>-</u>
 Total liabilities	 <u>23,811</u>	 <u>436,500</u>	 <u>(436,500)</u>	 <u>23,811</u>
Fund balances				
Unassigned	1,072,061	94,347	-	1,166,408
Restricted	<u>1,487,879</u>	<u>1,903,612</u>	<u>-</u>	<u>3,391,491</u>
	<u>2,559,940</u>	<u>1,997,959</u>	<u>-</u>	<u>4,557,899</u>
 Total liabilities and fund balances	 <u>\$ 2,583,751</u>	 <u>\$ 2,434,459</u>	 <u>\$ (436,500)</u>	 <u>\$ 4,581,710</u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
JUNE 30, 2017

Differences in amounts reported for governmental activities in the statement of net position on page 1:

Fund balances - total government funds	\$ 4,557,899
Amounts reported for governmental activities in the statement of net position are different because -	
Capital assest used in governmental activities are not financial resources and therefore are not reports in the funds	6,264,994
Deferred outflows, such as deferred outflows from pensions, are not paid in the current period and, therefore, are not reported in the funds	380,940
Compensated absences are not due and payable in the current period and therefore are not reported in the funds	(38,606)
Net pension asset and liability created by governmental activities are not financial resources and, therefore, are not reported in the funds	<u>(163,943)</u>
	<u><u>\$ 11,001,284</u></u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES OF GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2017

	The Young Women's Leadership Academy			Total
	General Fund	Foundation	Eliminations	Governmental Funds
REVENUES				
Federal grant revenue	\$ 343,347	\$ -	\$ -	\$ 343,347
State and local funding	2,917,264	-	-	2,917,264
Athletic department	45,780	-	-	45,780
Contributions	683,115	4,612,337	(13,750)	5,281,702
Fundraising	239,656	158,173	-	397,829
School nutrition	259,627	-	-	259,627
In kind revenue	318,651	153,804	(249,483)	222,972
Other income	2,291	2,288	-	4,579
Total revenues	<u>4,809,731</u>	<u>4,926,602</u>	<u>(263,233)</u>	<u>9,473,100</u>
EXPENDITURES				
Current				
Salaries	2,574,800	139,717	(139,717)	2,574,800
Employee benefits	415,952	-	(9,566)	406,386
Payroll taxes	189,023	9,566	-	198,589
Insurance	40,821	1,792	-	42,613
Contracted services	778,146	13,147	-	791,293
Supplies	234,904	11,331	-	246,235
Travel	15,988	34	-	16,022
Advertising	20,744	-	-	20,744
Postage	6,860	130	-	6,990
Staff development	42,288	-	-	42,288
Maintenance and repair	55,193	3,448	-	58,641
Rent	119,436	-	(100,200)	19,236
Utilities	95,442	-	-	95,442
Telephone	21,404	-	-	21,404
Miscellaneous	-	25	-	25
Support services	-	13,750	(13,750)	-
Capital outlay	<u>160,222</u>	<u>3,284,371</u>	<u>-</u>	<u>3,444,593</u>
Total expenditures	<u>4,771,223</u>	<u>3,477,311</u>	<u>(263,233)</u>	<u>7,985,301</u>
EXCESS OF REVENUES OVER EXPENDITURES	<u>38,508</u>	<u>1,449,291</u>	<u>-</u>	<u>1,487,799</u>
FUND BALANCES				
Beginning, as previously reported	2,482,780	-	-	2,482,780
Prior period adjustment	38,652	-	-	38,652
From discrete to blended presentation	<u>-</u>	<u>548,668</u>	<u>-</u>	<u>548,668</u>
Beginning, as restated	<u>2,521,432</u>	<u>548,668</u>	<u>-</u>	<u>3,070,100</u>
Ending	<u>\$ 2,559,940</u>	<u>\$ 1,997,959</u>	<u>\$ -</u>	<u>\$ 4,557,899</u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
JUNE 30, 2017

Differences in amounts reported for governmental activities in the statement of activities on page 2:

Net change in fund balances – total governmental funds	\$ 1,487,799

Amounts reported for governmental activities in the statement of activities are different because -

Capital outlay reported as expenditures in the governmental funds are shown as capital assets in the statement of activities.	3,444,592

Net pension asset/liability in the statement of net position includes an estimated asset/liability for participation in the TCRS. The increase or decrease in the asset/liability does not affect expenditures in the governmental funds.	50,992

Compensated absences are planned to be liquidated with future resources; therefore, the increase or decrease in the liability does not affect expenditures in the governmental funds	46

Depreciation expense on governmental capital assets are included in the statement of activities.	<u>(189,016)</u>

	<u>\$ 4,794,413</u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Chattanooga Girls Leadership Academy, Inc. ("School") was incorporated September 26, 2008, as a Tennessee non-profit corporation. Pursuant to Section 6(1)(a) of the Tennessee Public Charter School Act of 2002 (the Act), the School has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The School entered into a Charter Agreement with the Hamilton County Board of Education on November 20, 2008 to operate a charter school in Chattanooga, Tennessee. The School is a single-gender public charter school and serves students from grades 6-12. The School opened its doors in July, 2009. As required by accounting principles generally accepted in the United States of America, the financial statements of the reporting entity include those of the School and its related component units. The component unit discussed below is included in the School's reporting entity because of the significance of its operational and financial relationship with the School.

Blended Component Unit

For purposes of these financial statements, management has considered the existence of any potential component units, using the criteria set forth by accounting principles generally accepted in the United States of America and by the statements from the Governmental Accounting Standards Board. The School's financial statements include the financial statements of the Young Women's Leadership Academy Foundation, Inc. ("Foundation"). The Foundation is a non-profit organization established to raise money and provide services for the School. The Foundation is reported as a blended component unit.

Basis of presentation

The School's financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB).

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). The School's primary activities consist of governmental activities and are classified as such in the government-wide and fund financial statements.

The government-wide financial statements of the School have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available and expenses are recognized when the related liability is incurred.

Government-wide statements

Government-wide statements focus on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities.

In the government-wide statement of net position, activities are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Basis of presentation (continued)

Government-wide statements (continued)

The government-wide statement of activities reports both the gross and net costs of the School's functions. The functions are also supported by general government revenues. The statement of activities reduces the gross expenses by related function revenues, operating and capital grants. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue. The School allocates indirect cost between functions.

Fund financial statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenses.

Governmental Funds

The governmental funds' focus is upon the determination of financial resources, their balance, sources and uses, rather than upon net income. The School classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order – committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Nonspendable: This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted: The classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed: The classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, the highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned: The classification consists of all fund balances that are not in the General Purpose School Fund or classified as nonspendable, restricted or committed. In addition, General Purpose School Fund balances that the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's executive director.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Basis of presentation (continued)

Fund financial statements (continued)

Unassigned: The classification consists of all fund balances in the General Purpose School Fund that are not reported as nonspendable, restricted, committed or assigned.

Net Position: Net position represents the residual of all elements presented in a statement of financial position. Net investment in capital assets, consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvement of those assets. Net position is reported as restricted as described in the fund balances section above. All other net position is reported as unrestricted.

Receivables

Receivables represent amounts due from grants or funding which have been approved but not received. Receivables are recorded at the outstanding principal amount. The School uses the direct write-off method to account for bad debts.

Estimates

The School uses estimates and assumptions in preparing these financial statements in accordance with accounting principles generally accepted in the United States. Those estimates and assumptions affect the reported amounts of assets, liabilities, revenues and expenditures. Actual results could vary from the estimates that were used.

Capital assets

Capital assets are stated at cost or fair value, if donated, less accumulated depreciation. Depreciation is computed using the straight-line method over the estimated useful lives of the depreciable assets. Additions and major renewals are capitalized and depreciated over their estimated useful lives. Repairs, maintenance and minor renewals are charged to operating expenses as incurred.

Grants

The School received Federal financial assistance through state and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by grantor agencies.

Income taxes

The School is a nonprofit organization that is exempt from federal income taxes under the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes.

The School follows the requirements of professional literature regarding uncertain tax positions. Under this guidance, the School must recognize the tax effect associated with uncertain tax positions taken for tax return purposes when it is more likely than not the position will be sustained. The School does not believe there are any material uncertain tax positions and, accordingly, it will not recognize any liability for unrecognized tax benefits. For the period ended June 30, 2017, there were no interest or penalties recorded or included in these financial statements. The returns for the years ended June 30, 2014 and beyond remain subject to examination.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Deferred Outflows/Inflows of Resources

The School has adopted the provisions of GASB Statement Number 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*. Under this Statement, GASB has defined deferred outflows of resources and deferred inflows of resources as follows:

Deferred outflows of resources: a consumption of net position by the government that is applicable to a future reporting period.

Deferred inflows of resources: an acquisition of net position by the government that is applicable to a future reporting period.

As of June 30, 2017, the School had deferred outflows of \$599,935 and deferred inflows of \$218,995.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan and Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS), and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan and Teacher Retirement Plan. Investments are reported at fair value.

(2) DEPOSITS

The School's policies limit deposits to those instruments allowed by applicable state laws. State statutes require that all deposits with financial institutions must be collateralized by securities whose market value is equal to 105% of the value of uninsured deposits. The deposits must be covered by federal deposit insurance or the Tennessee Bank Collateral Pool, by collateral held by Federal Reserve Banks acting as third party agents. The School has its cash accounts with a local bank that participates in the State of Tennessee local government pooled investment fund.

(3) PROMISES TO GIVE

Unconditional promises to give at June 30, 2017 consists of the following:

Unconditional promise to give in less than one year	\$ 424,230
Unconditional promise to give in one to five years	<u>458,150</u>
Total unconditional promise to give	<u>\$ 882,380</u>

Contributions to be received after one year are recorded at the present value of estimated future cash flows using an appropriate discount rate.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(4) CAPITAL ASSETS

A summary of changes in capital assets for the periods ended June 30, 2017, is as follows:

	<u>Balance</u> <u>June 30, 2016</u>	<u>Additions</u>	<u>Retirements</u>	<u>Balance</u> <u>June 30, 2017</u>
Capital assets (nondepreciable)				
Land	\$ 293,000	\$ 1,038,674	\$ -	\$ 1,331,674
Capital assets (depreciable)				
Equipment	\$ 570,811	\$ 92,601	\$ -	\$ 663,412
Improvements	2,609,563	2,259,170	-	4,868,733
Vehicles	21,500	650	-	22,150
Furniture and fixtures	70,515	53,497	-	124,012
	<u>\$ 3,272,389</u>	<u>\$ 2,405,918</u>	<u>\$ -</u>	<u>\$ 5,678,307</u>
Less accumulated depreciation				
Equipment	348,112	81,303	-	429,415
Improvements	170,987	87,485	-	258,472
Vehicles	3,942	4,310	-	8,252
Furniture and fixtures	32,929	15,919	-	48,848
	<u>\$ 555,970</u>	<u>\$ 189,017</u>	<u>\$ -</u>	<u>\$ 744,987</u>
Total capital assets	<u>\$ 3,009,419</u>			<u>\$ 6,264,994</u>

Depreciation expense was \$189,017 for the year ended June 30, 2017, which was charged to administration and the Foundation.

Beginning capital assets changed to reflect the change of the Foundation from a discretely presented to a blended component unit in the current year. See Note 10 for further explanation. The changes reflect an increase of \$293,000 to nondepreciable assets, \$2,587,712 to depreciable assets and \$196,983 to accumulated depreciation.

(5) FAIR VALUE OF INVESTMENTS

The School follows professional guidance which establishes a framework for measuring fair value, and requires additional disclosure about the use of fair value measurements in an effort to make the measurement of fair value more consistent and comparable.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(5) FAIR VALUE OF INVESTMENTS (continued)

This guidance for measuring fair value provides a three-tier hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets and for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described as follows:

Level 1

Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the Organization has the ability to access.

Level 2

Inputs to the valuation methodology include (1)quoted prices for similar assets or liabilities in active markets; (2)quoted prices for identical or similar assets or liabilities in inactive markets; (3)inputs other than quoted market prices that are observable for the asset or liability; (4)inputs that are derived principally from corroborated by observable market data by correlation or other means. If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

Level 3

Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets at fair value:

Promises to give: The fair value of the promises to give is estimated at the present value of the projected proceeds that will be received from the promises to give.

The following table presents assets that are measured at fair value on a nonrecurring basis as of June 30, 2017:

Promises to give as of June 30, 2017:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Promises to give	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 882,380</u>	<u>\$ 882,380</u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(5) FAIR VALUE OF INVESTMENTS (continued)

A reconciliation of assets in which significant unobservable inputs (Level 3) were used in determining fair value is as follows:

July 1, 2016, balance	\$ 1,277,044
New pledges	303,712
Collections	(676,526)
Net present value adjustment	<u>(21,850)</u>
June 30, 2017, balance	<u>\$ 882,380</u>

Beginning promises to give changed to reflect the change of the Foundation from a discretely presented to a blended component unit in the current year. See Note 10 for further explanation. The changes reflect an increase of \$774,765 to beginning promises to give.

(6) LONG-TERM DEBT

A summary of changes in long-term debt for governmental activities is as follows:

	<u>Beginning Balance</u>	<u>Adjustments and additions</u>	<u>Adjustments and retirements</u>	<u>Ending Balance</u>
Compensated absences	\$ 38,652	\$ -	\$ (46)	\$ 38,606

Employees accrue annual leave using a ratio determined by years of full-time service. A maximum of 30 days may be accumulated, depending on years of full-time service. A provision has been made for compensated absences relative to annual leave. There was \$41,086 accrued for compensated absences for the year ended June 30, 2017.

(7) FUNDING

The School receives a major portion of its funds from the U.S. Department of Education for operations. The School also receives grants passed through Hamilton County.

The School's cafeteria operations are contracted through the City of Chattanooga Human Services Department. Each meal is reimbursed based on a set price for breakfast, lunch, and snacks. The meal service expense paid to YMCA of Greater Chattanooga for the year ended June 30, 2017 was \$227,506. All of these costs were funded by the USDA breakfast, lunch and snack program.

(8) LEASES

The Young Women's Leadership Academy Foundation owns the building in which the School operates. The Foundation does not charge the School rent, however, an in-kind contribution and related expense totaling \$100,200 has been recorded for the fair market value of the space provided and is shown as an elimination for financial statement reporting purposes.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN

Plan description

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of Chattanooga Girls Leadership Academy, Inc. are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan was closed to new memberships on June 30, 2014, but will continue providing the benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing multiple-employer defined benefit plan. The TCRS was created by the state statute under the Tennessee Code of Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested for Teacher Legacy Plan and at age 60 and vested or pursuant to the rule of 80 for the Teacher Retirement Plan.

Members are vested with five years of service credit. Service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLA) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under both plans, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly for the Teacher Legacy Plan or by the Tennessee General Assembly or by automatic cost controls set out in law for the Teacher Retirement Plan. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN (continued)

Contributions (continued)

Board of Trustees, is reached for the Teacher Retirement Plan. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Chattanooga Girls Leadership Academy, Inc. for the year ended June 30, 2017 to the Teacher Legacy Pension Plan were \$100,999, which is 9.04% of covered payroll. Employer contributions by Chattanooga Girls Leadership Academy, Inc. for the year ended June 30, 2017 to the Teacher Retirement Plan were \$46,065, which is 4.00% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Legacy Plan*

Pension liabilities(assets)

At June 30, 2017, the Chattanooga Girls Leadership Academy, Inc. reported a liability of \$175,086 for its proportionate share of net pension liability. The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on 'The Schools' share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2016, 'The Schools' proportion was 0.028016 percent. The proportion measured as of June 30, 2015 was 0.028773 percent.

Pension expense

For the year ended June 30, 2017, The School recognized a pension expense of \$81,020.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2017, The School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 7,368	\$ 211,971
Net difference between projected and actual earnings on pension plan investments	195,486	-
Changes in proposition of net pension liability (asset)	246,134	5,738
Contributions subsequent to the measurement date of June 30, 2016	<u>100,999</u>	<u>n/a</u>
Total	<u>\$ 549,987</u>	<u>\$ 217,709</u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN (continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Legacy Plan* (continued)

Deferred outflows of resources and deferred inflows of resources (continued)

The School's employer contributions of \$100,999, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year ended June 30,	2018	\$ 27,624
	2019	27,624
	2020	121,399
	2021	69,592
	2022	(14,961)
	Thereafter	-

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2016 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.5 percent

Mortality rates were based on actual experience from the June 30, 2012, actuarial experience study adjusted for some of the expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2016 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN (continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Legacy Plan* (continued)

Actuarial Assumptions (continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012, actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 7.5%. The projection on cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the District will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN (continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Legacy Plan* (continued)

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents The School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5%, as well as what The School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or one-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	<u>\$ 961,429</u>	<u>\$ 175,086</u>	<u>\$ (476,285)</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the pension plan

At June 30, 2017, The School reported no amount payable for outstanding contributions to the pension plan required at June 30, 2017.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Hybrid Plan*

Pension liabilities(assets)

At June 30, 2017, the Chattanooga Girls Leadership Academy, Inc. reported an asset of \$11,143 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2016, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset was based on The Schools' share of contributions to the pension plan relative to the contributions of all LEAs. At the measurement date of June 30, 2016, The Schools' proportion was 0.107041 percent. The proportion measured as of June 30, 2015 was 0.141891percent.

Pension expense

For the year ended June 30, 2017, The School recognized a pension expense of \$9,411.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN (continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Hybrid Plan* (continued)

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2017, The School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 1,080	\$ 1,285
Net difference between projected and actual earnings on pension plan investments	1,825	-
Changes in proportion of net pension liability (asset)	978	-
Contributions subsequent to the measurement date of June 30, 2016	<u>46,065</u>	<u>n/a</u>
Total	<u>\$ 49,948</u>	<u>\$ 1,285</u>

The School's employer contributions of \$46,065, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year ended June 30,	\$	533
2018		533
2019		533
2020		445
2021		55
2022		499
Thereafter		

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2016 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN (continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Hybrid Plan* (continued)

Actuarial Assumptions (continued)

Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent
Investment rate of return	7.5 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.5 percent

Mortality rates were based on actual experience from the June 30, 2012, actuarial experience study adjusted for some of the expected future improvement in life expectancy.

The actuarial assumptions used in the June 30, 2015 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012, actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	6.46%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.40%	5%
Private equity and strategic lending	4.61%	8%
U.S. fixed income	0.98%	29%
Real estate	4.73%	7%
Short-term securities	0.00%	1%
		<u>100%</u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(9) RETIREMENT PLAN (continued)

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Hybrid Plan* (continued)

Actuarial Assumptions (continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 7.5%. The projection on cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the District will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents The School's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5%, as well as what The School's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or one-percentage-point higher (8.5 percent) than the current rate:

	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	<u>\$ 5,262</u>	<u>\$ (11,143)</u>	<u>\$ (23,231)</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the pension plan

The School reported no amount payable for outstanding contributions to the pension plan required at June 30, 2017.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2017

(10) CHANGE IN COMPONENT UNIT REPORTING

In prior years, The Young Women's Leadership Academy Foundation was treated as a discretely presented component unit. During the year ended June 30, 2017, the Foundation is being reported as a blended component unit. This change is a result of the Foundation being restructured to streamline fundraising efforts and exist for the purposes of housing the real estate assets and other programs as needed.. The Foundation transitioned from having a full board to an advisory committee only. As a result, beginning net position on page 2 and beginning fund balance on page 5, have been restated to reflect this change in presentation. Beginning net position increased by \$3,232,397 and beginning fund balance increased by \$548,668. Also, beginning capital asset balances in Note 4 and beginning promises to give in Note 5 have changed to reflect the addition of the Foundation as a blended component unit.

(11) PRIOR PERIOD ADJUSTMENT

Beginning net position was rested at the government-wide level for the correct recording of the prior year net pension activity of \$109,403.

Beginning net positions was restated at the fund-level to remove compensated absences from the fund-level financial statements in the amount of \$38,652.

(12) SUBSEQUENT EVENTS

Management has evaluated subsequent events through January 29, 2018, the date which these financial statements were available for issue.

**REQUIRED SUPPLEMENTARY
INFORMATION**

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF PROPORTIONATE SHARE OF THE NET
PENSION LIABILITY (ASSET)
TEACHER LEGACY PLAN OF TCRS
YEAR ENDED JUNE 30, 2017

	<u>2015</u>	<u>2016</u>
The Chattanooga Girls Leadership Academy, Inc.'s proportion of the net pension liability (asset)	0.028773%	0.028016%
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	11,786	175,086
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	1,077,113	1,011,332
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset) as a percentage of its covered payroll	1.94%	17.31%
Plan fiduciary net position as a percentage of the total pension liability	99.81%	97.14%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CONTRIBUTIONS
TEACHER LEGACY PLAN OF TCRS
YEAR ENDED JUNE 30, 2017

	<u>2015</u>	<u>2016</u>	<u>2017</u>
Contractually required	\$ 97,371	\$ 91,424	\$ 100,999
Contributions in relation to the contractually required contribution	<u>97,371</u>	<u>91,424</u>	<u>100,999</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ 1,007,113	\$ 1,011,332	\$ 1,117,246
Contributions as a percentage of The Chattanooga Girls Leadership Academy's covered payroll	9.04%	9.04%	9.04%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF PROPORTIONATE SHARE OF THE NET
PENSION LIABILITY (ASSET)
TEACHER RETIREMENT PLAN OF TCRS
YEAR ENDED JUNE 30, 2017

	<u>2015</u>	<u>2016</u>
The Chattanooga Girls Leadership Academy, Inc.'s proportion of the net pension liability (asset)	0.144881%	0.107041%
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset)	\$ (5,829)	\$ (11,143)
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ 301,027	\$ 470,984
The Chattanooga Girls Leadership Academy, Inc.'s proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-1.94%	-2.37%
Plan fiduciary net position as a percentage of the total pension liability	127.46%	121.88%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF CONTRIBUTIONS
TEACHER RETIREMENT PLAN OF TCRS
YEAR ENDED JUNE 30, 2017

	<u>2015</u>	<u>2016</u>	<u>2017</u>
Contractually required	\$ 301	\$ 11,790	\$ 46,065
Contributions in relation to the contractually required contribution	<u>12,041</u>	<u>18,839</u>	<u>46,065</u>
Contribution deficiency (excess)	<u>\$ (11,740)</u>	<u>\$ (7,049)</u>	<u>\$ -</u>
The Chattanooga Girls Leadership Academy, Inc.'s covered payroll	\$ 301,027	\$ 470,984	\$ 1,151,625
Contributions as a percentage of The Chattanooga Girls Leadership Academy's covered payroll	4.00%	4.00%	4.00%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**INTERNAL CONTROL
AND
COMPLIANCE SECTION**

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
YEAR ENDED JUNE 30, 2017

<u>Program</u>	<u>CFDA Number</u>	<u>Contract Number</u>	<u>Receivable Balance 06/30/16</u>	<u>Cash Receipts</u>	<u>Expenditures</u>	<u>Receivable Balance 06/30/17</u>
<u>FEDERAL FINANCIAL ASSISTANCE</u>						
U.S. Department of Education						
Passed through the State of Tennessee Breakfast, Lunch, Snack Program	10.555	N/A	\$ -	\$ 259,627	\$ 259,627	\$ -
Passed through the Hamilton County Department of Education						
Title I, II, School Priority	84.010	N/A	6,745	199,755	203,765	10,755
CTE - Career and Technical Education	84.048	N/A	-	4,375	4,375	-
21st Century grant	84.287	N/A	19,884	95,548	102,000	26,336
			26,629	299,678	310,140	37,091
Passed through the Hamilton County Department of Education						
School Improvement Grant	84.377	S377A120043	21,230	54,437	33,207	-
			21,230	54,437	33,207	-
TOTAL FEDERAL AWARDS			\$ 47,859	\$ 613,742	\$ 602,974	\$ 37,091

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL
AND STATE AWARDS
JUNE 30, 2017

(1) BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal and State Awards includes the federal and state grant because the schedule presents only a selected portion of the operations of The School, it is not intended to and does not present the financial position, changes in net position or cash flows of The School.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited to reimbursement. The School has not elected to use the 10-percent de minimis indirect cost rate.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

**To the Board of Directors of the
The Chattanooga Girls Leadership Academy, Inc.**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of The Chattanooga Girls Leadership Academy, Inc., as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated January 29, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify a deficiency in internal control that we consider to be a material weakness. However, material weaknesses may exist that have not been identified. We consider the deficiency described in the accompanying schedule of findings and responses as 2017-1 to be a significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

School's Response to Findings

The School's response to the findings identified in our audit is described in the accompanying schedule of findings and responses. We did not audit the School's response and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Johnson, Niskey & Menckem, P.C.

January 29, 2018
Chattanooga, Tennessee

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
SCHEDULE OF FINDINGS AND RESPONSES
FOR THE YEAR ENDED JUNE 30, 2017

FINDINGS RELATING TO THE FINANCIAL STATEMENTS WHICH ARE REQUIRED TO BE REPORTED IN ACCORDANCE WITH GENERALLY ACCEPTED *GOVERNMENT AUDITING STANDARDS*

Current Year Finding

2017-1 Controls Over the Preparation of the Financial Statements and Related Footnotes

Condition

Our consideration of the internal control disclosed that the School had no employee with the qualifications and skills to prepare the financial statements and the related footnotes in accordance with accounting principles generally accepted in the United States of America.

Criteria

Standards relating to internal control require an entity to employ someone with the qualifications and skills to prepare the financial statements and related footnotes.

Effect

Because of this significant deficiency, management may lack the controls necessary to present financial statements and footnotes in accordance with accounting principles generally accepted in the United States of America.

Recommendation

Management should consider employing someone with the qualifications and training to perform the above tasks.

Management's Response

Concur. However, management has historically used the independent audit firm to provide this service and believes this is an acceptable alternative to employing additional staff at additional cost to achieve this control objective.

Prior Year Finding Not Corrected

2016-1 Controls Over the Preparation of the Financial Statements and Related Footnotes

Condition

Our consideration of the internal control disclosed that the School had no employee with the qualifications and skills to prepare the financial statements and the related footnotes in accordance with accounting principles generally accepted in the United States of America.
objective.

Status

Current year finding 2017-1

CGLA'S MOST RECENT FINANCIAL STATEMENTS

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF NET POSITION
JUNE 30, 2019

	<u>Governmental Activities</u>
ASSETS	
Cash	\$ 2,705,347
Promises to give	449,753
Other receivables	136,171
Prepaid expenses	7,797
Net pension asset	143,874
Capital assets, net	<u>8,630,698</u>
Total assets	<u>12,073,640</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows from pensions	<u>452,156</u>
Total deferred outflows of resources	<u>452,156</u>
LIABILITIES	
Accounts payable	122,636
Net pension liability	30,571
Other liabilities	
Due within one year	<u>49,526</u>
Total liabilities	<u>202,733</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows from pensions	<u>215,837</u>
Total deferred inflows of resources	<u>215,837</u>
NET POSITION	
Investment in capital assets	8,630,698
Restricted for	
Capital projects	447,964
Athletics	50,587
Education programs	1,260,071
Unrestricted	<u>1,717,906</u>
Total net position	<u>\$ 12,107,226</u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2019

	Functions							Young Women's Leadership Academy Foundation
	Total	Student Instruction	Administration	Community Service	Cafeteria	Fundraising	Athletic Department	
EXPENSES								
Salaries	\$ 3,013,039	\$ 2,407,869	\$ 279,613	\$ 88,530	\$ -	\$ 66,155	\$ 25,930	\$ 144,942
Employee benefits	379,754	355,990	12,372	3,524	-	7,868	-	-
Payroll taxes	223,731	181,153	20,516	7,056	-	4,856	-	10,150
Insurance	52,789	11,239	39,720	-	-	-	281	1,549
Contracted services	895,278	428,661	80,517	20,997	225,983	85,835	13,453	39,832
Supplies	325,484	177,099	76,944	15,930	2,270	22,934	20,326	9,981
Travel	21,563	7,454	526	1,047	761	86	315	11,374
Advertising	21,426	5,963	-	-	-	15,088	-	375
Postage	6,931	3,364	1,302	-	82	1,442	269	472
Staff development	32,113	29,262	2,526	-	-	325	-	-
Depreciation	360,701	-	177,397	-	-	-	-	183,304
Maintenance and repair	89,788	16,038	72,971	496	-	-	-	283
Rent	158,334	158,334	-	-	-	-	-	-
Utilities	117,784	87,656	30,128	-	-	-	-	-
Telephone	29,390	23,512	5,878	-	-	-	-	-
Miscellaneous	14,726	-	-	-	-	3,006	-	11,720
Total expenses	5,742,831	3,893,594	800,410	137,580	229,096	207,595	60,574	413,982
PROGRAM REVENUES								
Operating grants and contributions	5,975,299	3,466,907	117,015	270	249,933	1,237,301	64,077	839,796
Net program (income) expenses	(232,468)	\$ 426,687	\$ 683,395	\$ 137,310	\$ (20,837)	\$ (1,029,706)	\$ (3,503)	\$ (425,814)
GENERAL REVENUES								
In kind revenue	173,188							
Other income	11,103							
Total general revenues	184,291							
CHANGE IN NET POSITION	416,759							
NET POSITION								
Beginning	11,690,467							
Ending	\$ 12,107,226							

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2019

	General Fund	The Young Women's Leadership Academy Foundation	Eliminations	Total Governmental Funds
ASSETS				
Cash	\$ 1,913,412	\$ 791,935	\$ -	\$ 2,705,347
Due from related party	100,000	-	(100,000)	-
Promises to give	224,753	225,000	-	449,753
Other receivables	136,171	-	-	136,171
Prepaid expenses	7,367	430	-	7,797
	<u>2,381,703</u>	<u>1,017,365</u>	<u>(100,000)</u>	<u>3,299,068</u>
Total assets	<u>\$ 2,381,703</u>	<u>\$ 1,017,365</u>	<u>\$ (100,000)</u>	<u>\$ 3,299,068</u>
LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable and accrued liabilities	\$ 49,027	\$ 73,609	\$ -	\$ 122,636
Due to related party	-	100,000	(100,000)	-
	<u>49,027</u>	<u>173,609</u>	<u>(100,000)</u>	<u>122,636</u>
Total liabilities	<u>49,027</u>	<u>173,609</u>	<u>(100,000)</u>	<u>122,636</u>
Fund balances				
Nonspendable				
Promises to give	224,753	125,000	-	349,753
Prepaid expenses	7,367	430	-	7,797
Restricted for				
Capital projects	-	447,964	-	447,964
Athletics	50,587	-	-	50,587
Education programs	1,260,071	-	-	1,260,071
Unassigned	789,898	270,362	-	1,060,260
	<u>2,332,676</u>	<u>843,756</u>	<u>-</u>	<u>3,176,432</u>
Total liabilities and fund balances	<u>\$ 2,381,703</u>	<u>\$ 1,017,365</u>	<u>\$ (100,000)</u>	<u>\$ 3,299,068</u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
JUNE 30, 2019

Differences in amounts reported for governmental activities in the statement of net position on page 1:

Fund balances - total government funds	\$ 3,176,432

Amounts reported for governmental activities in the statement of net position are different because -

Capital assest used in governmental activities are not financial resources and therefore are not reports in the funds	8,630,698

Deferred outflows and inflows, such as deferred outflows and inflows from pensions, are not paid in the current period and, therefore, are not reported in the funds	236,319

Compensated absences are not due and payable in the current period and therefore are not reported in the funds	(49,526)

Net pension asset created by governmental activities are not financial resources and, therefore, are not reported in the funds	143,874

Net pension liability created by governmental activities are not financial resources and, therefore, are not reported in the funds	(30,571)

	<u>\$ 12,107,226</u>

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES OF GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2019

	The Young Women's Leadership Academy Foundation			Total Governmental Funds
	General Fund	Academy Foundation	Eliminations	
REVENUES				
Federal grant revenue	\$ 394,625	\$ -	\$ -	\$ 394,625
State and local funding	3,088,364	-	-	3,088,364
Athletic department	64,077	-	-	64,077
Contributions	891,830	839,796	(121,125)	1,610,501
Fundraising	573,336	-	-	573,336
School nutrition	244,670	-	-	244,670
In kind revenue	308,482	19,800	(155,092)	173,190
Other income	-	11,103	-	11,103
Total revenues	<u>5,565,384</u>	<u>870,699</u>	<u>(276,217)</u>	<u>6,159,866</u>
EXPENDITURES				
Current				
Salaries	3,013,039	144,942	(144,942)	3,013,039
Employee benefits	484,230	-	-	484,230
Payroll taxes	223,731	10,150	(10,150)	223,731
Insurance	51,240	1,549	-	52,789
Contracted services	855,446	39,832	-	895,278
Supplies	315,503	9,981	-	325,484
Travel	10,189	11,374	-	21,563
Advertising	21,051	375	-	21,426
Postage	6,459	472	-	6,931
Staff development	32,113	-	-	32,113
Maintenance and repair	89,505	283	-	89,788
Rent	158,334	-	-	158,334
Utilities	117,784	-	-	117,784
Telephone	29,390	-	-	29,390
Miscellaneous	3,006	11,720	-	14,727
Support services	-	121,125	(121,125)	-
Capital outlay	<u>115,176</u>	<u>567,562</u>	<u>-</u>	<u>682,738</u>
Total expenditures	<u>5,526,196</u>	<u>919,365</u>	<u>(276,217)</u>	<u>6,169,345</u>
EXCESS OF EXPENDITURES OVER REVENUES	<u>39,188</u>	<u>(48,666)</u>	<u>-</u>	<u>(9,479)</u>
FUND BALANCES				
Beginning	<u>2,293,489</u>	<u>892,422</u>	<u>-</u>	<u>3,185,911</u>
Ending	<u>\$ 2,332,677</u>	<u>\$ 843,756</u>	<u>\$ -</u>	<u>\$ 3,176,432</u>

(The accompanying notes are an integral part of these statements.)

THE CHATTANOOGA GIRLS LEADERSHIP ACADEMY, INC.
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
JUNE 30, 2019

Differences in amounts reported for governmental activities in the statement of activities on page 2:

Net change in fund balances – total governmental funds	\$ (9,479)

Amounts reported for governmental activities in the statement of activities are different because -

Capital outlay reported as expenditures in the governmental funds are shown as capital assets in the statement of activities	682,738

Net pension asset/liability in the statement of net position includes an estimated asset/liability for participation in the TCRS. The increase or decrease in the asset/liability does not affect expenditures in the governmental funds	111,741

Compensated absences are planned to be liquidated with future resources; therefore, the increase or decrease in the liability does not affect expenditures in the governmental funds	(7,540)

Depreciation expense on governmental capital assets are included in the statement of activities	(360,701)

\$ 416,759

(The accompanying notes are an integral part of these statements.)

ATTACHMENT V. LITIGATION DOCUMENTS – Not Applicable

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Jill Levine, Chief of Innovation and Choice

Date: April 23, 2020

Subject: Approval for the Montessori Elementary Charter Application

Please consider approving the application of the Montessori Elementary at Highland Park. This application was submitted in January 15, 2020. According to state law, the board is required to take action on this application by April 30, 2020 by voting to approve or reject the application for the 2021-2022 school year.

The proposed school will serve students in grades Pre-K through 5th grade, which, when at full capacity, is planned to serve 480 students.

The Hamilton County Schools review team includes the following members: Nakia Towns Edwards, Justin Robertson, Zac Brown, Neelie Parker, Marsha Drake, Brent Goldberg, Garfield Adams, Chris Closson, Brandon Hubbard-Heitz, Penny Murray, Shannon Moody, Kate Skonberg, Carol Swann, and Jill Levine.

Thank you for your consideration of this request.



Swann Educational Solutions

Compiled on behalf of Hamilton County Schools



HAMILTON
COUNTY
SCHOOLS

Charter School Recommendation Report

Montessori Elementary at Highland Park

Submitted By: The Young Woman's Leadership Academy Foundation

Evaluation Team

Jill Levine, Chief of Innovation and School Choice

Dr. Justin Robertson, Chief Operations Officer

Dr. Marsha Drake, Chief Equity Officer

Grant Knowles, Innovation Coordinator

Brandon Hubbard-Heitz, Opportunity Zone ELA Content Lead

Dr. Nakia Towns Edwards, Chief of Staff

Chris Closson, Exceptional Education Supervisor

Brent Goldberg, Chief Financial Officer

Dr. Neelie Parker, Chief Schools Officer

Penny Murray, Director of Human Resources Operations

Carol Swann, President and CEO Swann Educational Solutions

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, students who attend charter schools are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the responsibility of the authorizer to create and apply a rigorous, fair and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Authorizers also must create a fair and thorough monitoring and oversight process that recognizes and respects the autonomy of the charter school but holds it accountable for student outcomes.

Charter schools are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in their state of residence.

Evaluation Process

Swann Educational Solutions works closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

School evaluations are done by a review team of internal and external reviewers who are competent to assess the quality and sustainability of a charter school application. Evaluators look at specific areas within the application, including special education, English Language learners, business and finance, curriculum, teaching, facilities, transportation, governing board and strategic planning, as well as assessing the application as a whole.

Evaluation Process

This recommendation report is the culmination the three stages of review:

- **Application review** – The evaluation team analyzes the application submitted by a proposed sponsor from many different perspectives, including but not limited to: academic strength, strategic planning, discipline policies, special education, enrollment, curriculum, instructional pedagogy, facilities, budgets, salaries, operational capacity and financial stability.
- **Capacity Interview** – The evaluation team invites the applicant, governing board members and key designers of the application for an in-person interview. These interviews give a clear, compelling picture of the school and how it might operate from several different perspectives and allows the team to form a comprehensive appraisal of the sustainability and stability of the proposed school.
- **Consensus Conclusion** – The evaluation team will meet and arrive at a consensus regarding a recommendation to approve or deny the application to the local school board. Consensus is defined as the majority of the review team being in agreement with the final decision.

Rating Characteristics

Meets the Standard – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant’s ability to carry out their plan effectively.

Partially Meets Standard – The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

Does Not Meet Standard – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high-quality educational option to the students in Hamilton County.

Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application
- **Recommendation** – an overall judgment, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on four primary areas of plan development:
 - › **Executive Summary** – Provides a comprehensive review of all three major areas of the application with emphasis on the reasons for the recommendation from the review team.
 - › **Academic Plan** – Describes the applicant’s model regarding curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
 - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
 - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

Opening and sustaining a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, to receive the highest recommendation, the school must **meet or exceed the standard in all three major areas** of the capacity review.

School Overview

Operator/Applicant - Young Woman’s Leadership Academy Foundation

School Name – Montessori Elementary at Highland Park

Mission and Vision – Mission Statement – WHAT We Do: Montessori Elementary @ Highland Park cultivates ambitious, fearless learners through intellectually-stimulating,

interactive experiences that awaken curiosity, nurture advanced thinking, and promote independence.

Vision Statement – WHY We Do What We Do: To establish a trajectory for lifelong learning and self-directed discovery that enables each child to reach their full potential as intellectually-engaged learners and ethically focused leaders.

Location – 700 South Hawthorne Street, site of the former Highland Park Grammar School

Enrollment Chart as Presented by Application

Academic Year	Grades Served	Number of Students
Year 1	Pre-K 3,4; K-2; 5	215
Year 2	Pre-K 3,4; K-3; 5	287
Year 3	Pre-K 3 – 5	359
Year 4	Pre-K 3 – 5	431
Year 5	Pre-K 3 – 5	468
Year 6	Pre-K 3 – 5	480
Year 7	Pre-K 3 – 5	480
Year 8	Pre-K 3 – 5	480
Year 9	Pre-K 3 – 5	480
Year 10	Pre-K 3 – 5	480
At Capacity	Pre-K 3 – 5	480

Executive Summary

The standard of review for a new charter application must be high, with compelling evidence that the proposed school has the capacity to achieve strong academic outcomes for students, along with the operational and financial capability to open and sustain a viable school. The Tennessee Charter School Act itself encourages us to hold charter schools to a higher standard of performance when the purposes for the Act include such directives as:

- Improved learning for all students and closing the achievement gap between high and low students
- Provide options for parents to meet educational needs of students
- Encourage the use of different and innovative teaching methods
- Provide greater decision-making authority to schools in exchange for greater responsibility for student performance; and
- Ensuring that children have the opportunity to reach proficiency on state academic assessments (TCA 49-13-102).

After an extensive, thorough review of the written application as presented by the Young Woman's Leadership Academy Foundation and an interview with the applicant team, the review team has issued the following findings:

The application meets the rigorous standard for a positive recommendation to the Hamilton County Board of Education for the school to be opened. The reasons for this are compelling and the application made a persuasive argument that the Montessori Elementary programming would allow the targeted population of students a greater chance of academic success.

The Montessori Method is characterized by providing a prepared environment where each element exists for a reason to help in the development of the student. A Montessori classroom integrates students in multi-age classrooms that are grouped across three years. This grouping promotes socialization, respect and solidarity among them naturally.

The environment as described in the application offers the students opportunities to commit to interesting and freely chosen work, with appropriate guidance from the teachers, which brings out long periods of concentration that should not be interrupted, which the schedule presented in the application outlines. Freedom develops within clear limits, and this allows students to bond with others within the small group of their classroom. Social emotional learning is built into the fabric of the Montessori Elementary at Highland Park.

Students at the Montessori Elementary at Highland Park will work with concrete materials that were scientifically designed and provide them with the tools to develop

basic cognitive abilities. The materials are designed to allow children to become responsible for their own learning. Research is presented that shows students who are allowed some flexibility in their own learning show greater growth and achievement overall than those who do not have that option.

This individualized approach to each child as described in the application has proven successful with the most vulnerable of students – at-risk, special education, and economically disadvantaged.

The application design team visited numerous successful charter, private, and traditional Montessori schools in preparation for their application and have engaged appropriate expertise in both the design and proposed implementation of the instructional model and curriculum choices. Furthermore, the addition of the Montessori Elementary has been in the strategic planning of the organization since 2014, which is indicative of careful planning, development of the school model based on thorough research of the current population of students and of best practices of other Montessori programs throughout the nation, and forward-thinking fundraising for facilities and other strategic investments.

Additionally, The Young Woman's Leadership Academic Foundation has a strong track record in Hamilton County for financial accountability and fundraising, and they have already secured funding for a new building for the proposed school. Moreover, Pre-K funding has either been secured or is in the process of being acquired.

Lastly, and perhaps most importantly, the applicant has a strong record of academic success in their present school, and a strong governing board, as well as significant community support. Although the Montessori model is a significant departure from the applicant's current academic programming and includes a different tier level (Pre-K3 – grade 5), the review team is convinced that this school has a great chance of success, is an innovative and proven model with disadvantaged students, and respectfully requests that the Hamilton County Board of Public Education approve the Montessori Elementary at Highland Park school.

Section Summaries

Only applicants who score “Meets Standard” in all three major areas on the evaluation rubric will be recommended for authorization.

Academic Plan	X Meets Standard ☐ Partially Meets Standard ☐ Does Not Meet Standard
Operations Plan	X Meets Standard ☐ Partially Meets Standard ☐ Does Not Meet Standard
Financial Plan	X Meets Standard ☐ Partially Meets Standard ☐ Does Not Meet Standard

Academic Plan Detail

Rating: Meet Standard

Review Team Analysis: The Montessori Elementary at Highland Park (ME@HP) meets standard for approval because the education plan is well-designed and research-based. The focus on the Montessori methodology is innovative and the model is proven successful throughout the country, particularly with disadvantaged populations. The applicant successfully established a need for this innovative model based on the population the school intends to serve. Instructional practices and professional development align with the school’s mission and vision and assessments are varied and frequent, with the results used to inform good instructional practice. Equally original is the melding of the Montessori model with elements of STEAM (Science, Technology, Engineering, Arts, and Mathematics).

The curriculum framework has been carefully researched, is thorough, and provides the appropriate level of detail for the objectives, content and skills for all grades of the school. Although the model calls for multi-age classrooms, with rubrics to assess skill levels, the application indicated those rubrics will align with Tennessee standards and teachers will be able to translate those rubrics to a grading scale.

RTI2, Special Education, and EL populations are appropriately addressed, and the application indicates a knowledge and a plan to serve those populations well, both in alignment with Tennessee and federal law, and from their extensive experience running a successful school.

The transition to middle school, even if it is a more traditional setting, is designed to be seamless and the emphasis on skill mastery and content learning should translate well to continued success in high school and readiness to achieve post-secondary success.

Operations Plan Detail

Rating: Meets Standard

Review Team Analysis: The operations plan meets the criteria for approval because it is well thought out and aligns with the mission and vision of the school.

The board has diverse experience and is committed to making the school a success. There are clear delineations of roles and responsibilities between the YWLAF, governing board and the organization's CEO.

The proposed organizational plan is strong and allows for growth. The budget supports staff allocations and the structure of the school. While there is a reliance on fundraising, this applicant and their foundation, YWLAF, is known for their fundraising abilities and has already secured much of the funding needed to open and sustain a successful school.

Also, the foundation will assist with a building that is suitable for an elementary school. Transportation and food service will be contracted, and Montessori Elementary at Highland Park has already taken steps to identify vendors and pursue contracts.

Additionally, the applicant is already in the process of securing a proven Montessori veteran school leader and is recruiting nationwide to find the most highly qualified staff and teaching assistants. There are plans for thorough professional development to ensure all teachers are qualified in the Montessori methods.

Insurance, transportation, and food service are adequately covered in the application and the review team has confidence that school operations will support and enhance the mission and vision for the students to be successful and will provide a high-quality educational experience for them.

Financial/Business Plan Detail

Rating: Meets Standard

Review Team Analysis: The financial plan meets the criteria for approval because it includes a viable and comprehensive budget based on sound accounting principles and is aligned with the vision and mission of the school, thus enabling the school to serve the students and provide a high-quality educational experience.

The budget assumptions are reasonable, and both revenues and expenses align with the assumptions. Benefits are budgeted at 34% of salaries, much the same as Hamilton County Schools. Salaries are reasonable and in line with other educational entities in the area, and the contingency plans in case of unexpected expenses are reasonable and well-thought out.

The pre-opening plan is satisfactory and plans for financial management are sound. Plans for food service, transportation and insurance are all reasonable. Revenues are projected conservatively, and expenditures are projected more liberally, making for a sound budget.

The experience and expertise of the current school gives the review team the confidence needed to recommend that this school be approved. The design team has taken the time to plan a thoughtful budget that supports the academic objectives of the school and has even begun raising the funds needed to ensure the Pre-K3-4 is fully funded (Tennessee does not fund Pre-K) and ready to open along with the elementary grades of K-5.

B. Chief Business Officer - Brent Goldberg

1. **Approval of Fiscal Year 2021 Budget for Presentation to the Hamilton County Commission



Memorandum

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Brent Goldberg, CPA
Chief Business Officer

Date: April 16, 2020

Re: Approval of Fiscal Year 2021 Budget for Presentation to the Hamilton County Commission

Board approval is recommended for the FY 2021 Budget presentation to the Hamilton County Commission. The proposed budget for each fund is summarized below. The detailed information supporting the budgets for each fund was provided to the Board and made available online for the public during the Board work session that took place on March 30, 2020. All budget documents are located at www.hcde.org/fy2021

Fund Description	FY 2021 Budget
General Purpose School Fund	\$420,000,000
Federal Programs Fund	\$29,474,756
Food Service Fund	\$20,930,932
Self-Funded Programs Fund	\$7,404,082

The attached document provides details of the General Purpose School Fund FY 2021 budget by State function, which is the format reported to the Hamilton County Commission and State of Tennessee.

Function	Major Functions	FY 20 Adopted Positions	FY 20 Adopted Budget	FY 20 Adopted Budget	FY 21 Proposed Positions	FY 21 Proposed Budget	FY 21 Proposed Budget
71100	Regular Education Instructional Program	2,748.00	\$ 202,436,820	49.37%	2,825.20	\$ 213,123,669	50.74%
71200	Special Education Instructional Program	613.90	\$ 41,073,850	10.02%	593.30	\$ 39,600,165	9.43%
71300	Vocational Education Instructional Program	110.00	\$ 8,761,620	2.14%	114.00	\$ 9,308,965	2.22%
72110	Instructional Support Services - Attendance	39.00	\$ 2,686,491	0.66%	34.00	\$ 2,777,942	0.66%
72120	Instructional Support Services - Health Services	85.00	\$ 4,710,351	1.15%	84.50	\$ 4,841,915	1.15%
72130	Instructional Support Services - Other Student Support	153.60	\$ 13,667,993	3.33%	138.00	\$ 11,364,146	2.71%
72210	Regular Education Instructional Support	110.50	\$ 12,344,912	3.01%	111.00	\$ 11,989,706	2.85%
72220	Special Education Instructional Support	38.00	\$ 3,319,343	0.81%	38.00	\$ 3,662,430	0.87%
72230	Vocational Education Instructional Support	2.00	\$ 243,320	0.06%	2.00	\$ 250,818	0.06%
72250	Educational Technology	38.00	\$ 4,568,312	1.11%	37.00	\$ 6,136,632	1.46%
72310	Board of Education	10.00	\$ 6,197,580	1.51%	10.00	\$ 6,133,934	1.46%
72320	Office of the Director of Schools	18.00	\$ 2,252,145	0.55%	21.00	\$ 2,025,323	0.48%
72410	Office of the Principal	336.00	\$ 27,957,848	6.82%	336.00	\$ 26,171,970	6.23%
72510	Fiscal Services	35.00	\$ 3,306,129	0.81%	36.50	\$ 3,329,790	0.79%
72520	Human Resources	18.00	\$ 1,827,605	0.45%	18.50	\$ 2,115,719	0.50%
72610	Operation of Plant	13.00	\$ 25,600,767	6.24%	13.00	\$ 26,477,637	6.30%
72620	Maintenance of Plant	89.00	\$ 9,337,425	2.28%	89.00	\$ 9,731,355	2.32%
72710	Transportation	58.50	\$ 18,927,428	4.62%	34.50	\$ 19,474,601	4.64%
72810	Central and Other	2.00	\$ 385,002	0.09%	3.00	\$ 417,870	0.10%
73300	Community Services	7.00	\$ 457,731	0.11%	7.00	\$ 528,681	0.13%
73400	Early Childhood Education	47.50	\$ 2,911,806	0.71%	46.50	\$ 2,509,039	0.60%
76100	Regular Capital Outlay	-	\$ 197,000	0.05%	-	\$ 200,000	0.05%
99991	Transfer to Capital Maintenance	-	\$ 3,000,000	0.73%	-	\$ 3,000,000	0.71%
99992	Transfer to Charter Schools	-	\$ 12,853,522	3.14%	-	\$ 13,852,693	3.30%
99993	Transfer to County Debt Service	-	\$ 975,000	0.24%	-	\$ 975,000	0.23%
Grand Total		4,572.00	\$ 410,000,000	100.00%	4,592.00	\$ 420,000,000	100.00%

C. Chief Operations Officer - Dr. Justin Robertson

1. **Harrison Elementary Classroom Addition - Justin Witt

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

DATE: April 23, 2020

RE: **Harrison Elem-Classroom Addition**

We have requested design and construction proposals from Franklin Architects and P&C Construction for an additional 10 classroom expansion at Harrison Elementary that is currently under construction. If approved the costs listed below represent the maximum amount that will be added to their contracts for this scope of work:

P&C Construction: \$ 2,178,007.00

Franklin Architects: \$ 151,943.00

P&C will need approval to start work by June 1, 2020 in order to achieve substantial completion by Christmas Break, 2020.

Funding will be provided from General Fund.

I recommend approval.

Attachments: P&C Proposal
Franklin Proposal



April 15, 2020

Mr. Matthew Twitchell
Franklin|Architects
142 North Market Street
Chattanooga, TN 37405

Re: Ten Classroom Addition
Harrison Elementary School
Chattanooga, TN

Dear Matthew,

P&C Construction, Inc. proposes to complete the work for the proposed ten classroom addition at Harrison Elementary for an ADD of \$2,178,007.00. Based on 12,300 sf of building space for the classroom addition this equals \$177.07 per square foot.

Per previous discussions, based on a release date of June 1, 2020, we can achieve substantial completion of the expansion area at the Christmas break period of December 2020.

Please advise if you have any questions.

Sincerely,
P&C CONSTRUCTION, INC.

A handwritten signature in black ink that reads 'Mike Davis'.

Mike Davis
Estimator

Cc: File



142 N Market St . Chattanooga . TN 37405

423.266.1207

April 17, 2020

Mr. Justin Witt
Hamilton County Department of Education
2501 Dodds Avenue
Chattanooga, TN 37407

RE: Harrison Elementary School - Additions

Dear Mr. Witt

Thank you for this opportunity to provide a Proposal for the additions to Harrison Elementary School. Based on P&C's construction cost proposal of \$2,178,000 and the State Fee Schedule of 6.7463%; the fee would be \$146,934.03. We would also recommend Hamilton County include a reimbursable (printing and plan review fee) and in this contract. We would suggest \$5,000.

Once again, thank you for allowing us to submit this Letter of Proposal. Should you need any further information, please do not hesitate to call.

Sincerely,

Matthew T. Twitchell
Vice President

2. **East Brainerd Elementary Storm Damage - Christman Contract - Justin Witt

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

DATE: April 23, 2020

RE: **East Brainerd Elem Storm Damage-Christman Contract**

As you are aware, on April 12, 2020, a tornado caused substantial damage to East Brainerd Elementary School. As a result of this damage, the building is presently unusable. Moreover, immediate action is necessary in order to avert further damage to the property, much of which is exposed to the elements.

Simply put, time is of the essence if the Board hopes to reopen East Brainerd Elementary School and to protect the property. The Board's insurance carriers, the Tennessee Risk Management Trust and Traveler's Insurance, have been working with the Administration to speed this process, but our best estimate is that we will not be able to reopen the School before December 2020.

The Administration is requesting the Board's approval to retain Christman Constructors to serve as the construction manager over the repair efforts. The Board has previously worked with Christman; this was the contractor that built Middle Valley Elementary School on an extremely tight construction schedule. We believe they have the best chance of getting this project underway and completed in a timely fashion in order to protect the Board's interests.

We anticipate that the cost of the repairs will approach \$18 million. While this is an enormous sum, the Board's only expenditure will be \$10,000. That expense is the Board's deductible for all of the damage suffered across the County as a result of the April 19 storms.

In view of the emergency circumstances confronting the Board, and given the limited expenditure of Board funds, Tenn. Code Ann. 49-2-203(a)(3)(A) and (C)(ii) do not require the Board to bid out this project. Thus, upon the Board's approval, we can proceed with the project.

Attachments: Travelers Memo
Christman Proposal

WITT JUSTIN

From: Ellis, James <JRELLIS@travelers.com>
Sent: Wednesday, April 22, 2020 8:59 AM
To: WITT JUSTIN; chuck.mabe@christmanco.com; jeff.arlington@christmanco.com
Cc: hhenderson@tnrmt.com; Tom Stanley
Subject: FW: TN Risk: FEF3429

Importance: High

Gentlemen,

Thanks again for meeting with me, Scott Felton and our team to discuss and review the damages to East Brainerd Elementary School, incurred during the storm on 4/12/20. The Hamilton County Board of Education requested a rough order of Magnitude (ROM) to present to the school board so they could seek approval to engage Christman to complete repairs. While we are weeks away from generating an agreed scope of damage and repair costs, current direct repair cost projections range from 15 to 18 million dollars based on what is currently known, which includes the following:

- 1) Stabilization and ongoing demolition of the structure, based on an agreed scope of demolition to be provided by MBI
- 2) Temporary dry-in, to include installation of a temporary roof above the foyer at the front of the building
- 3) Temporary shoring of the 3 unsupported walls on the west side of the Gym
- 4) All work agreed upon and necessary to restore electrical and HVAC to the two undamaged wings on the west side of the building and the cafeteria
- 5) All work agreed upon and necessary as it concerns the trades of roofing, roof framing, masonry, electrical, fire protection, HVAC, plumbing, paint, cabinetry, flooring, finish and rough carpentry, acoustical, drywall, insulation, all other framing, siding, windows and doors, general conditions, agreed subcontractor and general contractor markups, through to completion and the receipt of a certificate of occupancy.

These projected repair costs do not include soft costs such as architectural/engineering or any work which has been or will be completed by Belfor. Damage exposures for contents or Extra Expense is also not factored into this projection.

The stabilization and ongoing demolition of the structure will be completed on a cost plus basis and clerked by Grecco Consulting, our retained building consultant. Monthly invoices from Christman will be audited by a forensic accountant.

Once stabilization is underway and we are able to accurately assess and reach an agreement on a full scope of damage, a divisional repair cost estimate will be generated and a final repair cost will be agreed to.

Travelers acknowledges Christman and the Hamilton County DOE will use 18 million dollars as a rough direct repair cost budget until a final repair cost can be prepared and agreed to by all parties.

As confirmed, we will await a scope of repairs from MBI and all requested itemized quotes from your subcontractors. Please let me know if you have any questions.

Thank you,

Jim Ellis | General Adjuster | Business Insurance Major Case Unit
Travelers
P.O. Box 430
Buffalo, NY 14240
Office and Cell: 919-610-6578 Fax: 866-381-6247

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April 22, 2020

Hamilton County Department of Education
455 N. Highland Park Avenue
Chattanooga, TN 37404

**RE: East Brainerd Elementary School
Hamilton County, TN**

Dear Justin,

We are saddened by the events and damage sustained to Hamilton County during the storm on April 12, 2020. As we have expressed, Christman is honored to be asked and fully committed to partnering with Hamilton County on the repairs of the East Brainerd Elementary School. We are eager to build on the long relationship we have developed with Hamilton County Department of Education including our most recent success with the accelerated project at Ganns Middle Valley Elementary School.

Based on our site visits, meetings, and understanding of the repairs needed at East Brainerd Elementary School, we are in agreement with Travelers' assessment and overall approach to the project. We would support and believe that a 18 million dollars budget at this time is appropriate. Once addition investigation and a full scope is known, we will be able to provide additional detailed cost proposals for review and approval by all parties.

Based on the demands of this project, the necessity to proceed with certain trades before a full scope and construction documents are completed, and the requirement to work together with the design consultants, we recommend a Construction Manager (CM) approach to the project. Unlike most of our CM agreements, we do not recommend using a GMP approach for the storm damage repair work at East Brainerd since the scope and extent of the work is not clear, and will not be clear for several more weeks.

We recommend using an AIA A103 Standard Form of Agreement Between Owner and Contractor where the basis of payment is the Cost of the Work Plus a Fee without a Guaranteed Maximum Price. This agreement works with the AIA A201 General Conditions which Hamilton County already utilizes.

If you have any questions, please feel free to contact me. Otherwise, we anxiously await approval from you and your Board to get started on this very important project for Hamilton County.

Sincerely,
The Christman Company

Chuck Mabe
Vice President

Phone 865-546-2440 Fax 865-546-3414 www.christmanco.com

3. **East Brainerd Elementary Storm Damage-MBI Architectural Services - Justin Witt

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

DATE: April 23, 2020

RE: East Brainerd Elem Storm Damage-MBI Architectural Services

The Administration has already asked the Board for approval to retain Christman Constructors to provide construction management services for the repair of East Brainerd Elementary School. The Administration is additionally asking the Board to approve retaining MBI to provide architectural services for this project.

The Board may recall that it retained TWH as the architects of the original East Brainerd project. MBI acquired TWH's entire design team, thus retaining MBI for this project will result in significant savings of time and cost.

Moreover, the Board is presently using MBI for the East Hamilton Middle School project, and the Administration has been very satisfied with the work.

Under the circumstances, Tenn. Code Ann. 12-4-107(a)(1)(D) permits the Board to expand the scope of its existing contract with MBI to include anticipated work on the East Brainerd project without the necessity of soliciting proposals. While the Administration has not received a specific proposal from MBI at this time, the Board's total costs on the project remain the \$10,000 referenced in the memo regarding Christman Constructors; there is no additional cost to the Board for retaining MBI.

The Administration recommends the Board retain MBI.

4. **COVID-19 Close-Out and Recommendations - Dr. Neelie Parker

IX. Information Only

A. Legal Services Report



**HAMILTON
COUNTY
SCHOOLS**

**Hamilton County Department of Education
Operations Office
3074 Hickory Valley Rd
Chattanooga, TN 37421
(423) 498-7023**

Memorandum

To: Hamilton County Board of Education

Bryan Johnson, Ed.D.
Superintendent

From: Dr. Justin Robertson, Ed.D.
Chief Operations Officer

Date: April 16, 2020

Re: March 2020 Legal Services Summary

The following reflects the legal fees paid for the month of March.

Bennett & DeCamp, PLLC (retainer)	20,000.00
Expenses (Court Reporter's Transcript)	456.25
TOTAL	\$20,456.25

X. Adjourn