KNOXVILLE
PREPARATORY
SCHOOL

Application for a Public Charter School

Category 3

Submitted to

Knox County Department of Education

Submitted by

PREP Public Schools

February 2023

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KNOXVILLE
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GENERAL INFORMATION

Name of proposed school: **Knoxville Preparatory School**

Projected year of school opening with the identified authorizer: **2024-2025**

Charter authorizer for proposed school: **Knox County Schools**

Sponsor/Sponsoring entity: **PREP Public Schools**

The sponsor is a not-for-profit organization with 501(c)(3) status: **Yes_x_**No___ In Process _____

Model or focus of proposed school: **Single gender (male) with a focus on innovation and leadership**

City or geographic community for proposed school: **Knoxville, TN**

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): **Mr. Brad Scott**

Primary Contact mailing address: **1849 Union Avenue, Chattanooga, TN 37404**

Primary Contact work telephone: **(423) 760-2735**____ Primary Contact mobile telephone: (___) _____

Primary Contact email address: **bradscott@chattanoogaprep.com**

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

Full name	Current employer and job title	Position with proposed school
Brad Scott	Chief Executive Officer (CEO) PREP Public Schools	CEO PREP Public Schools
Juan Aguinaga	Chief Academic Officer (CAO) PREP Public Schools	CAO Prep Public Schools
Diamond Kelly	Principal Chattanooga Prep	Future Chief Schools Officer PREP Public Schools
Micah Reed Bess	Chief Operating Officer (COO) PREP Public Schools	COO PREP Public Schools
Tiffany Davidson	ED Knoxville City Policy Advisory & Review Committee	Local Advisory Council member
Marcus Jackson, M.A.Ed.	COO, Boys & Girls Club of the TN Valley	Local Advisory Council member
Rick Kuhlman	Director, Knoxville Fellows	Local Advisory Council member
Golden Littlejohn	Community resident and parent	Local Advisory Council member
Dasha Lundy	Co-owner, The Women LLC	Local Advisory Council member
Javiette Samuel	Assistant Vice Chancellor for Diversity and Engagement and Director of Community Engagement and Outreach	Local Advisory Council member
Jeff Talman	VP of Mortgage Lending, Guaranteed Rise	Local Advisory Council member
Amber Williams	Higher Education Professional, University of Tennessee	Local Advisory Council member
Level Field Partners	Not Applicable	Partner
Charter School Growth Fund	Not Applicable	Funder

Does the proposed school intend to contract or partner with a charter management organization (CMO)?

X Yes ☐ No | If yes, identify the CMO or other partner organization: **PREP Public Schools**_____

Does this applicant have charter school applications under consideration by any other authorizer?

☐ **Yes** **x No**

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

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

Indicate Applicant Type: (Please check only one box)

☐ New-Start Applicant (Category 1)
☐ Sponsor of Existing TN School Proposing New School with Change in Focus/Grade (Category 2)
☐ Out-of-State Sponsor (Category 2)
☐ New Sponsor Proposing Multiple Schools (Category 2)
x Sponsor of Existing TN School Proposing to Replicate (Category 3)
☐ Sponsor of Existing School in the ASD Seeking Authorization from Its Home LEA (Category 4

ASSURANCES

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (Tenn. Code Ann. §§ 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 Tenn. Code Ann. § 49- 6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. § 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 Tenn. Code Ann. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Brad Scott

Printed Name of Authorized Representative

CEO

Title of Authorized Representative

EXECUTIVE SUMMARY

School Plan

PREP Public Schools proposes opening Knoxville Preparatory School (Knox Prep), an all-boys charter school with a focus on innovation and leadership. Knox Prep will open in 2024-25 with 105 sixth grade students and add one cohort of students until the school reaches full capacity in 2030-31, serving 700 students in grades 6-12. Knox Prep will be PREP Public Schools' first replication of Chattanooga Prep (Chatt Prep), a Tennessee Value-Added Assessment System (TVAAS) Level 5 School with a similar focus and grade structure.

Mission and Vision

Knox Prep's mission is to engage young men in a rigorous yet supportive, single-gender learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers. The school is driven by its vision, to inspire and empower young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifelong learning and success.

Academic Focus and Plan

Knox Prep will prepare students for postsecondary experiences and careers of their choice through implementation of the following five components.

1. **Rigorous Instruction**: Our comprehensive, college preparatory, standards-aligned curriculum is centered around themes of innovation and leadership.
2. **Data-driven decisions**: Our assessment program will inform excellent, post-secondary readiness instruction while providing predictable, trackable data points to support effective practices across an expanding network.
3. **Targeted support** based on student's academic, social-emotional, and health needs: Knox Prep will proactively identify, plan, and support all students' needs by getting to know and understand each one of our students.
4. **Individualized Learning:** Individualized learning will ensure students work on mastering content and skills in their own zone of proximal development.
5. **Cultural Relevancy:** Knox Prep will ensure our boys interact with curriculum and participate in activities that they relate to in their daily life. Partnerships with business, social, civic and cultural organizations will extend boys' educational experiences into the broader community.

Geographic and Population Considerations

The impetus for PREP Public Schools to open a campus in Knoxville was informed by demand from local families and community members. While Knox Prep will be open to all boys in Knox County, recruitment efforts will be focused on the communities serving the greatest concentrations of students living in poverty and the highest percentages of students with academic learning deficits. The school has been intentionally designed to help boys and young men living in the urban core of Knoxville/Knox County (particularly students living within twelve minutes of our proposed location: students living in the Western Heights and Old North Knoxville neighborhoods). Although 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 poor resources, learning deficits, and mounting barriers to academic progress. Knox Prep's proposed location and community have been purposefully selected to closely mirror the student population at Chatt Prep in the percentage of black and low-income students. Compared with their peers county-wide, our target students are not likely to be proficient in reading and in math; they are likely to drop out of school; they are likely to experience school

discipline in the form of a suspension or expulsion; they are likely to live in a low-income household. About 92 percent of Knox County's population aged 25 years or older has a high school education or higher, with more than one-third (39 percent) holding a bachelor's degree or higher, and 15 percent completing a graduate or professional degree. However, education levels of residents holding a high school diploma are lower in the target neighborhoods: 66.1% of adults in Western Heights have completed high school, which is 23.7% lower than the national average. 83.5% of adults in Old North Knoxville have completed high school, which is 6.3% lower than the national average.

At this time, nearly a quarter of high school students don't graduate from high school. Data[1] shows a 76.4% graduation rate at Fulton High School, the high school in closest proximity to our target students' homes – just over one mile from our proposed facility at 967 Irwin Street. Research shows that parents' education level has a significant impact on their children's success. The Inside Higher Ed study found students from no-degree families who did go to college directly after high school had a difficult time finishing school, a fact that may be attributed to the lack of an education role model. There is also a correlation between parents' education level and families' income level. According to the National Center for Children in Poverty (NCCP), the less education a parent has, the more likely the family will be considered "low-income."

The proposed neighborhoods have a higher rate of childhood poverty. Approximately 84% of children in the target neighborhoods live in poverty. The median household income ($19,787) of the Western Heights census tract is less than the Knoxville median household income and about one-third the median household income of Knox County. The median individual income in Western Heights is $16,853 and $25,918 for residents of Old North Knoxville, compared to $55,266 in Knox County. $29,134.45 is the average household income of the 1,014 male students currently (07-01-22 thru 01-13-2023) being served at the Boys & Girls Clubs of the Tennessee Valley where Knox Prep will open (See E for an MOU regarding this facility). According to the Western Heights Transformation Plan (WHTP),[2] 65% of residents need emergency pantry food. Housing costs continue to rise, which could be an affordability risk that leads to displacement of families; however, KCS enrollment data shows high school enrollment rates continue to increase. Poverty negatively impacts students in a variety of ways, including like health issues stemming from a non-nutritional diet, homelessness, lack of food, or the inability to receive medical treatment for illnesses. These factors often place more stress on a student, which can negatively impact the student's ability to succeed in a school.[3]

Knoxville's black poverty rate has risen over the years and at 42%, is the highest in the entire Southeast of cities its size - exceeding the black poverty rates of Memphis, Chattanooga and Atlanta.[4] Almost half of African-American Knoxvillians can barely put food on the table and are unemployed at a higher rate than whites despite their much lower population numbers.[5] The racial

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[1] https://tdepublicschools.ondemand.sas.com/school/004700090/performance/gradRate
[2] https://issuu.com/urbandesignassociates/docs/westernheightstransformationplan
[3] https://www.nassp.org/poverty-and-its-impact-on-students-education/
[4] https://www.knoxnews.com/story/opinion/2019/10/17/poverty-continues-death-trap-knoxvilles-black-residents/3977212002/
[5] Ibid

makeup of the Western Heights neighborhood is predominantly African-American.[6] While there is a white population, whites and African Americans remain mostly segregated.[7] The community reports safety concerns.

- According to 40.85 UCR Part 1[8] violent crimes per 1,000 residents in Beat 72 (3-year average; 73.9% higher than the average rate for the City of Knoxville).
- Just 20% of residents feel neighborhood safety is good or very good and 35% of residents feel children are safe to play and gather outdoors.
- While adult residents state they love their friendly neighbors and organizations such as places of faith and the Boys & Girls Club, they state the community lacks a community support system. Further, there is limited availability of economic opportunity.

Challenges

The PREP Public Schools model has been intentionally designed to help boys and young men living in urban core overcome barriers that, all too often, create stumbling blocks to academic achievement. The purpose of the school is to change the lives of young men who face multiple challenges to academic success. We are committed to ongoing recruitment and outreach efforts to sustain enrollment, long term community development and will provide resources in partnership with business, social, civic and cultural organizations as well as places of worship to counter the impact of poverty and bolster community cohesion and extend boys' educational experiences into the broader community. Each student is paired with a mentor. To address the challenge of low academic performance, Knox Prep offers academically underperforming boys an academic option that has been carefully designed to accelerate learning to proficient and advanced levels. The focus on development of the "whole child" includes intensive social/emotional supports available on-site and integrated into the school model.

Capacity

KPS's charter will be held by PREP Public Schools, Inc. PREP Public Schools (or "PREP Schools") is governed by strong and experienced board members who have the capacity to monitor and provide oversight of the school's academic, administrative, and fiscal operations. The board members represent a cross-section of dedicated and experienced educators, community leaders, business and organizational leaders who share a belief in the network's mission (Section 2.14). The network's leadership team members, including a Chief Executive Officer, Chief Academic Officer, Chief Operating Officer, and school Principal (future Chief Schools Officer) have the collective capacity to support PREP Schools' growth plan and operate academically, operationally, and financially successful schools. Leadership team members have successfully implemented the program in Chattanooga and continue to receive the training and support needed to effectively transfer DNA to the KPS principal. Data, showing the model we plan to replicate has proven effective with a similar student population (See Attachment Q), provides evidence that the proposed leadership team has the capacity to garner similar results with a similar student population in Knox County. Finally, the school is supported by a local advisory council composed of community members that reflect the ethnic, racial and economic community in the geographic area served by the school. Each board, leadership and advisory council member leverages their expertise to help KPS achieve its goals.

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6 https://trace.tennessee.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1097&context=utk_chanhonoproj

7 https://www.sciencedirect.com/science/article/abs/pii/S014362281100066X

8 https://issuu.com/urbandesignassociates/docs/westernheightstransformationplan

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SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.2 Enrollment Summary

In this section:

(a) Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.

(b) Provide a rationale for selecting the community where the proposed school will be located.

(c) Discuss the academic performance and enrollment trends of existing schools in that community.

(d) Describe the specific population of students the proposed school intends to serve.

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

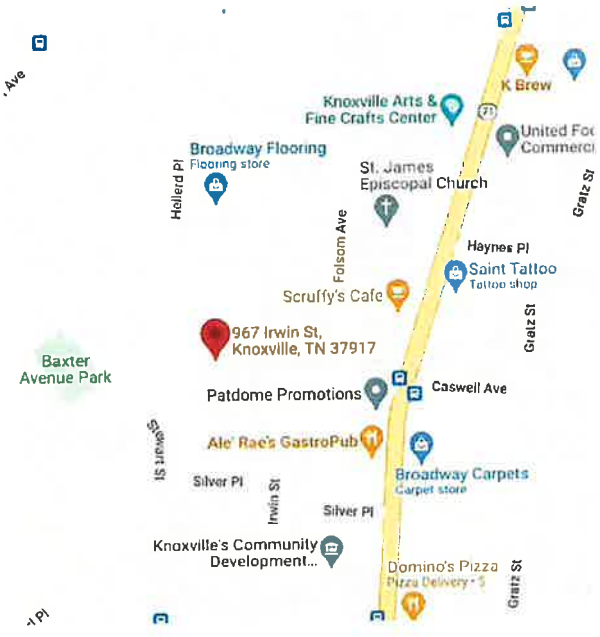
(f) If you are the sponsor of an existing school, describe

- *any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and*
- *how the community for the proposed school is similar and/or different from the community that you currently serve.*

(g) Complete the enrollment summary and anticipated demographics charts below.

Proposed Community

In direct response to community demand and need, Knox Prep plans to be centrally located at 967 Irwin Street in District 2[9] or Region 5[10] of the newly organized Knox County Schools within the Old North Knoxville neighborhood and in close proximity to and serving the Western Heights community. Knox Prep will sit approximately two miles to the west of downtown Knoxville. Knoxville is known for its beautiful views of the Smoky Mountains and its downtown, the heart and soul of East Tennessee. The Western Heights neighborhood features a special artistic and liberal arts heritage. The neighborhood, sometimes referred to as Beaumont, is just north of Knoxville College, a respected liberal-arts institution for African American students. It attracted many of the nation's African American elite intellectuals, from



[9] https://www.kgis.org/portal/OnlineTools/SchoolZoneSearch.aspx
[10] https://www.knoxschools.org/region5

George Washington Carver to WEB Dubois and Martin Luther King.[11] Knoxville is a city with a rich history and a bright future – a community with boundless capacity for innovation, transformation, and economic prosperity. Unfortunately, disinvestment, physical barriers, residential and commercial vacancies, and concentrated poverty have kept the neighborhood from realizing its full potential.[12]

Knox Prep seeks to be authorized by Knox County Schools (KCS), the third largest school district in the state of Tennessee. As stated in the 2021-22 school report card, Knox County Schools serves nearly 59,000 (58,873) students in 91 traditional public schools. The county includes one charter school. According to 2021-22 report card data, the majority (67%) of KCS students are white, 3% are Asian, 17% are African American/black, 12% Hispanic/Latino, 21% are economically disadvantaged, 8% are English learners, slightly more than half (51.6%) are male and 14% are students with disabilities.

KCS is committed to providing their students with the instruction, resources and support they need to achieve their goals .[13] Investing in students not only helps them as individuals but also ensures a vibrant future for all of Knox County. However, in accordance with Tennessee's accountability system, as well as federal and state law, the Tennessee Department of Education designated KCS In Need of Improvement for 2021-22. Six other districts - four of which are in East Tennessee - also ranked in the bottom 4 percent of all districts.[14] Districts receive an In Need of Improvement designation if their overall score falls in the bottom five percent of districts. While academic growth and chronic absenteeism were two areas identified as significantly impacting KCS's score, the district superintendent highlighted the opportunity "to redouble efforts to serve every child in Knox County and ensure they receive the highest-quality education."[15]

While Knox Prep will be open to all boys in Knox County, the school has been intentionally designed to help boys and young men living in the urban core of Knoxville / Knox County overcome barriers that, all too often, create stumbling blocks to academic achievement. Therefore, the location and community has been purposefully selected to closely mirror the student population at Chatt Prep with 80% of students living in low-income families[16], 62% African American/black, 34% Hispanic/Latino, 4% white and 100% male. We anticipate the school's student population will be more similar to the student demographics at the county's only charter

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[11] https://issuu.com/urbandesignassociates/docs/westernheightstransformationplan
[12] Ibid.
[13] https://www.knoxschools.org/
[14] https://www.knoxnews.com/story/news/education/2022/09/15/superintendent-jon-rysewyk-community-must-help-lift-up-knox-county-schools/10369679002/
[15] https://www.knoxschools.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=53858&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=175407&PageID=1
[16] TN 2021-22 report card inaccurately reports the economically disadvantaged student enrollment rate. Seventy-eight percent (78%) of Chatt prep students are economically disadvantaged.

school, Emerald Youth Academy (EYA). EYA, serving nearly 500 students in grades K-8, has a different demographic population than KCS with 54% of students economically disadvantaged (+33%), 77.3% black (+60%),14% Hispanic (+2%), 13.7% white (-54%) and 12.6% students with disabilities (-1.5%). Knox Prep has a unique positioning to offer Knox County families additional school choice with the county's second charter school and the first all-boys public school aimed to build men of tomorrow.

Recruitment and outreach efforts will target families of students living[17] and/or attending schools located within twelve miles of the proposed Knox Prep facility with 2021-22 report card data showing one or more of the following:

1. Students are not meeting grade level academic standards on the Tennessee Comprehensive Assessment Program or TCAP (i.e, an achievement score below 2.5);
2. Students are not demonstrating expected progress or growth from one year to the next compared to other students across the state using Tennessee Value-Added Assessment System or TVAAS data (i.e., composite growth score of 2 or below);
3. Student growth is far below expectation (i.e., composite growth score of 1);
4. The school has been named a focus school, falling within the bottom five percent for their weighted overall accountability scores for any given student subgroup or any given racial or ethnic group (i.e., Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI)) during 2021-22; and/or
5. The school has been named a priority school due to multiple years of low academic performance.

School zones (in School Board Districts 1[18] and 2) that our target student population are most likely to attend include the following elementary, middle, and high schools:

- **Elementary Schools:** *Pond Gap ES* (ATSI), West Hills ES, *West View ES*, Pleasant Ridge ES, Norwood ES, Mooreland Heights ES, Ritta ES (ATSI), Gibbs ES (TSI), Inskip ES (ATSI), *Maynard ES*, *Lonsdale ES* (Priority), Belle Morris ES, *Sarah Moore Green ES* (ATSI), Spring Hill ES (ATSI).
- **Middle Schools:** Bearden Middle (ATSI), *Vine Middle School* (Priority), Gresham MS (ATSI) and Northwest MS (ATSI).

High Schools: *Austin East High* (Priority) and Fulton High (TSI).

Knox Prep will also be in close proximity to Knoxville College. At the time of submission, Knox Prep is in communication with Knoxville College leadership about potentially leasing the old Knoxville College football field for athletic space.

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[17] Knox Prep will work to bring students that are leaving the neighborhood to attend schools beyond our attendance zone
or to attend private schools (20-30 miles out of the community) back into the district bounds.

[18] Note: Schools physically located in District 1 are italicized in this list (https://www.knoxschools.org/1st).

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School Name Enrollment	Region	Distance from Knox Prep (in miles)	ACCT Status	Overall Success Rate (math and ELA) Achievement Score	ELA Success Rate	MATH Success Rate	Science Success Rate	Growth			
								Comp	ELA	Math	Sci
ELEMENTARY SCHOOLS											
Bearden ES 342	1	7.2		56.9% 3.4	All 54.5 BHNA 34.1 ED 37.2 W 67.2	All 57 BHNA 28.2 ED 36.6 W 67.9	All 58.9 BHNA 30 ED 32.6 W 67.3	3	3	3	4
Pond Gap ES 357	1	7.1	ATSI	14.8% 1.7	All 17.5 BHNA 15.7 ED 14 W 22.4	All 10.7 B 6.6 ED * BHNA	All 17 BHNA 14 ED 14 W 22.4	3	3	3	2
Rocky Hill ES 701	1	11		65.9% 3.3	All 68.7 W 73.9 BHNA 35.4 ED 23.3	All 63 W 66.4 BHNA 35.4 ED 20	All 69.6 BHNA 37.5 ED 36.7 W 75	4	3	3	3
Sequoyah ES 474	1	5.6	Reward	75.8 4	All 79 W 78.7 BHNA 60 ED *	All 72.2 W 72.4 BHNA 90 ED *	All 79 BDHA 80 ED W 78.7	5	4	5	3
West Hills ES 694	1	9.1		37.8 2.9	All 42. BHNA 25.2 ED 31.3 W 52.2	All 32 BHNA 15.5 ED 23.4 W 42.1	All 42 BHNA 25.2 ED 31.3 W 52.2	1	3	1	3
West View ES 194	1	2.6		11.7 2	All 14.5 BHNA 9.5 ED 13.4 W 25	All 8.2 BHNA 6.2 ED * W 11	All 14.5 BDHA 9.5 ED 13.4 W 25	3	4	1	1
West Haven 322	2	4.3		22.4 2.8	All 24.8 BHNA 13.5 ED 26.7 W 38.9	All 19.4 BHNA 15.7 ED 16.7 W 23.6	All 26.8 BHNA 15.7 ED 21.7 W 40.8	4	5	3	2
Pleasant Ridge ES 280	2	5.6		32.6 4	All 38.9 BHNA 37 ED 36.1 W 41.1	All 25 BHNA 18.1 ED 25 W 31.5	All 38.9 BHNA 37 ED 36.1 W 41.1	3	3	3	3
Norwood ES 471	2	4.3		19 1	All 20.4 BHNA 16.1 ED 12 W 29.2	All 17.5 BHNA 12.6 ED 13.9 W 27.3	All 27 BHNA 23.8 ED 18.7 W 32.3	5	3	5	5
Mooreland Heights 312	2	4.9		11.3 .87	All 14.6 BHNA 7.5 ED * W 22.1	All 8.4 BHNA 5 ED * W 12	All 16.1 BHNA 7.5 ED 5.6 W 25.3	1	2	1	3
Ritta ES 543	3	5.2	ATSI	28 2.4	All 32.4 BHNA 21.7 ED 22.7 W 37.1	All 24.3 BHNA 21.7 ED 20 W 25.3	All 32.5 BHNA 25.3 ED 26 W 35.8	1	3	1	3
Gibbs ES 867	3	7.6	TSI	38.8 2.7	All 36.6 BHNA 33.3	All 40.6 BHNA 32.5	All 49.9 BHNA 32.5	1	1	1	2

Inskip ES 494	4	12	ATSI	12.6 1.3	All 15.8 BHNA 12.8 ED 12.7 W 23.4	All 9.5 BHNA 7.5 ED * W 14.8	All 16.8 BHNA 15.3 ED 12.3 W 20.6	3	3	3	2
Maynard ES 110	4	3.4		7.5 2	All 10.3 BHNA 10.9 ED 9.8 W 9.1	All * BHNA * ED * W *	All * BHNA * ED * W 9.1	4	4	4	3
Lonsdale ES 313	5	1.4	Priority	12.5 1	All 15.7 BHNA 15.7 ED 16.7 W 14.3	All 9.1 BHNA 8.7 ED 8.6 W 14.3	All 11.2 BHNA 11.4 ED 12.8 W 7.1	3	3	2	1
Beaumont Magnet 562	5	2.4		44.7 2.6	All 50.9 BHNA 24.8 ED 15.5 W 75.7	All 40.7 BHNA 16.4 ED 8.3 W 62.8	All 54.4 BHNA 30.6 ED 21.2 W 75.7	5	5	3	3
Belle Morris 418	5	1.1		17.8 1.7	All 19.3 BHNA 16.4 ED 14.4 W 24.6	All 14.8 BHNA 9.4 ED 9.8 W 24.2	All 21.7 BHNA 16.9 ED 16.1 W 30.3	3	3	3	1
Christenberry 422	5	1.5		28.5 2.6	All 27.2 BHNA 14.5 ED 21.1 W 51.4	All 29.5 BHNA 20.2 ED 25.9 W 47.1	All 38.7 BHNA 24.8 ED 34.6 W 63.8	5	4	5	5
Sarah Moore Green ES 490	5	1.8	ATSI	10.6 1.1	All 11.5 BHNA 9.9 ED 9.5 W 23.8	All 9.5 BHNA 7.2 ED 7.2 W 28.6	All 12 BHNA 10 ED 9.5 W 28.6	1	1	2	1
Spring Hill ES 470	5	3.0	ATSI	36.4 3	All 31.7 BHNA * ED 22.2 W 35.8	All 45.2 BHNA * ED 33.3 W 50.9	All 41 BHNA * ED 38.5 W 41.8	3	2	3	3

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MIDDLE SCHOOLS											
School Name Enrollment	Region	Distance from Knox Prep (in miles)	ACCT Status	Overall Success Rate (math and ELA) Achievement Score	ELA Success Rate	MATH Success Rate	Science Success Rate	Growth			
								Comp	ELA	Math	Sci
Bearden MS 1197	1	8.8	ATSI	32.1 1.6	All 37.6 BHNA 16.3 ED 15.1 W 48.5	All 26.3 BHNA 10.3 ED * W 34.5	All 39.9 BHNA 19.6 ED 17.6 W 51.3	1	1	1	2
Vine MS 5 447	5	1.9	Priority	10.5 1.6	All 11.2 BHNA 5.6 ED 5.3 W 35.1	All 10.6 BHNA 5.4 ED 6.4 W 32.5	All 12.5 BHNA 8.3 ED 9.6 W 33.8	1	1	3	1
Gresham MS 779	4	4.6	ATSI	28.1 1.8	All 33.5 BHNA 18.8 ED 16.7 W 41	All 22.8 BHNA 12.1 ED 10.7 W 27.9	All 34.9 BHNA 21.6 ED 19.8 W 42.1	1	1	1	3
Northwest MS 774	2	5.1	ATSI	10.5 1.3	All 14.6 BHNA 10.9 ED 13.3 W 21.1	All 6.8 BHNA 5.5 ED 6.2 W 9.6	All 17.8 BHNA 14.5 ED 15.4 W 24.2	1	1	1	1
Emerald ACS 656	x	1.6		22.9 2	All 23.5 BHNA 21.5 ED 17.7 W 36.8	All 21.5 BHNA 17.7 ED 17.7 W 47.4	All 23 BHNA 20.5 ED 18.3 W 40.5	3	3	3	3

CHATT PREP											
School Name Enrollment	Region	Distance from Knox Prep (in miles)	ACCT Status	Overall Success Rate (math and ELA) Achievement Score	ELA Success Rate	MATH Success Rate	Science Success Rate	Growth			
								Comp	ELA	Math	Sci
CHATT PREP 296	x	x		20.7 2.8	All 20.7 BHNA 18.9 ED 15.1 W < 5	All 20.9 BHNA 19.2 ED 15.3 W 63.6	All 21.6 BHNA 19.9 ED 15 W 63.6	4	5	3	3

HIGH SCHOOLS											
School Name Enrollment	Region	Distance from Knox Prep (in miles)	ACCT Status	Overall Success Rate (math and ELA) Achievement Score	ELA Success Rate	MATH Success Rate	Science Success Rate	GROWTH			
								Comp	ELA	Math	Sci
West HS 1525	1	4.0		36.9 2.4	All 45.5 BHNA 23.3 ED 18.3 W 60.3	All 26.6 BHNA7.8 ED * W 38.9	All 54.4 BHNA 27.8 ED 23.5 W 70.1	5	4	5	5
Bearden HS 2048	1	9.7		42.6 2.5	All 53.5 BHNA29.8 ED 27.2 W 59.9	All 30.2 BHNA 15.2 ED 13.2 W 33.4	All 64.1 BHNA 42.7 ED 30.8 W 68.8	3	2	5	5
Austin East 656	4	2.8	Priority	* 1.3	All 10.1 BHNA 9.3 ED 8.1 W 18.5	All * BHNA * ED * W 5.6	All 7.8 BHNA 7.9 ED 7.1 W 7.1	1	2	1	1
Fulton HS 922	5	1.3	TSI	8.7 1	All 14.9 BHNA 11.1 ED 10.7 W 24.6	All * BHNA * ED * W 7.7	All 22.6 BHNA 19.4 ED 18.3 W 29.5	1	1	3	3

***data suppressed**

Further, data above includes the schools' success rates across targeted racial/ethnic and socio-economic student groups. In all schools, the Black or African American/Hispanic/Native American (BHNA) students and economically disadvantaged (ED) students are outperformed by the All-Student group (All) or white (W) peers. Knox Prep seeks to serve the most historically underperforming students. To address the disparities in success across student groups, recruitment strategies will emphasize schools serving a higher rate of low-income children of color, including students zoned to attend Pond Gap ES, Maynard ES, Sarah Moore Green ES, Spring Hill ES, Vine MS, and Austin East High School. (Demographics are provided in the table below.)

KNOXVILLE
PREPARATORY
SCHOOL

STUDENT DEMOGRAPHICS						
	Black or African American	Economically Disadvantaged	English Learner	Students with Disabilities	WHITE	HISPANIC / LATINO
Tennessee 967,356	24	30	8	13	60	13
Knox County 58,873	17	21	8	14	67	12
ELEMENTARY SCHOOLS						
Bearden ES 342	33	20	14	10	64	9
Pond Gap ES 357	49	53	14	21	28	21
Rocky Hill ES 701	5	7	5	12	83	7
Sequoyah ES 474	6	<5	<5	7	91	<5
West Hills ES 694	22	26	12	16	58	16
West View ES 194	39	55	19	11	29	32
West Haven 322	29	31	24	12	42	26
Pleasant Ridge ES 280	23	#	18	12	54	21
Norwood ES 471	33	46	25	15	31	36
Mooreland Heights 312	40	54	7	18	49	11
Ritta ES 543	18	20	<5	16	72	8
Gibbs ES 867	9	19	<5	17	90	<5
Inskip ES 494	43	47	18	14	33	23
Maynard ES 110	80	84	<5	14	19	<5
Lonsdale ES 313	30	41	#	12	6	63
Beaumont Magnet 562	28	32	14	14	53	18
Belle Morris 418	34	48	20	16	35	31
Christenberry 422	32	49	20	15	40	27
Sarah Moore Green ES 490	76	57	<5	15	12	11
Spring Hill ES 470	49	43	16	17	12	21

MIDDLE SCHOOLS						
	Black or African American	Economically Disadvantaged	English Learner	Students with Disabilities	WHITE	HISPANIC / LATINO
Bearden MS 1197	22	25	11	13	61	14
Vine MS 447	70	58	14	16	17	12
Gresham MS 779	23	30	6	15	62	12
Northwest MS 774	32	45	25	16	34	32
HIGH SCHOOLS						
	Black	ED	English Learner	SWD	WHITE	HISPANIC / LATINO
West HS 1525	25	20	6	10	60	12
Bearden HS 2048	76	10	5	12	76	9
Austin East 656	84	54	11	25	9	7
Fulton HS 922	37	47	18	18	31	31

Within the target middle schools, the chronically out of school rate is 34.5%; seven and a half percent (7.5%) higher than the Knox County-wide average of 27% and 14.17% higher than the state average of 20.3%. Additionally, in the target area high schools, the chronically out of school rate averages 49.15%, and nearly half of the target high school students are missing 10% or more of instructional days. Not only is attendance a predictor of drop out, but also, "the correlation between attendance and dropout rates has important ramifications that go beyond the classroom. Compared to their peers who graduate, students who fail to complete their high school education are more likely to live in poverty, suffer poor health, and become involved in the criminal justice system."[19] Therefore, target area students are at tremendous risk for school drop-out.

The 4-year graduation rate for the Austin East High School is 75.2% and 76.4% at Fulton High School- meaning a full one-quarter of 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 between 12.7%- 18.4%, significantly higher than the cohort dropout rate county-wide (5.4%) and more than double the cohort dropout rate across the state of Tennessee (7.9%). Further,

[19] https://soeonline.american.edu/blog/importance-of-school-attendance/

boys attending the target schools – particularly low-income children of color – also experience disproportionate rates of suspension and expulsion when compared to Knox County and state norms. The average male out of school suspension rate across target high schools is 24.5%, nearly 4 times the male suspension rate county-wide (6.7%) with data showing certain groups of students are disproportionality suspended including students of color (except Asian students) and students from low-income families.[20]

Student Achievement Summary

Across all grade levels and content areas, target students (particularly low-income students of color) score considerably lower on achievement assessments than their counterparts county-wide. Not surprisingly, achievement disparities that begin in elementary school continue to widen across target area students' school careers.

Elementary & Middle Schools: Across all content areas, the percentage of 3rd – 8th grade students who are performing below basic or at basic is significantly higher than the proportion of students who attain proficient or advanced skill levels. Compared with achievement scores county and state-wide, target area students are significantly more likely to perform below basic in math, reading / language, and science. In 3rd – 5th grade mathematics, less than one-fifth (19.5%) met or exceeded expectations and less than one quarter (23%) met or exceeded expectations in ELA. At the target area middle schools, approximately 75% of students are not meeting expectations in ELA and approximately 83% of students are not meeting expectations in mathematics. When students do not have the fundamental background knowledge for proficiency in math, it is impossible for them to succeed in more advanced coursework. Likewise, lacking a strong foundation in basic literacy, students struggle with all content areas. Student learning deficits in literacy and mathematics conspire to create stumbling blocks in general science which is reflected in the fact that only about one quarter (26%) of students are meeting expectations.

While achievement scores, which measure student mastery of grade level standards, are an important factor in measuring student learning, they don't fully reflect a teacher's or school's impact on student learning. Therefore, in addition to achievement scores, TN calculates student progress or growth using TVAAS and comparing a student's performance on a state assessment to the performance of peers who have a similar testing history. The difference between how a student would be expected to perform and his or her actual performance results in an annual measure of growth.[21] Growth data acknowledges that students start each year with different levels of knowledge or skill; measuring growth can demonstrate how well the school is helping each of its students learn, whether they are ahead of or behind their peers. TVAAS data (growth scores) shows students in half (9 of 18) of our target elementary and middle schools are making less

[20] https://learningpolicyinstitute.org/product/crdc-school-suspension-report
[21] https://tnscore.org/wp-content/uploads/2018/10/TVAAS_PolicymakerBrief2017.pdf

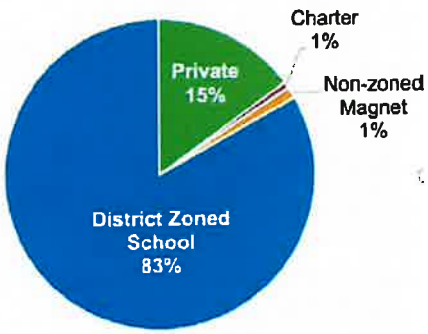
growth than expected, indicating teachers, particularly those at our target middle schools, are not sufficiently helping all students make academic gains in ELA or math.

High Schools: The achievement deficits that begin early for target area students create roadblocks to achievement in high school and limit students' postsecondary and career opportunities. In ELA, approximately 10% of Black/Hispanic/Native American students and economically disadvantaged students are meeting expectations. In math, the achievement outcomes are bleak with less than ten percent of students meeting math expectations. As the trajectory of student achievement in literacy and mathematics flatlines during high school, it becomes nearly impossible for students to succeed in science courses which require learners to draw on fundamental math skills, understand a complex new vocabulary, and read and analyze a variety of written information. In science, far less than a quarter of target area high schools are proficient or advanced.

(b) Provide a rationale for selecting the community where the proposed school will locate.

Location Rationale

The impetus for PREP Public Schools to open a campus in Knoxville was informed by demand from the local community. In response to this demand, the PREP Public Schools' leadership team conducted an enrollment landscape analysis to both affirm replication in Knoxville was sensible and to support identification of the neighborhood of location. City-wide factors that were considered included birth rates, under 18 population, housing prices, and stability in public school enrollment. The team reviewed school choice options across Knoxville, including number of charter schools and magnet schools, waiting lists at these schools, enrollment requirements, as well as achievement (TCAP) and growth data (TVAAS) composite scores across the regions. Regions of the city were explored to assess level of opportunity across indicators of enrollment trends and academic performance. PREP Public sought the location that would present the strongest opportunities (e.g., magnet school in highest demand, lowest TVAAS composite scores and the greatest diversity in student demographic profile).



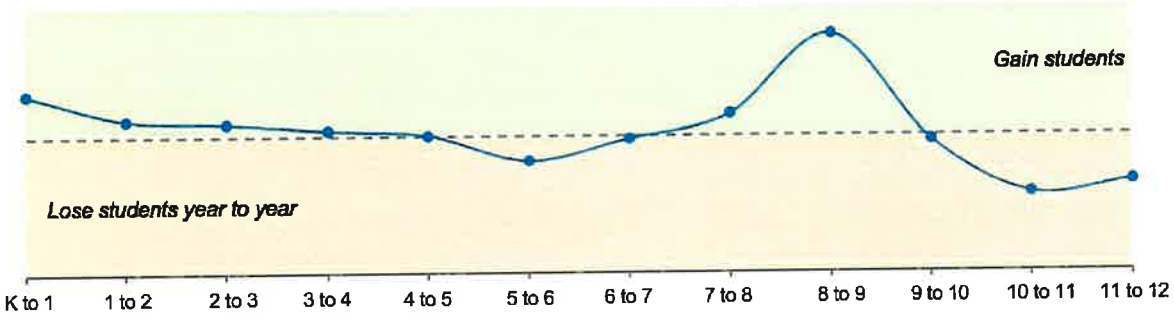
Findings from the landscape analysis provided rationale for choosing to open in close proximity to the Western Heights community. Rationale includes the following:

Few students currently exercise choice in Knox County.

- Census estimates of private school enrollment indicate they are the main form of choice behavior in Knox County, at around 10,500 students,[22]
- However, private school tuition typically makes this an unaffordable option for students living in low-income families. Because Knox Prep would be a tuition-free public school, it would be a financially sound option for the target population.

Knox County attracts more students than it loses across elementary and in 8th and 9th grades. Knox typically loses the highest proportion of students in the 11th and 12th grades. These rates indicate that students may leave KCS for other options in middle school, who then potentially return for high school. Further, regional comparison enrollment data showed opening new middle schools has had a significant impact on overall district/region enrollment. When new middle schools opened in 2019, both in district 8 and district 6, middle school enrollment increased (13.8% and 39.3%) significantly.

2016-17 to 2021-22 grade-level matriculation rates



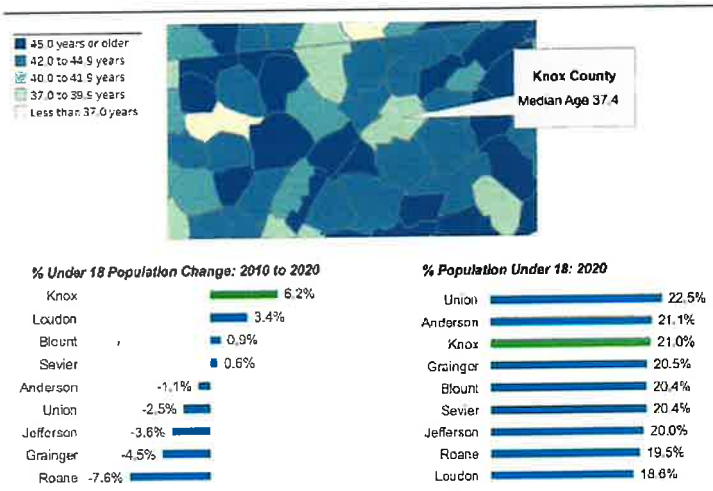
Knox Prep seeks to serve young men residing in an urban catchment area who struggle with multiple barriers to academic achievement and opportunity. As shown in the table below (based on State of TN and district data), Districts 1 and 2 are substantially more racially diverse than the rest of the district. While these young men are zoned to low performing schools in both Districts 1 and 2 (See list of schools above), District 1 schools had the lowest weighted average TVAAS composite score (1.88 with a high of 4.26) while District 2 scores highly across most indicators but has experienced some below-average TVAAS composite scores. Further, TN data shows large demographic differences across board districts; and (as seen below), District 1 is the most racially diverse. District 1 is the only district that is less than 50% white, with a 53% black

[22] Source: MNPS 2021 October Count data; U.S. Census 2019 Private School Enrollment

enrollment rate and the highest economically disadvantaged population (54.4) and considerably larger (13.3%) population of students with Limited English proficiency (LEP).

Board District	Black %	Latinx %	White %	EcoDis %	LEP %
1	53.4% (+5.6%)	14.5% (+30.0%)	30.5% (-28.7%)	54.4%	13.3%
2	27.3% (-3.1%)	19.5% (+58.7%)	51.4% (-19.3%)	42.2%	13.3%
3	16.6% (-1.7%)	13.8% (+28.9%)	64.9% (-9.4%)	23.1%	9.9%
4	16.1% (-10.6%)	9.0% (+22.5%)	70.0% (-1.7%)	19.7%	6.8%
5	4.1% (-18.3%)	6.6% (+8.8%)	77.3% (-2.2%)	5.4%	5.6%
6	13.3% (+4.3%)	13.7% (+53.1%)	69.6% (-3.6%)	20.3%	8.2%
7	5.9% (+44.6%)	9.7% (+43.5%)	82.2% (-14.1%)	23.1%	5.4%
8	8.0% (-19.5%)	4.9% (+26.4%)	84.8% (+2.4%)	25.5%	2.8%
9	19.4% (-24.8%)	7.0% (+4.6%)	71.5% (-22.8%)	41.0%	3.5%

Additionally, data shows, while Knox County's seniors are going to college at a higher rate (60%) than the state (52.8%), East Tennessee has seen fewer and fewer students going to college or technical school right after they graduate from high school.[23] The overall college-going rate for all students in East Tennessee dropped from 61% to 53%, closely mirroring the state average. However, for black students, it's fallen from 58% to 48%, and for Latino students, it's dropped from 47% to 37%. Looking at men and women going to college right after graduating, fewer men continue to go to college than women. More than 52% of men chose not to attend college or trade school right after graduating from high school, compared to about 41% of women deciding not to enroll.

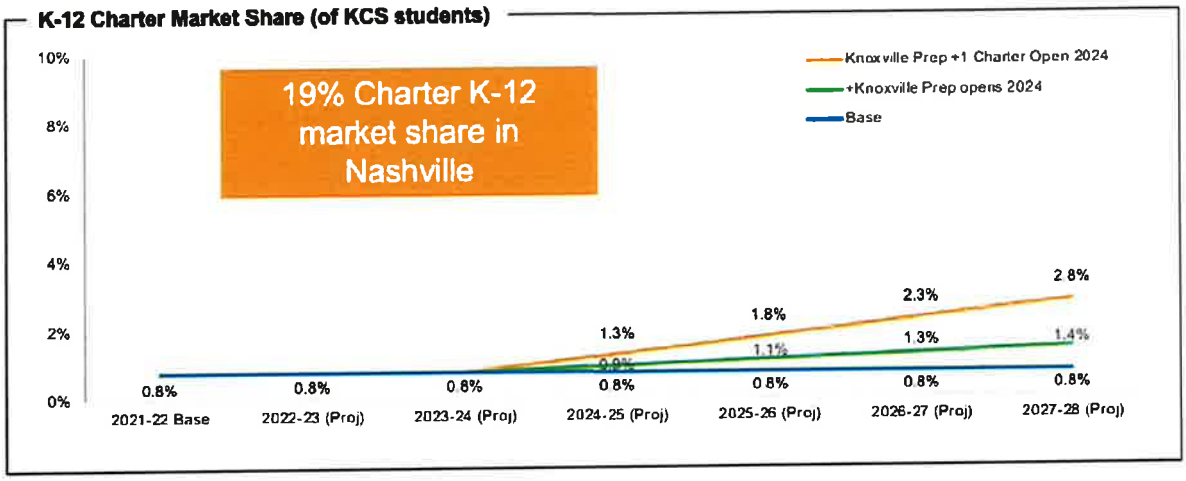


The team also determined Knox County had a relatively encouraging population profile with 6.2%

[23] https://www.knoxnews.com/story/news/education/2022/05/26/60-percent-knox-county-graduates-going-college-trade-school/9911733002/

increase in the under 18 population between 2010-2020—the highest of the surrounding cities, as well as an overall flat birth rate in contrast to declines in surrounding cities.

The analysis also considered the risk of saturation. For instance, when analyzing market share of economically disadvantaged students (assuming flat district enrollment and compared to other cities (e.g., the Nashville charter market share at 19%)), the team projected low impact on the district into school year 2027-28 with two charter schools assuming less than 5% of market share. Low penetration of charter schools in Knox County means little risk of oversaturation in the near term.



Finally, in September 2022, Knoxville's Community Development Corporation was awarded the $40 million Choice Neighborhood grant from the U.S. Department of Housing and Urban Development to transform Western Heights and the surrounding neighborhood. The plan includes affordable housing and improved access to transportation, housing and economic stability with overall goals to improve income, health and educational outcomes.[24] Knox Prep can help the community achieve desired program outcomes, particularly: ensuring children are proficient in core academic subjects, and graduate college/career ready.

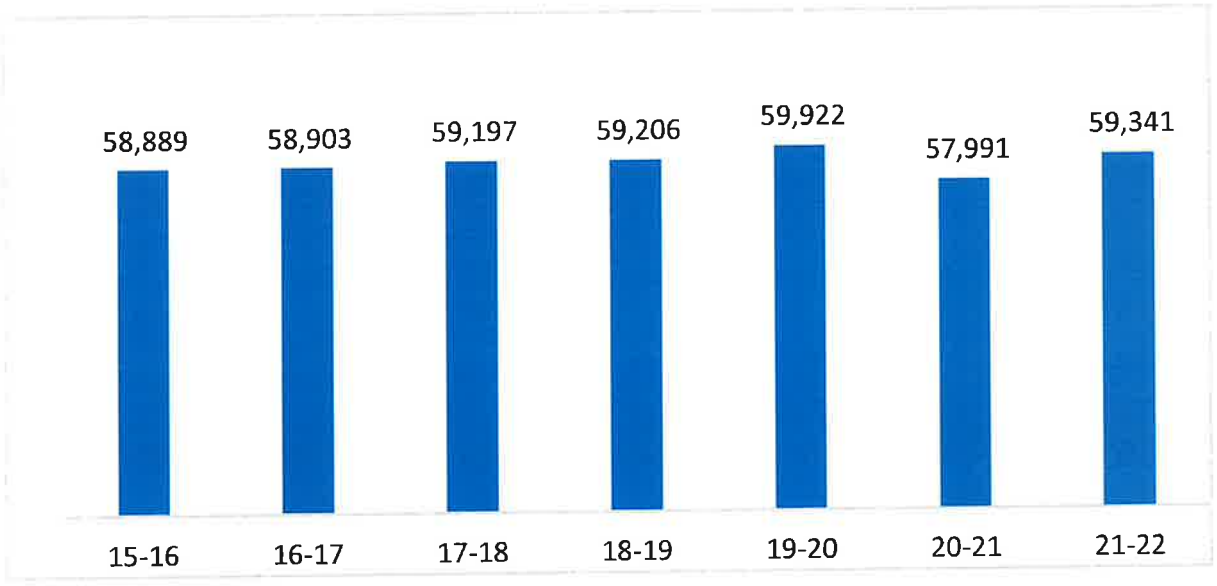
(c)Discuss the academic performance and enrollment trends of existing schools in that community.

Existing Schools: Performance and Enrollment Trends

As explained above, significant evidence demonstrates KCS students are struggling to rebound from the impact the COVID-19 pandemic has had on the last few years. For the first time since

[24] https://www.wate.com/news/knox-county-news/housing-development-awarded-40-million-for-western-heights-plan/

Tennessee launched its revised school accountability system in 2017, individual Knox County schools were placed on the list of the state's lowest performers while the district was designated as a district "in need of improvement." While KCS is working to improve,[25] enrollment data remains overall stable. As shown below, K-12 enrollment trends increase between 2015 and 2019, there was a sharp drop during the first year of COVID in 2020, which then largely rebounded in 2021.



(d) Describe the specific population of students the proposed school intends to serve.

Target Population

Knox Prep seeks to serve young men residing in an urban catchment area who struggle with multiple barriers to academic achievement and opportunity. As shown in tables above, compared with their peers county-wide, students attending the target schools are less likely to be proficient in reading and less likely to be proficient in 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. Low school achievement and limited access to educational opportunities contributes to the prevalence of intergenerational poverty.[26]

Achievement levels within the target area zoned schools correspond with academic experiences of those communities where the majority of residents lack a high school diploma or equivalent. 40% of adults in Western Heights have completed high school while 16% of adults residing in the

[25] https://www.knoxschools.org/domain/100
[26] https://ballardbrief.byu.edu/issue-briefs/intergenerational-poverty-in-the-us-83scy

target area hold a postsecondary degree.[27] The rates at which students enroll in postsecondary educational programs (either 2 or 4 year) bear out these disparities. The discrepancy between target school graduate participation in postsecondary education is particularly devastating considering reports from the Tennessee State Collaborative on Reforming Education indicate that Tennessee is experiencing a period of unprecedented economic growth, with hundreds of thousands of new job openings. Employers are currently seeking to fill nearly 400,000 job openings across the state, and at least 60 percent of those jobs require training or education beyond high school. Yet, fewer than 40 percent of students are leaving high school prepared for postsecondary education, and only 48 percent are completing any kind of education beyond a high school diploma.[28] Knox Prep intends to collaborate with KCS and the state in chartering a stronger path forward so that all Tennessee students can succeed in school, college, career and life.[29]

As stated above, Knox Prep seeks to serve a student population that is not currently being well-served. Demographic comparison data suggests KPS will successfully attract its target population. Based on the target communities to be served and recruitment strategies to be enlisted (See Section 1.11), we anticipate that students will reflect the diversity of urban Knoxville or Western Heights with an estimated 80% of students living in low-income families, 59% African American/black, 36% Hispanic/Latino, and 4% white. Based on demographics at Pond Gap ES, Maynard ES, Spring Hill ES, and Vine MS, we anticipate that approximately 12% of students will be English Language Learners and approximately 17% will have disabilities.

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

Academic and social outcomes for boys and young men of color residing in high-poverty communities indicate a significant room for improvement in the landscape of opportunity for young men of color. At this time, a single-gender educational setting (private or public) does not exist for Knoxville students, and young men in urban areas are disproportionately impacted by poverty and educational inequity,[30] Knox Prep will "rise up" and support young men who are underserved and valuable to our community to become Knoxville leaders and enrich our community.

Knox Prep will meet the unique educational and social/emotional needs of young men who have faced a multitude of challenges in a rigorous yet supportive environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers. Knox Prep will

[27] https://zerodown.com/neighborhood-guide/western-heights--knoxville--tn
[28] https://tnscore.org/tennessee-must-refocus-education-system-to-help-more-students-succeed/
[29] https://tnscore.org/wp-content/uploads/2022/12/SCORE-2023-State-of-Education.pdf
[30] https://www.brookings.edu/blog/up-front/2020/11/16/tackling-the-legacy-of-persistent-urban-inequality-and-concentrated-poverty/

be Knox County's first single-gender 6-12 charter, the first charter serving high school students, and the second charter school in Knox County. The availability of Knox Prep will give all Knox County students access to a high performing high school. Students at Emerald Youth Academy (existing charter school) may also choose to continue their education in a charter high school environment. We believe that our students have gifts and talents that have been underserved and the families and young men of Knoxville deserve greater opportunity and choice. Knox Prep will provide an educational alternative for families of boys and young men residing in urban core communities.

Different Educational Options

Academics

Knox Prep will include grades 6-12 in a single-gender, small learning community geared to support the learning needs of boys. The school will offer a rigorous, comprehensive, college-preparatory curriculum that will prepare students for success in postsecondary experiences and careers of their choice. It will have a cross-curricular focus on innovation with an organizational focus on leadership development. These interrelated focus areas are directly aligned with the school's mission and vision as well as community needs, goals, and priorities. Unlike existing schools in the community, Knox Prep will offer the following educational options.

1. Driven Planning

The mission of Knox Prep is to change the trajectory of at-risk boys by increasing academic achievement, promoting executive function, and providing them with opportunities to explore their talents. Thus, data will drive planning and decision-making on a regular, iterative basis. All aspects of the school model revolve around using data to ensure continuous improvement across metrics of student achievement and school performance. The curriculum, schedule, and instructional plan allows frequent time for shared teacher planning, frequent formal and informal assessments of student learning and skill, and Response to Intervention & Instruction (RTI^2). Intervention activities (as part of the classroom station rotations or during the Wednesday RTI^2 Intervention & Extension period) are tailored for each student to work on their individual learning needs. Integration across grade bands enables teachers to mutually reinforce competencies with which students are struggling and provides students with a broader range of opportunities to make up for learning deficits. Vertical integration within academic content areas ensures that teachers work together to scaffold students to achieve proficient or advanced performance.

2. AP for All

From the moment a family enrolls their child at Knox Prep, a powerful commitment is formed; we call this the PREP Promise. We guarantee that all our Prepsters will graduate high school and attend a college or university. Our Prepsters are expected to take AP courses, succeed, and flourish in college preparatory experiences that will equip them for college. Starting in middle

school, Prepsters are exposed to Pre-AP level coursework and opportunities to prepare and practice for the ACT exam. Some, starting in eighth grade, even participate in their first Advanced Placement (AP) class, AP Spanish Language and Culture, and take the exam in May for free. Once a Prepster reaches high school, their AP course load incrementally increases to a full AP schedule during their junior/senior year - there are no differentiated tracks for students at Knox Preparatory. Knox Prep's AP for All Program challenges students and holds them to collegiate-level expectations. Research shows students who take AP courses and exams are more likely than their peers to attend college and graduate on time.[31] PREP will always be committed to doing what is best for students, not creating ceilings on what students can accomplish.

3. College for All

Since Chatt Prep's founding, PREP Public Schools have channeled our students' and families' hopes and dreams every day in pursuit of our mission - ensuring every child attends a college or university. Before reaching that milestone in their life, Knox Preparatory takes all Prepsters on yearly trips to local, state, and nationally recognized colleges or universities. Not only do Prepsters participate in college tours, but they are also required to apply and attend a college summer away program before senior year. When we visit a college campus, we want our Prepsters to envision themselves as future proof points of the community and nation that anything is possible. Our collaborative work is not just about getting Prepsters to and through college - it is about transforming Knoxville and Knox County.

4. Mentoring

Each Knox Prep student will be paired with a community member mentor with whom the student will communicate with at least once per week and spend time with at least once per month. As possible, mentors serve as a student's mentor for the seven-year duration of the student's time at Knox Prep Community mentors will be paired with students based on shared career / creative interests. The mentor's primary role is to serve as a role model. Being a mentor is not about changing or fixing a mentee, but to empower youth to fulfill their potential and support development of life skills. Mentors will receive training and utilize a mentoring guide aligned with Knox Prep's mission and core values.

(f) If you are the sponsor of an existing school, describe any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and how the community for the proposed school is similar and/or different from the community that you currently serve.

Enrollment Practices, Processes and Policies

Knox Prep will implement the same enrollment practices, processes, and policies as those at Chatt

[31] https://research.collegeboard.org/media/pdf/new-analyses-ap-scores-1-and-2.pdf

Prep. The enrollment model has been intentionally designed to provide for a small and cohesive learning community. The school will open with a 6th grade class since entry into 6th grade is a natural transition point where students from many elementary schools merge into a smaller number of middle schools. As students progress into the next grade level, Knox Prep will back-fill with a new cohort of 6th graders each year. Knox Prep will reach full capacity in year 7 with 700 students.

Community Similarities and Differences[32]

Knoxville and Chattanooga are both communities with strong economic growth in technology, logistics, and other industries, but where opportunity -- and particularly education opportunity -- isn't evenly distributed. Both communities spend less per student than the average per pupil expenditure ($12,383) across the United States. Chattanooga spends 2.6% more per student ($8,841) than Knoxville ($8,615). The student:teacher ratio is reported to be 4.7% lower in Chattanooga than Knoxville with more students in each Knoxville classroom; however, both rates are lower than the U.S. average (16.8:1). Student:counselor ratios mirror student:teacher rankings.

Data shows slight differences in the communities' housing. For example, median home costs are higher in Knox ($257,300) than in Chattanooga ($218,700), and according to zerodown.com, 69% of homes in Western Heights are renter-occupied.[33] Overall cost of living is very similar with indexes at 89.6 (Knoxville) and 86.5 (Chattanooga), indicating Chattanooga is 3.5% less expensive than Knoxville, with housing costs being 15% less in Chattanooga.[34] Household income in Chattanooga is 15% more than it is in Knoxville, but 38% below the national average. Family median income is lower in Knoxville ($47,935) than in Chattanooga ($57,264) and both fall below the U.S. average ($70,850)). However, future job growth is higher in both communities with 37.5% in Knoxville and 44.5% in Chattanooga, both higher than 33.5% nationally.

All in all, the community for the proposed school is quite similar to the community that we currently serve. PREP Public Schools was deliberate in selecting a similar community to replicate the model that has proven effective in Chattanooga.

(g) Complete the enrollment summary and anticipated demographics charts below.

Number of Students

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	At Capacity 2030-31

[32] https://www.bestplaces.net/compare-cities/knoxville_tn/chattanooga_tn
[33] https://zerodown.com/neighborhood-guide/western-heights--knoxville--tn, https://www.bestplaces.net/compare-cities/knoxville_tn/chattanooga_tn/education
[34] https://www.bestplaces.net/cost-of-living/knoxville-tn/chattanooga-tn/50000

6	105	105	105	105	105	105
7	0	102	102	102	102	102
8	0	0	99	99	99	99
9	0	0	0	103	103	103
10	0	0	0	0	100	100
11	0	0	0	0	0	97
12	0	0	0	0	0	94
Totals	**105**	**207**	**306**	**409**	**509**	**700**

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	80%	**17%**	**12%**

1.3 Academic Focus and Plan

(i) For sponsors of existing schools only: describe any key academic plan features for the proposed school that will differ from the existing school's original application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.

Not Applicable.
No key academic plan features will differ.

1.5 Phase-In/Turnaround Planning

Not Applicable.

1.8 School Calendar and Schedule

Academic Calendar

Knox Prep will operate an extended academic calendar which will include 181 instructional days in the regular school calendar for students and an additional 30 days of summer programming. The school year will be divided into four nine-week quarters.

Knox Prep's calendar for the opening academic year (2024-25) will be developed by the Knox Prep principal with support from PREP Public Schools' Chief Academic Officer (CAO) early on during the school's planning year prior to opening. The calendar will be submitted for approval

(as required). Because siblings of Knox Prep students may attend the local traditional public school, the calendar will share similar breaks and holidays with Knox Public Schools to accommodate family schedules.

The calendar in Attachment A provides an example of the information that will be included and accounted for within the school budget, including an eight-day Teacher Institute (which will include a combination of school- and network-wide PD, as well as independent PD offered through the school district or a partnering organization); data days (two per year following administration of benchmark exams); parent / teacher conferences, immediately before report card distribution; monthly mentor activities, etc. The calendar will also include our annual events, such as the STEAM Night Riding Trail, Black History Living Museum, Muffins with Mom (to celebrate women's month), 8th Grade Parent Dinner, Field Day, etc. The calendar will comply with all state requirements; administrative closing days, specific testing periods, etc. will be adjusted accordingly.

In addition to the 181-day regular academic year, Knox Prep will operate a four-week summer program. The summer program is discussed at the end of this section.

Daily Schedule

As shown in the sample[35] schedules below, school doors will open for all students at 7:45 a.m. The students' day will begin with breakfast and townhall (middle school) or morning meeting (high school). The time is coordinated by the administrative team and used for a variety of purposes, including the time to support deliberate creation and maintenance of the desired learning community; to build and sustain a strong culture with rituals and traditions that make Knox Prep unique; to address issues that may arise; to engage leaders in ownership for problem solving and decision-making, etc. Classes may also use some of this time to create college chants, compete against other homerooms throughout the year, and work together on STEAM projects that are presented to the whole school community. Studies show beginning a student's day with a positive welcome leads to an increase in academic engagement as well as decreased disruptive learning; it promotes the students' sense of belonging and gives them social and emotional support that helps them feel invested in learning.[36]

The instructional day will then follow. The school day will begin at 8:20 a.m. for all students. Students will be dismissed at 3:50 p.m. on Mondays-Thursdays. On Fridays, the schedule will be truncated with all students (grades 6-12) attending four one-hour periods in each core content subject. Friday dismissal will begin at 12:30 p.m. (after lunch). Students may also use this time

[35] Sample schedules may be slightly modified in direct response to student need.
[36] https://www.edutopia.org/article/welcoming-students-smile

for tutoring / tiered interventions, co-curricular activities, and special programs with academic components (e.g., Junior Achievement, Launch, etc.). Teachers will use this time for planning, team meetings, and professional development while students are engaged in activities guided by interventionists, coaches, or external volunteers.

Grade 6

Our incoming sixth grade students' schedule has been designed to support their transition into not only a new program but also into middle school. Cognizant of incoming performance levels and need for establishing a solid academic foundation, five days a week our sixth graders will participate in four one-hour core content classes. In these courses, students develop as confident, flexible learners as they build the solid foundation needed for success throughout middle school and into high school. Two days a week our sixth graders will partake in Guided Reading and two days in Guided Math. This provides students with additional time to receive targeted, standard-based, rigorous instruction that is tailored to their individual needs. Students will also participate in a daily physical education class where they bond with peers through team sports and movement. The daily advisory hour is delivered to nurture solid relationships and to keep students succeeding academically and socially.

6th Grade Schedule (Mon-Thurs)

	Harvard	Fisk	Arizona	Tennessee
8:20-9:20	Math	ELA	History	Science
9:21-10:20	ELA	Math	PE	History
10:21-11:20	Science	PE	Guided Reading: Mon & Weds Guided Math: Tues & Thurs	Guided Math: Mon. & Weds. Guided Reading: Tues & Thurs
11:21-12:20	Advisory: Math Room	Advisory: ELA Room	Advisory: Science Room	Advisory: History Room
12:21-12:50	Lunch			
12:51-1:50	PE	History	Math	ELA
1:51-2:50	History	Science	ELA	Math
2:51-3:50	Guided Reading: Mon & Weds Guided Math: Tues & Thurs	Guided Math: Mon. & Weds. Guided Reading: Tues & Thurs	Science	PE

6th Grade Schedule (Friday)

Time	Harvard	Fisk	Arizona	Tennessee
7:45-8:00	Breakfast			
8:00-9:00	ELA	Math	History	Science
9:00-10:00	Math	ELA	Science	History
10:00-11:00	History	Science	ELA	Math
11:00-11:30	Lunch			
11:30-12:30	Science	History	Math	ELA
12:30	Dismissal			

Grades 7 and 8

Seventh and eighth graders, in preparation for their transition into high school, will participate in longer (90 minute) language arts and math classes. These longer periods allow more time for in-depth learning of content, active learning, practice, Socratic inquiry, group activities, etc. Skills mastered result in an ability to increase achievement in other subjects; solid reading and math skills are pre-requisites to success. Further, findings indicate that middle school achievement (grades as well as attendance) is a strong predictor of high school achievement and graduation. Therefore, students also engage in daily science and social studies periods (one-hour each day). The schedule will also include four (M-Th) one-hour advisory periods and two one-hour elective periods with students rotating between PE and theatre. The advisory and elective periods are important at the middle school as students are honing their talents and developing lifelong hobbies, interests and skills. During advisory, teachers will have the opportunity to meet with small groups of students to address students' academic, social, or future-planning needs. It is designed to nurture a strong support system that students, particularly in middle school need as they begin to create their own identity and develop academically, socially and emotionally. Finally, research supports that purposefully designed and well-implemented advisory programs yield positive results; they increase student achievement, promote student-teacher relationships, address general self-esteem and confidence beliefs, mediate between academic and social concerns, etc.[37]

[37] https://via.library.depaul.edu/cgi/viewcontent.cgi?article=1043&context=soe_etd

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Grade 7

7th Grade Schedule (Mon-Thurs)

Time	UTC	Ohio State	Time	Morehouse	Princeton
7:45-8:20	Breakfast & Townhall		7:45-8:20	Breakfast & Townhall	
8:20-9:50	Math	ELA	8:20-9:20	History	PE
9:51-11:20	ELA	Math	9:21-10:20	PE	Science
11:21-12:20	Advisory	Advisory	10:21-11:20	Science	History
12:21-12:50	Lunch		11:19-12:20	Advisory	Advisory
12:51-1:50	History	Science	12:20-12:50	Lunch	
1:51-2:50	Theater	History	12:51-2:20	Math	ELA
2:51-3:50	Science	Theater	2:21-3:50	ELA	Math
3:50	Dismissal		3:50	Dismissal	

7th Grade Schedule (Friday)

Time	UTC	Ohio State	Morehouse	Princeton
7:45-8:00	Breakfast			
8:00-9:00	ELA	Math	History	Science
9:00-10:00	Math	ELA	Science	History
10:00-11:00	History	Science	ELA	Math
11:00-11:30	Lunch			
11:30-12:30	Science	History	Math	ELA
12:30	Dismissal			

Grade 8

8th Grade Schedule (Mon-Thurs)

Time	Columbia	Vanderbilt	Time	Hampton	Stanford
7:45-8:20	Breakfast & Townhall		7:45-8:20	Breakfast & Townhall	
8:20-9:50	Math	ELA	8:20-9:20	Bible History	History
9:51-11:20	ELA	Math	9:21-10:20	Science	Bible History
11:21-12:20	Advisory	Advisory	10:21-11:20	History	Science
12:21-12:50	Lunch		11:19-12:20	Advisory	Advisory
12:51-1:50	Science	History	12:19-12:50	Lunch (Mims/Banks/Brewer)	
1:51-2:50	History	Science	12:51-2:20	Math	ELA
2:51-3:50	PE	AP Spanish	2:21-3:50	ELA	Algebra I
3:50	Dismissal		3:50	Dismissal	

8th Grade Schedule (Friday)

Time	Columbia	Vanderbilt	Hampton	Stanford
7:45-8:00	Breakfast			
8:00-9:00	ELA	Math	History	Science
9:00-10:00	Math	ELA	Science	History
10:00-11:00	History	Science	Math	ELA
11:00-11:30	Lunch			
11:30-12:30	Science	History	ELA	Math
12:30	Dismissal			

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High School

The high school schedule will ensure students meet graduate credit requirements. High school students will follow a 4x4 block schedule in which they rotate through four classes on A Day and four classes on B Day. Each class (core and elective) will be 105-minutes twice per week. This schedule, with eight courses meeting every other day, offers significant advantages: students can focus on a smaller number of classes per day, more limited transitions between classes maximizes learning time, more time for curricular integration and problem-based learning, more closely aligned with postsecondary schedules, smaller student to teacher ratio, greater opportunities for embedded RTI^2 within classrooms, and more time available for teacher collaborative planning.[38] Further, the 4x4 block schedule will allow our high school students to meet and/or exceed all graduation requirements, permitting them to select electives or to retake classes as necessary so they may still graduate with their class, while providing teachers with a more manageable schedule. Finally, the A/B block schedule will allow students to form learning and study skills on a schedule similar to that of most universities/colleges, helping them ease the transition from high school to college with exceptional time management and academic strategies in place.[39]

Grade 9

9th Grade Schedule (Mon-Thurs)

Time	TSU		Samford		Tuskegee		Yale	
7:45-8:20	Breakfast/Morning Meeting							
	Mon/Wed	Tues/Thurs	Mon/Wed	Tues/Thurs	Mon/Wed	Tues/Thurs	Mon/Wed	Tues/Thurs
8:20-10:05	Algebra I	Media Arts	Biology	Spanish	Media Arts	APHG	Spanish	Algebra I
10:06-11:50	Advisory	Spanish	Algebra I	Media Arts	Spanish	English I	Media Arts	Advisory
11:51-12:20	Lunch							
12:21-2:05	English I	Biology	Advisory	APHG	Biology	Advisory	APHG	English I
2:06-3:50	PE/Finance	APHG	English I	PE/Finance	Finance/PE	Geometry	Biology	Finance/PE
3:50	Dismissal							

9th Grade Schedule (Friday)

Time	TSU	Samford	Tuskegee	Yale
7:45-8:00	Breakfast			
8:00-9:00	English I	Algebra I	APHG	Biology
9:00-10:00	Algebra I	English I	Biology	APHG
10:00-11:00	APHG	Biology	English I	Algebra I
11:00-12:00	Biology	APHG	Geometry	English I
12:00-12:30	Lunch			
12:30	Dismissal			

38 http://stafford.schoolfusion.us/modules/groups/homepagefiles/cms/120789/File/Public%20Hearings/Alternating_Block_Presentation_School_Board.pdf

39 https://www.brookhill.org/can-your-class-schedule-help-prepare-you-for-college/

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Grade 10

10th Grade Schedule (Mon-Thurs)

Time	Tufts		Texas A&M		Knox College		NEW College
7:45-8:20				Breakfast/Morning Meeting			
	Mon/Wed	Tues/Thurs	Mon/Wed	Tues/Thurs	Mon/Wed	Tues/Thurs	
8:20-10:05	Geometry	APUSH	Chemistry	ACT/Finance	APUSH	Health	
10:06-11:50	Advisory	ACT/Finance	Geometry	Health	ACT/Finance	Algebra II	
11:51-12:20				Lunch			
12:21-2:05	ELA	Health	w/ Whitaker &	DE: Old Test.	Chemistry	Conley: Rm CL	
2:06-3:50	Chemistry	DE: Old Test.	ELA	APUSH	DE: Old Test.	ELA	
3:50				Dismissal			

10th Grade Schedule (Friday)

Time	Tufts	Texas A&M	Knox College
7:45-8:00		Breakfast	
8:00-9:00	English II	Geometry	APUSH
9:00-10:00	Geometry	English II	Science
10:00-11:00	APUSH	Science	Algebra II
11:00-12:00	Science	APUSH	English
12:00-12:30		Lunch	
12:30		Dismissal	

Instructional Minutes

Knox Prep will offer 420 instructional minutes or seven hours per day (M-Th) and 240 instructional minutes or four hours per day each Friday. One thousand, nine hundred, twenty (1,920) instructional minutes or thirty-two (32) hours of instructional minutes per week. This extended day exceeds the number of mandated hours (four hours per day or 20 hour per week for 180 days per year) per TCA 49-6-3050(b)(3).

A significant body of research supports that extended time for learning is an essential – possibly the essential – element of success common among schools that promote significant learning gains among low-income, academically disadvantaged youth. Harvard economist Roland Fryer, concluded that instructional time of at least 300 more hours than the typical calendar is one of the strongest predictors of higher achievement when it is accompanied by "high-dosage" tutoring, coaching and feedback to teachers, data-driven planning and instruction, and high expectations for student achievement. These findings were reproduced by Stanford University economist Caroline Hoxby who examined numerous school policies and characteristics and found that total learning time was one of the

TIME WELL SPENT:
EIGHT POWERFUL PRACTICES OF SUCCESSFUL, EXPANDED-TIME SCHOOLS

1. Make Every Minute Count
2. Prioritize Time According to Focused Learning Goals
3. Individualize Learning Time and Instruction Based on Student Needs
4. Use Time to Build a School Culture of High Expectations and Mutual Accountability
5. Use Tie to Provide a Well-Rounded Education
6. Use Time to Prepare Students for College and Career
7. Use Time to Continuously Strengthen Instruction
8. Use Time to Relentlessly Assess, Analyze, and Respond to Student Data

strongest predictors of student outcomes among the long list of policies considered in a multivariate analysis. Extended learning time is particularly important for children in poverty.[40]

The table below lists the number of instructional minutes per day and per week in each of the subjects.

Instructional Minutes								
	Grade 6		Grade 7		Grade 8		High School	
	Minutes per Day	Minutes per Week	Minutes per Day	Minutes per Week	Minutes per Day	Minutes per Week	Minutes per Day	Minutes per Week
ELA	60 x 5	300	90 x 4, 1 x 60	420	90 x 4, 1 x 60	420	105 2x/week	210
Math	60 x 5	300	90 x 4, 1 x 60	420	90 x 4, 1 x 60	420	105 2x/week	210
Science	60 x 5	300	60 x 5	300	60 x 5	300	105 2x/week	210
Social Studies	60 x 5	300	60 x 5	300	60 x 5	300	105 2x/week	210
Advisory	60 x 4	240	60 x 4	240	60 x 4	240	105 2x/week	210
Elective*	60 x 2	120	60 x 2	120	60 x 2	120	105 2x/week	210
Elective*	60 x 2	120	60 x 2	120	60 x 2	120	105 2x/week	210
Other	Guided Reading 60 x 2	120	x	x	x	x	x	x
Total		1920/week		1920/week		1920/week		1920/week

*Students in grade 7 will rotate between theater and PE, attending each 2x/week. Students in grade 8 will rotate between an elective and PE, attending each 2x/week.

(a) Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

Optimal Time for Student Learning

As explained above, the schedules are designed to meet student needs as they transition through grade levels at Knox Prep. 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 additional time to achieve proficiency and progress to advanced performance. The school schedule, including the flexibility inherent in the A/B Block Schedule and the integrated academic model optimizes the strategic use of learning time to support the vision, mission, and education program to drive gains in academic achievement.

Tiered interventions, learning extension, and tutoring, are integrated across all instructional time as well as afterschool.

[40] Farbman, David A. 2015. The Case for Improving and Expanding Time in School: A Review of Key Research and Practice. http://issuu.com/nationalcenterontimelearning/docs/caseformoretime/1?e=3629693/3438545

- 160 minutes per week (40 minutes x 4 days per week) is allocated for mandatory RTI^2 intervention and extension for all students with individualized activities to address student learning needs.
- 160 minutes per week (40 minutes x 4 days per week) includes time for accelerated instruction/extension.
- Push-in services are delivered throughout all courses (core and elective).
- 90-minutes of tutoring (4 days per week) provided afterschool by Knox Prep teachers.

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

Extra- or Co-Curricular Activities

As stated above, one day per week (Fridays, in the sample schedules above), the formal school day will end at 12:30 p.m. Students will use the remaining time (3 hours and 20 minutes for tutoring / tiered interventions, co-curricular activities, and special programs with academic components (e.g., Junior Achievement, Launch, Boys & Girls Club, etc.).

Clubs and Activities

Over time, Knox Prep will offer a robust array of co- and extra-curricular activities driven by student interest and school and community capacity. However, the following co-curricular clubs and activities have been strategically identified as initial offerings to harness student interests while building critical skills: Debate Team, Chorus, Theatre/Improvisation, Robotics, Computer Programming, Entrepreneurship, and others to be determined. Knox Prep has already initiated discussions with several organizations who will support these co-curricular activities either through shared staffing, sponsorships, etc. The budget includes some funding to offset the costs of co-curriculars (supplies, materials, instructors, etc.) and we will also write grants and engage in development efforts to raise additional funds needed.

Athletics

We know that athletics are an important opportunity for all students and especially boys. Knox Prep athletics teams will include track and basketball beginning in Year 1 and scaling up to soccer, lacrosse, and other sports of interest to students and families. Funding has been allocated in the budget and will be supplemented by fundraising and sponsorships.

World Language

The world language curriculum and coursework will be integrated with the English Language Arts,

Social Studies, and Fine Arts curricula. Within grade bands, social studies and English/Language Arts teachers will collaborate on lesson planning and team-teach to align and reinforce reading, writing, listening, and speaking skills. The integration of English/Language Arts, World Languages, and social studies content provides students with additional opportunities to hone their literacy and communication skills, drawing on historical source materials at the same time as they gain a more in-depth understanding of word structure, syntax, and grammatical patterns and contrasts across languages.

As part of the school-wide focus on literacy, "Vocabulary"[41] study will be incorporated into the middle grades English Language Arts coursework. This provides students with fundamental knowledge and strategies to help students infer meaning based on common prefixes, suffixes, and word roots. Coursework will be offered in Spanish. All coursework will be mapped to the TN standards.[42]

GRADE	COURSEWORK
6th	Vocabulary in English Language Arts, Social Studies, and Fine Arts curricula
7th	Vocabulary in English Language Arts, Social Studies, and Fine Arts curricula
8th	Vocabulary in English Language Arts, Social Studies, and Fine Arts curricula
9th	Spanish
10th	Spanish
11th-12th / Electives	AP / Dual Enrollment

Health, Physical Education, & Wellness

For young men, physical activity is critically important for optimum learning and social-emotional development. Teachers will incorporate physical movement (moving among stations, getting into small groups, using manipulatives or models, content-related songs, chants, etc.). In addition, all middle school students will participate in physical education twice per week all year and high school students will earn at least .5 credits of physical education and will be encouraged to participate in additional electives and co-curricular or extra-curricular activities that incorporate physical activity and movement. The Health, Physical Education, and Wellness curriculum will reinforce concepts of self-discipline, teamwork, collaboration, integrity, perseverance, and personal responsibility. Given the health disparities that impact low-income populations, and people of color in particular, the overarching goal will be to instill knowledge and healthy habits

[41] http://eps.schoolspecialty.com/products/literacy/vocabulary/vocabulary-from-classical-roots/about-the-program
[42] http://www.tennessee.gov/education/article/world-language-standards

for physical activity while exposing students to a broad array of options. All coursework will be mapped to TN standards.[43]

Fine Arts: Dance, Music, Theatre, Visual Art

Students will rotate through a sequence of offerings including music, theatre, and visual art. Movement / dance units will be integrated into the physical education, health, and wellness coursework. The Fine Arts curriculum will be closely linked with the school's leadership focus and will be calibrated to provide students with opportunities for development of emotional intelligence, expressive communication, and creative thinking and problem-solving. The arts are a powerful, potentially transformative mode of self-expression, motivation for engagement and learning, and interpersonal development, so there will be an emphasis on integrating arts principles and activities across the curriculum.[44] In addition to working in cross-curricular teams to promote integration, the arts will also exist as independent courses. Fine Arts coursework will be aligned with state standards[45] and will be integrated into the school curriculum to reinforce and enrich learning across content areas.

(e) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

Summer Programming

In addition to the 181-day regular academic year, Knox Prep will operate a four-week summer program that will be financed through a 21st Century Community Learning Centers (21st CCLC) grant (as a contingency to this grant, local grant funds may be used) The overarching goal of the 21st CCLC program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas.[46] The summer program will be required for all students who are academically struggling including those who are behind their grade level in credit accrual or reading proficiency and those who scored at Level 1 or 2 in any core subject (Math, English Language Arts, Science, or Social Studies). Staff will be paid a stipend to teach the summer program, and will implement the Lavinia Group curriculum as they work to boost middle school students' academic performance. Additionally, high school students may attend for

[43] http://www.tennessee.gov/education/article/health-pe-wellness-standards
[44] Varghese, Sheena, "Guidelines for Teaching Art to Students from Urban High-Poverty Backgrounds." Thesis, Georgia State University, 2015. http://scholarworks.gsu.edu/art_design_theses/177
[45] http://www.tennessee.gov/education/article/arts-education
[46] https://www.tn.gov/education/instruction/extended-learning.html

credit recovery. While the first half of the session (8:00 a.m.– 12:00 p.m. will be dedicated to academics, the second half of the summer program (12:00 – 4:00 p.m.) will be spent participating in sports, recreation, technology, etc. with the Boys & Girls Club (per partnership agreement that will be detailed in the 21st CCLC).

1.11 Recruitment and Enrollment

In this section:
(a) Provide as Attachment D the proposed school's Enrollment Policy, which should include the following:
- *Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);*
- *Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;*
- *Any proposed articulation agreements, pursuant to T.C.A. § 49-13-113;*
- *Identification of any pre-admission activities for students or parents; and*
- *Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.*

Enrollment Policy

The enrollment policy, provided as Attachment D, articulates the school's enrollment procedures.

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

Outreach and Demand

The impetus for PREP Public Schools to open a campus in Knoxville was informed by demand from local families. PREP Public Schools' CEO, as reported to the Knoxville New Sentinel[47] in April 2022, has been contacted from interested families asking if Chatt Prep had buses from Knoxville to Chattanooga. To make this opportunity a reality, PREP Public Schools is actively working on the ground with community members in Knoxville to share the model of success for young men.

Knox Prep has a unique positioning to offer Knox County families school choice with the county's first all-boys public school aimed to "build the men of tomorrow." It continues to be important to Knox Prep leadership to engage in community relations outreach to hear from the parents of prospective students and community leaders, while building interest and excitement to ensure our target student body (See Section 1.2) is actively recruited to fill all seats on opening day. Families we've been in contact with include male students currently being served at Boys & Girls Clubs of

[47] https://www.knoxnews.com/story/news/education/2022/04/25/knoxville-charter-school-planned-chattanooga-preparatory-team-knox-prep/7395620001/

the Tennessee Valley, including 106 ten-year-old male students, 96 eleven year old male students, 82 twelve year old students and 72 thirteen year old students (some that have a younger family member).

With community members, PREP Public Schools has initiated a well-defined outreach plan carefully designed to engage a diverse set of stakeholders. (See Key Audiences graphic to the right.) PREP Public Schools has contracted with Knoxville's Ackermann Marketing & Public Relations firm to leverage the firm's direct knowledge and ties to the community. PREP Schools has also filled (since March 2022) the director of community engagement role with a well-known Knoxville resident and pastor, Stan Carter. Their central role is to ascertain demand, build interest and relationships, and excite families and community members about the school. Local representation supports the school's belief that parents and community members know what's best for kids.



Knox Prep outreach efforts are intended to create opportunities to meet and hear from families and leaders in the communities where Knox Prep intends to exist and build awareness about the unique educational choice Knox Prep will offer families. Preliminary efforts have and will continue to include the following:

- Community-wide information sessions where prospective students, their families, and community leaders can come and meet with PREP Public School leaders. In these sessions, attendees learn about the mission of Knox Prep and its goal to offer underserved boys an opportunity to learn in a rigorous yet supportive learning environment that nurtures resiliency, promotes academic excellence, inspires leadership, and prepares critical thinkers who are prepared to go to and through college.
- Have a sustained presence in the East Knox community through speaking opportunities and one-on-one meetings to gauge the needs of the community and learn how Knox Prep could come alongside existing offerings to serve the needs of young men.
- Build relationships with community, business, and government leaders to learn about barriers that negatively impact achievement among boys in Knoxville and share the model of success for Chatt Prep that would be replicated in Knoxville through Knox Prep.
- Communication efforts through the Knox Prep website, local media, and social media to increase awareness around what Knox Prep is and the unique educational option it offers boys in Knoxville with a focus on the specific needs of young men that doesn't currently exist.

- Monthly community advisory committee work sessions to learn from these key influencers in the Knoxville community, as well as educational leaders, as a guide to understanding the educational needs of young boys in Knoxville and how Knox Prep can position itself to best meet those needs.
- Engaging with existing community organizations and faith communities that are actively serving young men and families in Knox Prep's target population to learn from and build potential partnerships.

In all recruitment efforts, the focus is and will be placed on removing barriers to connecting. Some examples of removing barriers include meeting at various times to accommodate family's schedules; providing meals, transportation, and childcare when possible; ensuring locations are easily accessible; assisting with filling out of documents; and ensuring materials are consistently translated. Outreach materials will communicate that Knox Prep is open to all students and they will communicate how students with disabilities will benefit from Knox Prep's programming.

Meetings and conversations have been held with several diverse stakeholders in the community, including:

Individuals:

- Garfield Adams, Associate Superintendent, KCS
- Leonard Adams, Interim President, Knoxville College
- Sam Anderson, former Board of Education member, football coach at Austin-East High School
- AXEL Logistics Management Team, winner of the greater Knoxville area Top Workplaces 2022 honor
- Tyrone Beach, Director of Marketing and Organizational Development at Muse Knoxville-Children's Science Museum
- Matthew Best, Executive Director at the Change Center, University of Tennessee, Knoxville graduate
- Katherine Bike, Knox County School Board, District 4
- Pastor Sam Brown, NAACP
- Shanna Browning, Community Outreach Manager, 1st Century Bank Tazewell; University of Tennessee, Knoxville graduate
- Dr. John Butler, Knox County School Board, District 1
- Steve Diggs, Knoxville native, Emerald Youth Foundation President & CEO
- Kevin Dubose, Director of Area Ministries, Emerald Youth Foundation
- Mrs. Laschinski Emerson, A1 Learning Connections
- Dr. Dasha Lundy, County Commissioner, District 1; Executive Vice President ,Knoxville College; Co-owner of The Women LLC; E. Knoxville native; University of Tennessee (Chattanooga) graduate

- Tanika Harper, Founder, Shora Foundation
- Bill and Crissy Haslam, former governor and first lady of TN; 67th mayor of Knoxville, TN
- Jimmy and Dee Haslam, president and CEO of Pilot Flying; CEO of RIVR Media; co-owners NFL Cleveland Browns
- Reico Hopewell, Boys & Girls Clubs of the Tennessee Valley board member, Knoxville native; Hopewell Helping Hands, founder and recipient of the Pinnacle Business Award in the Minority-Owned Business Excellence category
- Desire Jones, Principal Vine Middle School
- Renee Kelly, Senior Advisor of Elementary and Secondary School Emergency Relief Fund (ESSER) at Knox County Schools
- Kristi Kristy, Knox County School Board, 9th District
- Mr. Markus Jackson, Knox Education Foundation, board member; native of Knoxville, TN; graduate of Austin East High School
- Glenn Jacobs, Knox County Mayor
- Mr. Reggie Jenkins, founder UUNIK Academy in Knoxville, Tennessee; University of Tennessee, Knoxville
- Markise Jordan, 100 Black Men representative
- Mrs. Johnson, Knox County School panel
- Stan Johnson, Executive Director, Socially Equal Energy Efficient Development (SEEED)
- Doug Lawyer, Vice President of Economic Development (CEcD), Knoxville Chamber
- Gloria Littlejohn, Prospective Parent, Knox County resident
- Charles Lomax, Jr., Community Empowerment Director, City of Knoxville; Knoxville Area Urban League, President and Chief Executive Officer
- Jordan Mollenhour, Co-CEO, Mollenhour Gross LLC; Tennessee State Board of Education, Second Congressional District
- Ms. Alishia Moore, Parent
- Dr. Dexter Murphy, Knox County Schools, Region Five Director; Knox County resident
- Mrs. Phyllis Nichols, former president and CEO, Knoxville Area Urban League
- Chief Paul Noel, Knoxville Police Department
- Porscias Pickett, Chief Program Officer, Wesley House Community Center
- Kevin Ransom, Boys & Girls Club of the Tennessee Valley, Facility Director
- Brandon Ross, Woody Creek Realty
- Dr. Jon Rysewyk, Knox County Schools, Superintendent
- Evtty Satterfield, Former Knox County School Board, District 1
- Dr. Berry Shumpert, Director, Student Success Center, Pellissippi State Community Colleges
- Tyvi Small, University of Tennessee, Knoxville Vice Chancellor for Diversity and Engagement
- Adronicus Thomas, Commissioner Knox County Election Commission; Knox County Development Corporation, senior asset manager
- Daniel Watson, Knox County School Board, District 3

- Orlando Wells, Hispanic Community Knoxville, member
- Zach Wishart, Knoxville Education Advocate
- Clayton Wood, Executive Director, Thrive

Organizations:

- Boys and Girls Club
- Centro Hispano
- Emerald Youth
- Knoxville Rotary Club
- Knoxville Education Foundation
- Knoxville Fellows
- Legacy Parks
- Lawson Family Foundation
- NAACP
- 100 Black Men Gala
- Urban League

Sixteen letters of support received (and provided in Attachment E):

Outreach/Community Engagement Events Held (to Date)

- 100 Black Men of Greater Knoxville Gala on June 25, 2022; Director of community engagement (Stan Carter) attended on behalf of Knox Prep

- Lunch and Learn at Calhoun's on the River 1:00 p.m. with speaker JoAnn Gama (IDEA Public School co-founder and National Charter School Hall of Fame member), February 17, 2022

- Knox Prep Community Engagement Event, Saturday, Sept 10, 22 (sign in sheets show: 5 attendees) @ Change Center Knoxville: Parents and community members were invited through our website and social media to stop by to enjoy pizza, games and hear from Knox Prep school leaders as they presented the future of Knox Prep, the first all-boys charter school in Knox County.

- Bus trip to Chatt Prep, PREP Schools chartered a bus to bring 19 Knox residents into Chatt Prep to observe a typical school day, Oct 19, 2022. Attendees (with title and/or affiliation) included: Sam Brown, Knoxville NAACP-President; Ronnie Chandler, Project GRADE, ED; Bill Clark, KICKO, co-founder; Michael Clark, KICKO; Lashinski Emerson, A1 Learning Center; Reico Hopewell, The Mend House, Executive Director; Marcus Jackson, B&G Club, COO; Stan Johnson, S.E.E.D, CEO; Renee Kelley, ESSER funding,

Charles Lomas, Director/Community Empowerment; Goldie Littlejohn, parent; Dexter Murphy, Knox County Schools, Region 5 Director; Pastor Kevin Perry, World of Life Ministry; Monica Reed, C.O.N.N.E.C.T Ministry, COO; Javiette Samuel, UT, Assistant Vice Chancellor; Bethany Yandell, Ackerman (A second bus trip will be held on March 1, 2023)

- Knox Prep Booth with brochures, swag, etc. at a local community holiday event. 1200 people in attendance. December 10, 2022. Families and community members provided feedback and asked questions. Greatest feedback was shared enthusiasm for another excellent school in Knoxville. The majority of questions were in regard to facilities.

In addition to direct communication with parents and community residents, initiatives that have been executed to engage the community include the following:

- 500 pieces of mail have been distributed via the targeted mail campaign including 239 postcards that were mailed to households, with fourth graders living in the target area within Knoxville (zip codes: 37921 and 37912) on December 7, 2022
- 500+ people engaged in a virtual tour of Chatt Prep
- 150-200 interested persons, including prospective parents and community members used Facebook Messenger and the school website to provide comments or questions (answered by the CEO) regarding Knox Prep. Input was tracked and used accordingly (e.g., to inform recruitment strategies, communications, etc.)
- 150+ flyers have been distributed throughout the community
- 200+ hours – number of hours that Knox Prep representatives have spent walking through the community, speaking with and listening to students, families, and community members
- 45 brand ambassadors have agreed to support community outreach
- 75 social media posts that have been shared (and/or frequency of updates to social media), including seven community Facebook ads in December 2022 – reaching 26,779 users
- 125 people, including prospective teachers and staff, were engaged by the Knox Prep team while at the National Charter School Conference
- 67 ads (print and digital) have been distributed

- 4 articles have been published (Knoxville News Sentinel, Chattanooga Times, Compass)
- 1 interview with WATE 6 Knoxville
- 300+ Knox Prep collaterals (t-shirts, magnets, business cards) distributed
- 25 Chatt Prep students / staff presented "spotlights" of their experience at Chatt Prep
- 1 Director of Community Engagement hired—began March 2022
- Weekly meetings (beginning January 2022) with PREP Public CEO, Director of Community Engagement and local pastors to hear feedback from the community

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

Student Recruitment

Most strategies, activities and events have begun and will continue through approval. The timeline below identifies steps that will be taken through April 2023.

August – September 2022
Website additions made
Marketing materials designed
Social media campaign launched (charter truths/myths)
Community form(s) held
Meeting with media – editorial pitch
Speaking opportunities/Key meetings scheduled

October – November 2022
Community partner event sponsors secured
Targeted mail campaign
Ongoing social media, speaking engagements, media relations, and community forums held

December 2022 – January 2023
Ads printed – KNS, Cityview, Greater Knox Business Journal
Social media (Facebook ads released), speaking engagements, media relations and community forums held
Outreach efforts evaluated and supplemented as needed

February – March 2023
Ads printed – KNS, Cityview, Greater Knox Business Journal
Social media, speaking engagements, media relations and community forums held

Outreach efforts evaluated and supplemented as needed

April 2023
Social media campaign about upcoming vote
Post vote announcements shared
Media coverage pitched
Outreach efforts evaluated and supplemented as needed

In the initial planning & preparation year, all school staff, founding board members and advisory council members will be heavily engaged in marketing, outreach, and recruitment. Primary, ongoing responsibility for student recruitment will be held by the Dean of Students with oversight and support from Principal and CEO.

Community organizations that will be engaged upon approval (to ascertain and finalize support efforts) include:

- Knox Education Foundation
- North Knoxville Business and Professional Association Meetings
- Rotary Clubs of Knoxville and Farragut;
- Knoxville Breakfast Rotary Club
- Urban League
- YWCA Game Changers
- 100 Black Men of Greater Knoxville
- Save Our Sons Initiative
- Knoxville Fellows
- Leadership Knoxville
- Centro Hispano of East Tennessee
- Young Professionals of Knoxville
- Local institutions of faith

The following table outlines strategies that will be employed to help us meet recruitment benchmarks.

KNOXVILLE PREP STUDENT RECRUITMENT STRATEGIES
Public service announcements (in both English and Spanish) on local radio (e.g., WUOT) and television (e.g., WATE) stations.

Information sessions & dissemination of marketing & recruitment materials (in both English and Spanish) via partner/community organizations. These may include a Knox Prep brochure, branded fact sheet on charter schools, magnets with Knox Prep logo, Knox Prep business cards, etc. Brochures and postcards may be mailed to target communities or distributed through canvassing events.
Social media campaign • Create copy/graphics for organic and paid social media campaigns on the Knox Prep social channels. • Create and execute a paid social media followers campaign on Facebook and Instagram that would increase the followers on our pages, allowing Knox Prep to reach a larger audience with organic posts. • Create an event page on Facebook for upcoming information session/event and boost it with a paid campaign to reach more of our audience. • Create a social media calendar of organic posts that would keep audiences informed of the charter application process, build brand awareness, and create a community of support.
Home visits to interested prospective families (by appointment upon request/need). Home visits engage families that may not be active in community events.
Knox Prep website, where students and parents can find school information, eligibility rules, and application procedures and materials (including a downloadable application). The user-friendly website will state the school's mission, reinforce our goals and programming with infographics, photography and video. The website will help us to: • Write copy for testimonials from Chatt Prep students and parents that will provide a picture to prospective students and families in Knoxville of what Knox Prep will offer. • Create content about the curriculum that will be used at Knox Prep. This is important to differentiate from other programs that may have been in the news. • Create content that showcases programming, extracurricular activities, and sports that will be available to boys who attend Knox Prep. • Create content or a form that would allow families/community members to request more information or connect with Knox Prep representatives. • Create and post content such as press releases, hiring announcements, location announcements, upcoming info sessions, events, etc.

Flyers and posters posted in community shops and public centers. All print documents will include information in English and Spanish.
Paid advertisements, print ads in publications such as the Knox News, East Tennessee Enlightener Newspaper, the Pulse, and the Courier; strategically-placed billboards.
Information kiosks in high traffic locations including shopping malls, supermarkets, and public housing management offices.
Monthly open house and Informational gathering sessions (upon approval) in various sites and locations throughout the community, including but not limited to schools, community centers, faith-based organizations, and other community gathering spaces. Sessions will be held at different times of the day and week to accommodate family's schedules to share our mission and program, answer questions, learn from families, and collect input that is then used to inform the school's design.
Email newsletters to share updates, build loyalty and encourage stakeholders to help us keep growing. Distributed on a regular day and time as well as frequency.

We will engage a variety of community partners to support recruitment efforts including neighborhood associations, Knox Housing Authority, target area elementary schools, churches, civic organizations, and community-based organizations serving families in poverty.

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

Nondiscriminatory Admission Policies

Knoxville Preparatory School's admission and enrollment policies and practices will be nondiscriminatory and will be fully compliant with T.C.A. § 49-13-113 and SBE Rule 0520-14-01-.04. Knox Prep 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, Knox Prep 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.

Families in Poverty

Our strategy includes neighborhoods where students live in poverty. A door-to-door campaign provides us with the opportunity to meet and begin relationship building with potential families. PREP School representatives attend events in target communities and distribute flyers or establish information tables at local recreation centers, libraries, Boys & Girls Clubs, food banks, homeless shelters and other institutions that provide services to youth from low socio-economic backgrounds.

Students with Disabilities

Marketing materials articulate how students with disabilities will benefit from our programming. We encourage all students to apply and describe the services and systems that are in place to ensure students' IEPs and 504 Plans are implemented with fidelity. Staff members are available to connect directly with interested family members. Outreach efforts tap social workers, foster care agencies and nonprofits and health and welfare agencies that cater to, and serve, students with disabilities.

English Learners

Marketing materials and applications are made available in languages other than English, with an emphasis on Spanish. Advertisements in Spanish language media outlets, including newspapers and radio, are placed to target non-monolingual-speaking families. Recruitment efforts include setting up information tables at cultural institutions and local places of faith that serve Latino parishioners before and after Spanish language services and at local grocery stores that cater to Latinos. We will have Spanish-speaking staff speak with families, and translation services are offered during open houses and information sessions to ensure all families have equitable access.

Academically Low Achieving Students or Students At Risk of Academic Failure

Knox Prep clearly communicates specific features of the academic program, including our focus on social-emotional learning to accelerate the achievement of academically low-performing or at-risk students and prepare all students for college and career. School representatives focus recruitment efforts on families who may have less access to information about local school choices and purposefully reach out to organizations that serve academically low-performing students.

Specific Plan to Market Focus

Knox Prep will offer young men in Knoxville an opportunity to pursue education in a public charter school that is different from other options that currently exist in East Knoxville. This all-boys school will serve as an anchor institution in the community built on innovation and leadership development that will catapult young men toward college and career success. Knox Prep's specific plan to market its single-gender model includes clearly explaining why this unique differentiator is needed. The reasoning behind a boys-only model is an important piece of the communications plan in building a base of support for Knox Prep. Below is a list of talking points that will answer questions related to the boys-only positioning of the school:

- Young men in urban areas are disproportionately impacted by poverty and educational inequity.[48] Knox Prep will "rise up" and support young men who are underserved and valuable to our community to become Knoxville leaders and enrich our community.
- Nationwide, girls are consistently outperforming boys academically and socially.[49] This is a reality not only for boys in K-12, but in post-secondary options as well. There is a great need for higher college persistence rates for young men as whole, but especially young men of color.
- Boys thrive under personalized instruction specifically designed to meet their needs and teaching styles that reflect boys' specific learning styles.[50]Knox Prep will be intentionally designed to eliminate the barriers that negatively impact achievement among boys and young men experiencing poverty within Knox County's urban core communities.
- School-operated wrap-around services (food assistance, uniform assistance, laptops, and home internet access, etc.) will be provided to help level the playing field for low-income students. Knox Prep will offer personalized instruction and programming specifically to meet the needs of boys. Teaching styles and curriculum will reflect boys' specific learning styles.

Our aim is to build the men of tomorrow in the hopes that their success will create generational change seen in the communities from which they come.

Knox Prep also places a major focus on college and career readiness for ALL. Rationale for this focus will be shared through outreach to articulate not only the need for higher college persistence rates for young men, especially young men of color in our community, but also the ways college can help kids succeed and local communities improve economic opportunity. We will highlight key features of our program:

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[48] https://www.brookings.edu/blog/up-front/2020/11/16/tackling-the-legacy-of-persistent-urban-inequality-and-concentrated-poverty/, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6545987/

[49] https://blogs.worldbank.org/education/what-about-boys-addressing-educational-underachievement-boys-and-men-during-and-beyond

[50] https://www.ascd.org/el/articles/teaching-to-the-minds-of-boys

- College visits will begin at 6th grade in addition to college readiness programs, job shadowing, and internships.
- Knox Prep uses STEM Curriculum and a focus on leadership development.
- Tutors will work to move all students to proficient/advanced levels addressing individual academic needs of students.
- Literacy across the curriculum is a priority to improve reading levels across the school.

Knox Prep will not only focus on strong academics, but on building social/emotional skills that boys need to succeed in college and life. Leadership and life skills development are woven throughout the curriculum to teach students resilience, persistence, and grit. Afterschool activities will include tutoring, homework help, chess, art, guitar, choir, book club, green car club, and athletics (soccer, basketball, track, and football) aimed to keep boys active. Knox Prep offers a community mentorship program where ALL boys are matched with a community mentor to guide them throughout their seven-year educational journey. This mentor is someone who "cheers them on the first day of school" and walks with the student through their academic journey. When a mentor signs
up to become part of our program, they are committing to more than providing guidance, leadership, and insight—they are committing to transforming Knoxville's youth and the future of the city.

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

On-Going Recruitment Efforts

After Year One, recruitment of students will be an ongoing process and similar strategies (to those used at Chatt Prep) will be used annually. 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 Knox Prep students will provide a natural recruitment pool, and the schools will coordinate recruitment efforts to maximize the impact.

Enrollment policy is provided in Attachment D.

1.12 Parent and Community Engagement and Support

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

Community Feedback

Section 1.11, "Recruitment and Enrollment," outlines the community outreach and engagement strategies that have been and continue to be implemented to garner local support and collect evidence of demand for Knoxville Prep. As stated in section 1.11, the impetus for PREP Public Schools to open a campus in Knoxville includes demand from the local community. In response to this demand and with evidence of a proven track record (i.e., an effective model worth replicating), PREP Public Schools conducted a comprehensive landscape analysis to assess transferability of the model. (See more about the landscape analysis in Section 1.2.) With belief that the model can be successfully replicated in a new city, serving a very similar student population, Prep Public Schools set feet on the ground to engage directly with a diverse set of stakeholders (e.g., parents, community members, residents, educators, natives, business leaders, etc.) across the Knoxville community. Prep Schools' leaders, board members, local advisory council members and the local director of community engagement have made it a priority to gather a deep understanding of the community, including the students', families' and community needs and goals.

While these needs are articulated with more detail in Section 1.2, the community has been selected to serve students with needs similar to those of Chatt Prep students who are thriving within the PREP Public Schools' model. Compared with their peers county-wide, our targeted student population is less likely to be meeting grade-level academic standards. Poor school achievement and limited access to educational opportunities has created intergenerational cycles of despair. Input gathered demonstrates the community has an evident need for more school options, particularly a school that engages young men in a rigorous yet supportive learning environment, nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers. Input that has been collected also affirms families are looking to enroll their child(ren) in a school that offers components that make Knox Prep unique. More specifically, we have learned that families are not entirely satisfied with current academic options (see more detail below). Families and community members, in describing the ideal school setting, articulated a set of need that are incorporated into the proposed school model.

- Rigorous Academics

One family member referenced local news[1] that reported less students from Knox County were going to college or technical school upon graduation than in years passed. Parents shared stories of students that have been let go from jobs and/or had failed courses at the local community college because they were not well-prepared and had not been offered a rich selection of courses. Parents we spoke with thought college and AP courses were for "other

[1] https://www.knoxnews.com/story/news/education/2022/05/26/60-percent-knox-county-graduates-going-college-trade-school/9911733002/

kids," rather than a realistic possibility for their child. When engaged in discussion regarding programmatic features, we heard families state interest in rigorous academics to ensure their child(ren) built a solid foundation that would set them up for success upon graduation.

The PREP Public School model has been designed to deliver a rigorous, intellectually demanding academic program. Our comprehensive, college preparatory curriculum is centered around themes of innovation and leadership which are infused across rigorous coursework in literacy and communication, science, technology, engineering, mathematics, the arts, and social/cultural studies. The curriculum is grounded in the Tennessee Curriculum Frameworks, Common Core Standards, and ACT Benchmarks for College Readiness. An overview of the curriculum that will be implemented to prepare all Knox Prep students for success in postsecondary experiences and careers of their choice is provided in the graphic below.

COLLEGE PREP (Middle School)						
	ELA	**Math**	**Social Studies**	**Science**	**Electives**	
6th	Close Reading For Meaning: Lavinia Group	Math For Meaning, Story Problems: Lavinia Group	6th Grade History – PREP Social Studies	6th Grade Science – PREP Science		
7th	Historical Perspectives		7th Grade History – Prep Social Studies	7th Grade Science – PREP Science		
8th	Close Reading For Meaning: Lavinia Group		U.S. History: PREP Social Studies	8th Grade Science – Prep Science		
COLLEGE PREP (High School)						
	ELA	**Math**	**Social Studies**	**Science**	**Spanish**	**TN Requirement**
9th	Close Reading for Meaning: Lavinia Group	Math For Meaning, Story Problems: Lavinia Group	AP Human Geography: PREP Social Studies + AP Classroom	Pre-AP Biology: PREP Science + Pre-AP Classroom	Spanish I: PREP Spanish	Physical Education: PREP Leadership
10th			AP US History: PREP Social Studies + AP Classroom	Pre-AP Chemistry: PREP Science + Pre-AP Classroom	Spanish II: PREP Spanish	Personal Finance: PREP Leadership
						Health: PREP Leadership
11th	AP English Language: AP Classroom		AP World History: PREP Social Studies + AP Classroom	AP Biology: PREP Science + AP Classroom	AP Spanish Language & Culture: AP Classroom	
12th	AP English Literature: AP Classroom	AP Calculus: AP Classroom	AP Government: PREP Social Studies + AP Classroom	AP Environmental Science + AP Classroom	AP Spanish Literature: AP Classroom	
			AP Microeconomics: PREP Social Studies + AP Classroom			

Note: Curriculums titled "PREP" are internally created using vetted instructional materials by the Chief Academic Officer and lead teacher.

Selected programming will address low literacy rates and improve math scores for our Knoxville students (or "Prepsters"), empowering them to fill in fundamental skill gaps and progress to proficient and advanced performance across academic subjects. For example, PREP Public Schools, using the Lavinia Group's inquiry-based, standards-aligned curricula, invests in world-class literature. Knox Prep students will not only become great readers but will also fall in love with reading. (Chatt Prep readers, engaged in Lavinia's curricula, read more than 21 million words in SY2021-22). Our mathematicians engage in purposeful problem solving that goes beyond simple calculations, with opportunities to reason independently and with partners, ready to take on any new problem that comes their way (https://laviniagroup.org/). Furthermore, starting in middle school, Prepsters are exposed to

Pre-AP level coursework and opportunities to prepare and practice for the ACT exam. Some, starting in eighth grade, participate in their first Advanced Placement (AP) class, AP Spanish Language and Culture, and take the exam in May (for free). Once a Prepster reaches high school, their AP course load incrementally increases to a full AP schedule during their junior/senior year - there will be no differentiated tracks for students at Knox Prep. A similar academic program does not exist in the community.

- Support for All Students

Parents we spoke with relayed thinking that charter schools only serve high-performing students. They didn't know charter schools enroll all learners or that students could receive targeted supports that were designed to address individual needs. Parents we have and continue to speak with think that if a child has moved through elementary school without receiving the supports needed, then it is too late. Families in the community welcome options that will identify and support their middle and high school student's specific needs.

At PREP Public Schools, we serve and support all students, including exceptional learners (e.g., students with disabilities, struggling learners, gifted and talented learners, English learners, and economically disadvantaged students). While all students will be engaged in the same rigorous curriculum, Knox Prep will embed fundamental skill-building, remediation, and differentiated instruction, optimizing opportunities for scaffolding, individualizing instruction, and providing remediation, enrichment, or extending learning based on students' level of competency.

PREP Public Schools offers a robust plan to support and provide remediation for students with learning deficits, following the Response to Instruction & Intervention (RTI^2) model. Tutoring and academic coaching is embedded in every course period. In addition, after-school tutoring with support from instructional staff will be offered 4 days per week. The weekly RTI^2 Intervention & Extension period will be another opportunity for academic tutoring and coaching – as well as enriched learning experiences – for students struggling with academic content. Summer programming will also be used to extend learning time for students who are struggling with particular learning objectives or standards.

Knox Prep's assessment structure and data-driven, collaborative planning model will 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. The school staffing structure will allow for a small ratio of students to instructional staff positions.

Moreover, 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. Knox Prep will have a highly-qualified special education teacher beginning in Year 1 with a second special education teacher added in Year 3.

- Outstanding Teachers

Community members and families expressed frustration that urban schools typically attract less qualified teachers and, often times, teachers don't look like their children. Parents were excited to learn that Chatt Prep teachers are, and Knox Prep teachers will be, certified, receive ongoing training and represent student demographics. PREP Public Schools implements strategies to recruit and retain staff that are not only racially and ethnically similar to our students, but also in terms of gender. During the 2021-22 school year, 39% of Chatt Prep employees were African American/Black, 7% Hispanic, 52% white, 56% female and 44% male. National Center for Education Statistics (NCES) data shows, "About eight-in-ten U.S. public school teachers (79%) identified as non-Hispanic White during the 2017-18 school year, the most recent year for which NCES has published demographic data about them. Fewer than one-in-ten teachers were either Black (7%), Hispanic (9%) or Asian American (2%)."

At PREP Public Schools, we not only commit to hiring certified teachers with familiarity of local cultures in the community but also invest heavily in our teachers' success. All Knox Prep teachers will be well-trained on the PREP Public model so it can be implemented with fidelity. Professional development system (e.g., four days per year of intensive PD, five in-service days for individual and collaborative planning, 120 hours of PD per staff member each year) will provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness. Knox Prep teachers will exemplify best practices in teaching and engage students in a variety of activities during course periods to maintain student attention and meet the differentiated learning needs of each student. PREP Public's Domains of Excellent Teaching, articulated in our Academic Book (See to the right) were designed to establish baseline expectations for all PREP Public Schools.



Academic Book | PREP PUBLIC SCHOOLS

- Accountability and Transparency

The community, not fully familiar with and a bit uncertain of the charter school model, expressed a need for transparency and accountability.

PREP Public Schools has developed rigorous yet realistic goals, a robust assessment system and a defined data reporting system. These systems guide the school's underlying purpose: to change the lives of young men who face multiple challenges to academic success. Given the indicators of need among target students, Prep Schools has established ambitious but attainable benchmarks for student achievement during the school's initial start-

up phase. The Board of Directors and school leadership team will revisit and adjust benchmarks annually with the expectation of ongoing continuous improvement as the school matures organizationally, as instructional staff benefit from sustained, team-based planning and professional development, and as students advance academically from the primary student entry-point in the 6th grade and begin to catch up academically.

Our assessment program is designed to inform excellent, post-secondary readiness instruction while providing predictable, trackable data points to support effective coaching and management practices across an expanding district. We believe high-quality assessments:

- Enable 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, instructional decisions, etc.) and support academic goal setting.
- Encourage 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.
- Define expected learning outcomes in a way that is transparent to students, parents, teachers, administrators, and other stakeholders.
- Promote a cooperative relationship between teachers and students.
- Foster collaboration among students, parents, and school staff, creating a "web" of support for scaffolding students and bridging achievement gaps.
- Raise expectations for performance as the student progresses and matures.
- Pinpoint intervention and academic support on specific areas of student weakness.
- Establish high expectations for all students and provides incentives for motivated students to achieve at the advanced levels to ensure 100 percent of students have achieved post-secondary readiness.

- Single-gender learning environment

Community members and family members recognize young men face challenges. While there is a strong consensus about the need for an all-boys charter school to promote academic achievement and graduate college-ready young men, in our proposed community, a single-gender model does not exist within 100 miles. Chattanooga Prep is one of the only public all-boys options in the state; distance (~110 miles from Knoxville) makes it unreasonable. The McCallie School, an all-boys, private, boarding school (also in Chattanooga), serving 980 boys in grades 6-12, is not only far, but is also cost prohibitive[2] to the majority of our families.

Nationwide, boys lag behind girls in academic performance in class, on standardized tests, in high school completion, and in college enrollment. (See section 1.2 for more detail.) PREP Public Schools are designed to meet the unique learning needs of boys which is critical since traditional school models have shown to create disadvantages for boys across all socio-

[2] According to niche.com, yearly tuition is $33,130 or $60,710 for tuition and boarding for the highest grade offered. While 44% receive financial aid, the average financial aid is reported to be $20,600.

economic groups. Knox Prep will adopt the following 10 best research-proven instructional practices.[3]

Research-Based Practices from the Teaching Boys Effectively Logic Model:[4]

1. Teachers increase the use of graphics, pictures, and storyboards in literacy-related classes and assignments. When teachers use pictures and graphics more often (even well into high school), boys write with more detail, retain more information, and get better grades on written work across the curriculum.
2. Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning. The more learning is project-driven and kinesthetic, the more boys' bodies will be engaged in learning—causing more information to be retained, remembered, and displayed on tests and assignments.
3. Teachers provide competitive learning opportunities, even while holding to cooperative learning frameworks. Competitive learning includes classroom debates, content-related games, and goal-oriented activities….
4. Classroom curricula include skills training in time, homework, and classroom management. In order to feel competent, engaged, and motivated, many boys need help learning how to do homework, follow directions, and succeed in school and life; classrooms are the primary place these boys come for that training.
5. Approximately 50 percent of reading and writing choices in a classroom are left up to the students themselves. Regularly including nontraditional materials, such as graphic novels, magazines, and comic books, increases boys' engagement in reading and improves both creative and expository writing.
6. Teachers move around their classrooms as they teach. Instructors' physical movement increases boys' engagement, and includes the teacher leading students in physical "brain breaks"—quick, one-minute brain-awakening activities—that keep boys' minds engaged.
7. Students are allowed to move around as needed in classrooms, and they are taught how to practice self-discipline in their movement. This strategy is especially useful when male students are reading or writing—when certain boys twitch, tap their feet, stand up, or pace, they are often learning better than if they sit still, but teachers are often not trained in innovating toward more movement in classrooms.
8. Male mentoring systems permeate the school culture, including use of parent-mentors, male teachers, vertical mentoring (e.g., high school students mentoring elementary students), and male peer mentoring. By 16, vocationally oriented boys (and girls) need schools and communities to provide access to jobs and mentors through which students can master a trade.

[3] http://publications.sreb.org/2004/04v03_ten_strategies.pdf
[4] *ASCD Express*, Vol. 6, No. 4. Copyright 2010 by ASCD. All rights reserved. Visit www.ascd.org/ascdexpress.

9. Teachers use boys-only group work and discussion groups in core classes such as language arts, math, science, and technology. Some boys and girls who do not flourish in the busyness or social distraction of coed classes get a chance to flourish in new ways in single-sex groupings.
10. Teachers and counselors provide skill building for sensitive boys (approximately 20 percent of males fall somewhere on the "sensitive boy" spectrum), and special education classes are taught by teachers trained in how to teach boys specifically. This is crucial because approximately 70 percent of learning-disabled students nationwide are boys.

- Lower Disciplinary Rates

Families we spoke with expressed concern for disproportional disciplinary rates, noting black males were more likely to receive consequence(s), such as suspension. They seek a school setting where students are kept in class with staff that effectively implement alternatives to suspension.

Knox Prep will be a vibrant, positive school environment focused on fostering emotional intelligence and pro-social development among all students. While the PREP Public Schools' 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 PREP Public Schools, school discipline is inextricably grounded in the school culture; all staff and all students will participate in maintaining a safe, orderly, and positive learning environment designed to maximize learning. Suspension and expulsion rates at Chatt Prep (0%) suggest the PREP Public Schools' model will effectively refute high and disproportional disciplinary rates[5] and increase our graduates' long-term academic and professional success.

- Improved Attendance

The community also recognizes attendance as a strong predictor of student outcomes and wants their kids in school. However, the absentee rate in Knox County Schools is highest rate the school system has seen since 2017; more than 1 in 4 students missed at least 18 days of school in the 2021-22 school year.[6] Attendance is recognized as crucial to enable students the time and consistency they need to overcome academic deficits and achieve college / career path readiness.

To achieve PREP Public Schools' average daily attendance rate goal of 98%, strategies proven to promote attendance (Chatt Prep boasts a 98% attendance rate) include but are not limited to:

[5] https://www.grid.news/story/politics/2022/09/07/black-students-face-school-suspensions-at-disproportionately-high-rates-with-long-lasting-consequences/
[6] https://www.knoxnews.com/story/news/education/2022/09/15/superintendent-jon-rysewyk-community-must-help-lift-up-knox-county-schools/10369679002/

- Recognizing Attendance & Participation: Student attendance and participation will be overtly recognized, and students will be able to accrue appropriate rewards (e.g., restaurant gift certificates, bicycle or sports equipment, trophies, etc.) or privileges (e.g., special field trip, special meal with school leaders and family, etc.) based on attendance. Outstanding attendance will be recognized as part of school routines and ceremonies.
- Including Attendance & Engagement in Student Assessment: Attendance and active engagement in learning will comprise part of the student's "Grit Grade" component which will equal 20% - 30% of a student's grade in each class. While attendance alone is not sufficient to earn full value for the engagement / executive function portion of the score, it is a critical factor since attendance is imperative for students – many of whom will start academically behind – to participate in the full spectrum of learning, application, practice, and coaching that will ensure their success.
- Student Advisory Groups: Students will be assigned to instructional and administrative staff in small Advisory groups. Advisors will and initiate discussions with a student if attendance becomes an issue and for initiating engagement with other stakeholders (parents, administrators, counselor, etc.) when needed.
- Wrap-Around Services: Through the Guidance / Counseling Center, students and families will have access to wrap-around services offered by school staff and collaborating community partners. The availability of wrap-around services on-site and readily available for student access is imperative given attendance issues stem from a variety of reasons including homelessness, children having to act as caregivers for siblings or elders, lack of transportation, depression, or a myriad of other obstacles often associated with poverty.
- Extracurricular Activities: Maintaining a good attendance record will be a condition of participation in all extracurricular activities. Excessive absences or instances of tardiness to school will result in dismissal from all extracurricular activities and incentives.
- Clearly Communicating Attendance Policy: The student handbook includes a clear statement of the absence policy including allowable absences, parent-excused absences, and the implications for excessive absences.

- Central Location

In response to the request for a central location, Knox Prep has identified a facility that will be readily accessible. The proposed location at 967 Irwin Street in convenient to both Districts 1 and 2. Knox Prep will also be in close proximity to Knoxville College. At the time of submission, Knox Prep is in communication with Knoxville College leadership about potentially leasing the old Knoxville College football field for athletic space.

- Equitable Resources and Services

Families and community members seek a learning environment that nurtures the whole child and supports students in uncovering their passions and interests.

To maximize a diversity of opportunities for students, students will rotate through a sequence of offerings including music, theatre, and visual art. Instructional staff will include visual arts, music, theater, and movement/dance staff and/or Knox Prep will engage with

community partnerships (supervised by certified teachers) to allow for a greater diversity of offerings for students at each school. Further, based on focus groups with families and parents, and the experiences of the Chatt Prep in serving this same population (particularly during covid when the barriers became clear), wrap-around services are planned and incorporated into facilities and budget allocations. School-operated wrap-around services will include laundry services, a food pantry, uniform assistance, a laptop and home internet access for all students. The school social worker, with assistance from social work interns will provide mental health and counseling for students and refer families to community-based services appropriate to their needs. Knox Prep will establish partnerships with community-based organizations to offer primary healthcare, social services, and parent education. Coupled with an equally strong academic program, these resources and services will accelerate equitable outcomes.

- Community Engagement

All families and community members stressed the importance of community. There is a strong sense of community in Knoxville with diverse partners sharing commitment to enhancing their neighborhood. As detailed below, PREP Public Schools, in response to the family and community's desire to be actively involved in their child's education, is committed to partnering with parents as they become lead participants in their child's academic and social development and be involved in the school's operations and governance. Knox Prep's advisory council will work to establish and sustain strong connections within the community, ensuring Knoxville families have a voice in decision making.

Finally, the proposed model aligns with the four priorities set forth in June 2022 by the Superintendent of Knox County Schools, Dr. Jon Rysewyk:

- Excellence in foundational skills, particularly early literacy and middle-school math;
- Providing great educators in every school;
- Career empowerment and preparation; and
- Success for every student.[7]

Our state's goal, 55% of Tennesseans attaining a college degree or certificate by 2025, will be impossible to achieve if large segments of the population face roadblocks to postsecondary completion. In direct response to community demand, Knox Prep will prepare all students for the postsecondary opportunity of their choice – whether that is a 4-year baccalaureate program, community college, technical or vocational training, or military service. Knox Prep seeks to collaborate with the KCS and to contribute to the district's success.

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

[7] https://www.knoxschools.org/site/default.aspx?PageType=3&DomainID=38&ModuleInstanceID=53356&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=172120&PageID=69

Pre-opening Engagement

As a school brought to the community in response to demand, we are committed to continually engaging families and community stakeholders. The process to engage future Knox Prep families has already begun and will continue from the time our application is approved through school's opening. To build authentic, trusting relationships based on open communication, Knox Prep commits to the following:

- Ongoing Communication: We will promote open communication using equitable communication tools to engage and sustain engagement of our parents and community members. For families with Internet access, we will utilize our school's website, social media (Facebook, Instagram and twitter) and texting to deliver information regarding opening, highlights, and opportunity. All communications will be translated into home languages spoken by our families. Families without Internet access will be mailed communications through the USPS or called. (Preferred contact method will inform delivery; staff will simply ask families to identify preferred communication method.)
- Open, Two-Way Communication: Families and community members will be encouraged to share their thoughts and questions. Open, reliable lines of communication will set a foundation for strong, proactive interactions.
- Face-to-Face and Virtual Meetings: Upon hire, the principal with host bi-monthly meetings at various times of the day to ensure families' varied schedules are considered. At these information sessions, we will share updates about our program and listen to families as they provide feedback.
- Community and Home Visits: Staff will be present at frequently visited locations throughout the community. Home visits may be scheduled with families to ensure provide an opportunity for conversation with family members that are rarely seen.
- Meet and Greet Events: The communication will be invited to attend events where they may mingle with other parents as they gain familiarity with the school culture, expectations and academic program.
- School Tours: In accordance with facility readiness, families and community members will be welcome to take a tour.
- Information tables and community walks: We will share information about the school at frequently attended locations throughout the community (e.g., the trampoline park) and as we walk through the community to attend sporting events, knock on doors, etc.
- Community Events: We will co-sponsor and attend events with local organizations to build unity and relationships among families. For example, the Blessings on Bell Street event that Knox Prep joined was run by a perspective parent.
- Welcome Kits: We will distribute school welcome kits to enrolled families.
- Orientation sessions: Parent & student orientation will be invited to join us at pre-opening orientation sessions to review and underscore opportunities and commitments related to parent & family involvement. Routines and rituals will be introduced while connections are made and friendships started.

- Student Voice: Knox Prep is committed to preparing students for creative leadership. Students will be engaged in decision making; we will collect input from incoming students to activate their voice (e.g., clubs, preferences, etc.) and build the foundation for students to assume school leadership and governance roles.

Multiple avenues for parental and community engagement will ensure that Knox Prep will not only make a difference in the lives of the 700 students who will attend at full capacity, but also in the lives of their families and our broader educational landscape.

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

Evidence of Community Support

Attachment E includes letters of support from parents, community members, local business owners, elected officials, education leaders, etc. These letters, demonstrate Knox Prep is welcomed in the community, is viewed as an attractive educational alternative and reflects the community's needs and interests.

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

Parent and Community Engagement

Knox Prep 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. PREP Public Schools' 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, Knox Prep will engage families and communities to enrich and support outcomes for each student.

Grounded in research and informed by dialogue with prospective parents, families, students and community members, Knox Prep has planned the following parent & family engagement strategies.

KNOXVILLE PREP PARENT & FAMILY ENGAGEMENT STRATEGIES	
Enrollment & Student Intake	Enrollment & student intake procedures at Knox Prep will inform and educate parents and family members about school policies, commitments, and opportunities. School personnel will secure state assessment scores and require

	initial summer school for students with learning deficits.
Parent & Family Orientation	Knox Prep 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. As part of the enrollment guidelines, parents and/or guardians are required to attend registration and parent orientation that reviews, and underscores opportunities and commitments related to parent & family involvement. Accommodations will be made for families unable to attend an in-person event.
Prep Promise Commitment	Knox Prep will ask that a parent or guardian for each student sign the "Prep Promise" as part of the enrollment process. The Prep Promise will be articulated as a Memorandum of Understanding that will outline what parents can expect from Knox Prep and what is expected of parents and families to support student learning. The Prep Promise asks parents to commit to (1) participating in parent orientation each year; (2) attending at least 4 school functions per year (student-led conferences, Innovation Evenings, etc.); and (3) stating that every day they will do something to help support their son in school.
Website & Online Access to Achievement Data	Knox Prep will maintain an active website and provide online access to student achievement data through the Haiku Learning program and to student behavior data through the Classroom Dojo program.
Parent & Family Conferences	Student-led Conferences will occur at least twice per year.
School Governance	The PREP Public Schools' Governance Board will include at least one family representative from

	each school community (one from Chattanooga and one from Knoxville) and one Knoxville community member who will be voting board members. Families and the school community will be invited to attend any/all board meetings (in-person or virtually when not held at Knox Prep). School staff will work with parents to establish a Parent & Family Organization to support school activities and ensure that parents have consistent opportunities to give input. Board meeting minutes will be posted to our website.
Advisory Council	The Knox Prep advisory council, composed to support local representation will hold regular meetings. Family and community members are invited to join. Advisory council members will join school activities to build relationships with families and students.
Parent Education	Knox Prep will offer regular parent education opportunities with topics including Technology Use and Security, Financial Planning for College, Course Selection, Nutrition, etc. Workshops will be hosted by school personnel to support emerging needs and to address topics as they arise.
School-based Involvement	Knox Prep families will be encouraged to engage with our school community. Opportunities for engagement include but are not limited to chaperoning school functions, experiential learning trips as well as college tours; planning and hosting teacher and staff appreciation events; providing translation services or integrating their cultural and linguistic traditions into school activities; planning and/or attending school celebrations and special events; helping with fundraisers or contributing to our annual giving campaign; attending student performances, presentations, sporting events,

	parent workshops, etc. A school volunteer training session will be offered to boost parent confidence and increase involvement.
Community-Based Services	The school social worker, with assistance from social work interns will provide mental health and counseling for students and refer families to community-based services appropriate to their needs. We will establish partnerships with community-based organizations to offer primary healthcare, social services, and parent education.
Communication Tools	PREP schools employ the following communication tools: • Family communication flow chart – distributed to all staff, faculty, auxiliary and families (strict 24-hour response rate is expected) • Weekly family newsletter shared electronically via REMIND, Facebook, and Instagram (printing and sending home with students is campus choice) • REMIND – used consistently to encourage two-way communication between staff and families We track and monitor any students/families at risk of leaving. All schools must maintain an active Promise List that helps them identify student or families that are struggling. Promise Lists are owned by the Director of Operations but take the entire school community's investment and work to identify and support students or families that need it. The Promise List should be reviewed in lead team tactical, check-ins with the Director of Operations and counselor and every grade team meeting.

Families will be provided with an annual calendar of events; event updates will be posted to our website and shared via social media (or other means deemed appropriate) with ample notice. Knox Prep will create and sustain an inclusive learning environment where all parents feel comfortable and welcome. Barriers to involvement will be addressed through childcare, language translation services, transportation and accessibility.

Knoxville Prep has also planned a variety of services and amenities to engage and support parents and families.

- Food Pantry: In partnership with community partners, Knoxville Prep will offer a monthly mobile food pantry for families. The food pantry will include healthy food options and recipes.
- Laundry Services:
- Uniform Assistance: The Board of Directors and Development staff will engage community supporters to provide assistance for students who need financial support to purchase school uniforms.
- Computer & Home Internet Service: All Knoxville Prep students will receive a laptop or tablet computer and home internet service. This is critical for flipped classroom homework assignments and so that students and families can access student achievement information, academic resources, etc.
- Health & Wellness: Knoxville Prep will enter into a partnership agreement with a local health care provider to offer health care through a Family Nurse Practitioner-led clinic model.
- Parent Education & Career Support: Knoxville Prep will facilitate career opportunities for parents including facilitating connections with employment opportunities, resume and interview preparation support, and support for educational advancement (GED preparation, postsecondary enrollment, etc.).

Multiple avenues for parental and community engagement will ensure that Knox Prep will not only make a difference in the lives of the 700 students who will attend at full capacity, but also in the lives of their families and our broader educational landscape.

Finally, to build strong and effective parent engagement, Knox Prep will continually strive to incorporate needs and interests of parents. Surveys are administered quarterly to help identify and respond to needs and wants. Frequent and direct contact between teachers (that reach out to share positive updates and news) and family members will help build a positive communication system. Likewise, advisory council and board members' presence in the school community will support efforts to build robust parent and community engagement.

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

Communicating Opportunities

Parents are essential partners in education. They influence their children's attitudes about learning, and support learning at home. Knox Prep 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. We have a shared responsibility to ensure children receive the high-quality education they deserve. As part of the enrollment guidelines, parents and/or guardians are required to attend registration and parent orientation. At this time, the student & parent handbook is distributed (and posted on our school website) and reviewed with families, providing parents with the opportunity to discuss and ask questions about school policies and opportunities. Policies addressed include but are not limited to anti-discrimination/anti-harassment, lifework and late work, electronic devices and technology use, promotion and retention, uniform and grooming, visitor, exceptional education, health records, During orientation, we also discuss the school's mission and vision, core values, school hours, grading system, the tiered attendance system, the behavior plan, "Prepisms," etc.

Moreover, communication is essential to building and sustain parent involvement. As stated above, the school maintains an active website and social medial presence to sustain ongoing communication. For families with no Internet access, we may print and send updates as applicable. Also, in close proximity to the school's entrance (or in another highly visible location), office support staff will maintain a bulletin board to post updates and details for upcoming events. The REMIND education communication platform to encourage two-way communication between staff and families. A weekly family newsletter shared electronically via REMIND, Facebook, and Instagram (printing and sending home with students is campus choice). Finally, while participation is highly encouraged and supported through training and communication strategies, it is optional.

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

Mission-Aligned Programming

Knoxville Prep engages young men in a rigorous yet supportive learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers. Strategies described throughout this section will support mission-aligned programming. The school will also offer regular parent education opportunities with topics including Technology Use and Security, Financial Planning for College, Nutrition, etc. in alignment with community need (ascertained informally through conversation and more formally, through regularly administered surveys) as we collaborate to inspire and empower young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifelong learning and success.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.10 Charter Management Organization (if applicable)

(a) If you intend to contract with a charter management organization (CMO), please detail:
• The name of the CMO, if known, and evidence of its educational and management success;
• Selection process and criteria;
• Scope of services and resources to be provided by the CMO;
• Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be checked;
• How performance of the CMO will be measured, including any deliverables;
• Conditions for renewal and termination of the CMO agreement;
• Any monetary obligations of the CMO agreement; and
• Include a copy of the CMO agreement as Attachment K, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider: the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider: financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination
(b) For a sponsor of an existing school in the ASD contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as Attachment K

PREP Public Schools as CMO

PREP Public Schools does not intend to contract with third-party educational service providers. PREP Public Schools will serve as its own charter management organization in the sense that it will be operating a network of multiple high-performing public charter schools. PREP Public Schools will operate the network from a single entity (PREP Public Schools, a Tennessee nonprofit corporation) with a single board of directors; however, PREP Public Schools will establish, and seek significant input and recommendations from, advisory boards at each charter school in compliance with the Tennessee Public Charter Schools Act of 2002.

2.12 Network Vision, Growth Plan & Capacity

In this section:
(a) Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.

Network Vision, Impact and Growth Plan

Knoxville Preparatory School's charter will be held by PREP Public Schools, Inc. PREP Public Schools (or "PREP Schools") is a tax-exempt organization incorporated under section 501(c)(3)

of the IRS code.[51] PREP Public Schools, the sponsoring entity for the proposed school, builds and operates high performing charter schools at the middle and high school level in Tennessee. PREP Public Schools' mission is to engage young men (and women, beginning in school year 2027-28) in a rigorous yet supportive, single-gender learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers. Driven by its vision, to inspire and empower young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifelong learning and success, PREP Public Schools opens and operates public charter schools in high-need communities of Tennessee.

Each school in the PREP Public Schools network will achieve the following goals:

Goal 1: Accelerate intellectual development and academic achievement among urban boys through a rigorous academic program designed to support academically underperforming students in attaining proficient and advanced levels of academic performance.

Goal 2: Bolster self-confidence and promote social / emotional development among low-income, urban boys, empowering them to hone leadership capacities, social/emotional maturity, self-discipline, and resilience.

Goal 3: Fortify college and career readiness and success through a rigorous curriculum that integrates problem-based, experiential, and expeditionary learning strategies.

Goal 4: Buttress student support networks by establishing multiple pathways for family and community engagement in academic achievement, social/emotional maturity, and leadership development.

The purpose of the network is to change the lives of young men (and women) who face multiple challenges to academic success. PREP Public Schools meets the prescribed purposes set forth within the Tennessee Public Charter Schools Act of 2002 (TN Code § 49-13-102 (2021)). PREP Public Schools will:

1. Improve learning for all students and close the achievement gap between high and low students by meeting the unique educational and social-emotional needs of young men who have faced a multitude of challenges in an academically rigorous yet supportive environment that infuses literacy across every lesson in every subject; engages students in active learning; embeds intervention & academic support strategies; and implements standards-aligned, research-based curriculum that has proven to result in the highest level of growth with a similar

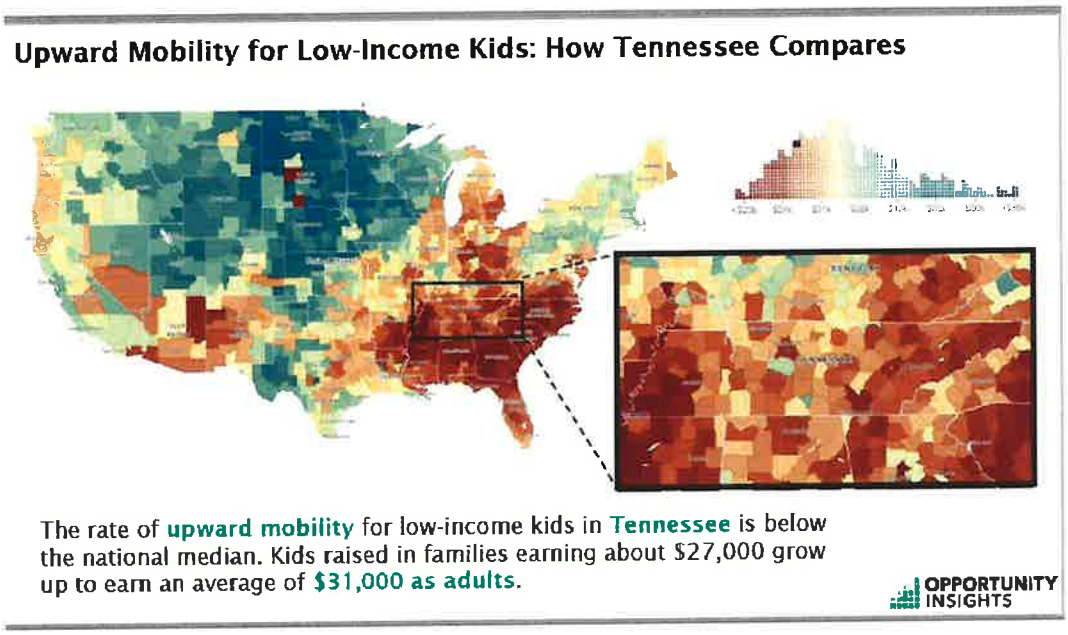
[51] On October 20, 2022, the Chattanooga Prep governance board voted to approve Chattanooga Prep, Inc.'s name change to PREP Public Schools, Inc.

group of students (as evidenced by earning Level 5, the highest TVAAS ranking awarded by the TDOE;

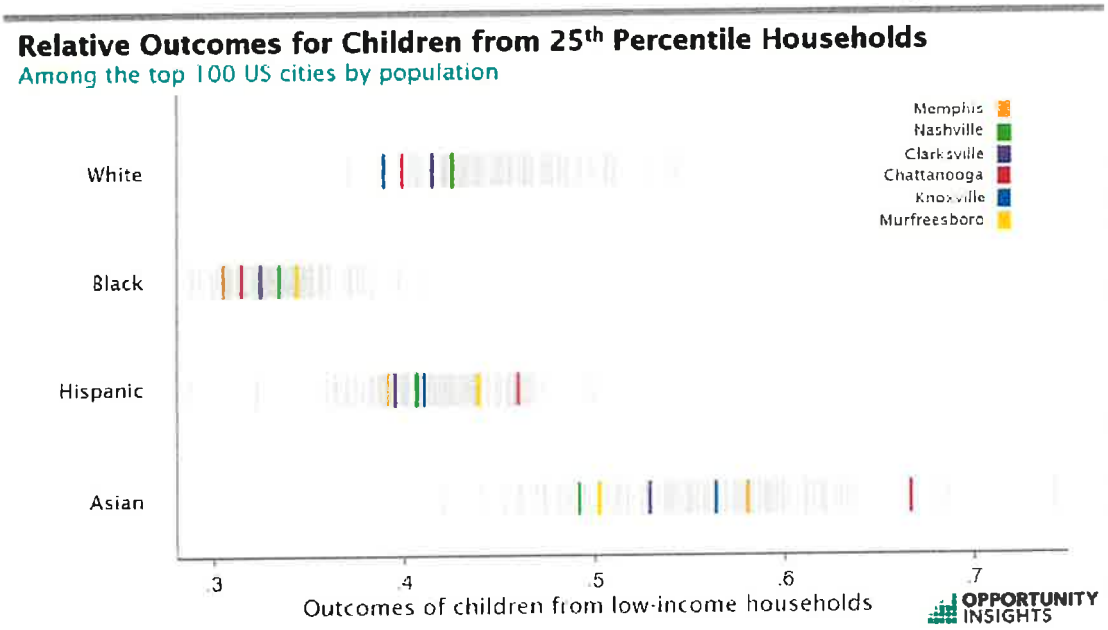
2. Provide options for parents to meet educational needs of students, offering families school choice with the first all-boys public school in Knox County that nurtures resilience, promotes academic excellence, inspires leadership and prepares critical thinkers;
3. Encourage the use of different and innovative teaching methods, such as the constructivist approach as well as collaborative grade band teams 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 using real time information to support learning, and ensure that children have the opportunity to not only reach proficiency on state academic assessments, but to also graduate high school prepared to flourish in college or university;
5. Create new professional opportunities for teachers by fostering an atmosphere that conveys a high regard for students through encouraging ongoing professional development and using data to ensure continuous improvement across metrics of student achievement and school performance;
6. Afford parents substantial meaningful opportunities to participate in the education of their children with ongoing opportunities for community and family engagement as well as the opportunity to receive a variety of wrap-around services that go far beyond traditional concepts of schooling.

With attention to school choice and student needs across Tennessee, PREP Public Schools continues to combine big picture data with local insight to ensure we maximize impact for low-income students across the state. For example, data, collected by Opportunity Insights[52], shows the rate of upward mobility for low-income students in TN is below the national median. Kids raised in families earning about $27,00 grow up to an average of $31,000 as adults.

[52] Opportunity Insights is a non-partisan, not-for-profit organization based at Harvard University and directed by Raj Chetty, John Friedman, and Nathaniel Hendren. The organization conducts scientific research using "big data" on how to improve upward mobility and work collaboratively with local stakeholders to translate these research findings into policy change.



Moreover, when looking at outcomes of children from low-income (i.e., 25th percentile) households, data shows Black and Hispanic students, among the top 100 US cities, have the lowest rates of upward mobility.



PREP Public Schools seeks to operate four middle/high school campuses across Knoxville and Chattanooga in East Tennessee by 2034, including Chattanooga Preparatory School (Chatt Prep). Chatt Prep, the one currently existing school in PREP Public Schools' network, was founded in 2018 by local business entrepreneurs Ted and Kelly Alling. The Ailings were inspired

to open an all-boys charter school adjacent to the Chattanooga Girls Leadership Academy (CGLA), an all-girls 6-12 charter school that shares common space, sports fields, extracurriculars, social activities, etc. with Chatt Prep). Chatt Prep is an all-boys school educating students in grades 6-10 (6-12 at full buildout). Chatt Prep's evidence of achievement (see Attachment Q), effective leadership team, and efficient operations make it well positioned to expand its portfolio to serve more students and communities across Knoxville and Chattanooga in East Tennessee.



PREP Public Schools' planned expansion would create the first charter network to serve students in East Tennessee. More specifically, over the next five years, PREP Public Schools plans to open three new schools across Knoxville and Chattanooga in East Tennessee,[53] serving a total of 2,800 students at full capacity. While PREP Public Schools has no other pending applications, as part of the growth plan, the following three schools will be added:

1. Knoxville Preparatory School (or "Knox Prep"): A replication of the 6-12 all-boys model in Knoxville, TN, in fall 2024 (700 students);

[53] While PREP Public Schools is committed to growing from one to four schools in East Tennessee over the course of the next five years, we believe growth is driven by community demand. Each PREP Public School will be actively supported by a local advisory council whose members represent the community and serve as integral partners to the school's success. By deeply rooting schools in the community, PREP Public Schools serves as a catalyst for family empowerment and community transformation.

Knox Prep will be the county's first all-boys public school focused on the unique needs of young men in a part of the community that has great need for strong, driven men of color who will grow into Knoxville leaders, enrich our community, and provide hope for the future generations. Knox Prep will offer school choice to families with sons in East Knoxville who are frustrated with poor academic achievement, limited access to educational opportunities, and safety in their public schools.

2. An all-girls 6-12 school in Knoxville in fall 2027 (700 students);

PREP Schools' vision is to create a single campus, similar to the partnership between Chatt Prep and CGLA in Chattanooga, that will house an all-boys and an all-girls school, with separate charters and programming but shared opportunities.

3. A second all-boys school in Chattanooga in fall 2027 (700 students).

PREP Public Schools will be opportunistic about growth in Hamilton County. With a strong civic base for strengthening educational opportunities for disadvantaged students, it may be likely to partner on a building or school concept with the district or county. Future growth in Chattanooga is intentionally on a longer timeline in order to leverage key partnerships and work on a facility option.

SCHOOL GROWTH						
	SY22-23	SY23-24	SY24-25	SY25-26	SY26-27	SY27-28
Enrollment	400	539	737	859	978	1,311
Seats	550	700	1,400	1,400	1,400	2,800
Schools	1	1	2	2	2	4

All schools in the PREP Public Schools' network will be high performing charter schools that consistently strive to outperform non-charter traditional schools located in their neighborhood of residence, district of residence and across the state. The distinctive non-negotiables of all schools in the PREP Public Schools' network include:

- Rigorous Academic Environment
- Strong Character and Socio-emotional Development
- Extensive College and Career Exposure

The organization's key strategic growth drivers include the following:

- Scaling its portfolio from one to four charter schools that will each achieve self-sustainability based on charter school per pupil funding.
- Identifying the most high-need communities based on academic performance of existing schools; achievement of all groups of students at existing schools; community demand

and support for PREP Public Schools' model; and the availability of facilities that will support its growth.

- Responding to community demand and collaborating with local stakeholders that are committed to supporting the school model in their community.
- Implementing a defined governance and operations structure with clear lines of reporting, authority and accountability to support fidelity of its model as the network expands.
- Collecting, analyzing and monitoring outcome data to inform future growth and programmatic adjustments (at one or all schools).

(b) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

Organizational Capacity

PREP Public Schools' growth, development and effectiveness are supported by a strong and experienced governing board and leadership team. Board members have the capacity to monitor and provide oversight of the school's academic, administrative, and fiscal operations. The board members represent a cross-section of dedicated and experienced educators, community leaders, business and organizational leaders who share a belief in the network's mission. Their leadership – accountability for academic achievement, policy making targeted at achieving the network's goals, oversight to sustain fiscal stability, and veracity – remain exceptional. (Board member capacity is articulated in Section 2.14 below.) The network's leadership team consists of a Chief Executive Officer (CEO), Chief Academic Officer (CAO), Chief Operating Officer (COO), and school Principal (future Chief Schools Officer). The leadership team is critical to school and network effectiveness, and more specifically, student success. Members collaborate under the CEO's management and concerted attention to leadership succession given its vital role in sustainability. The following section identifies the members of the leadership team and provides a brief summary of their prior roles and responsibilities. The expertise of these members as well as their commitment to the team demonstrates that the team has the collective capacity to support PREP Public's growth plan and operate academically, operationally, and financially successful schools.

Leadership Team Members

Brad Scott – CEO

Brad Scott joined Chatt Prep at the end of its first year (spring 2019). This is Scott's fourth year at Chattanooga Prep, where he began as the Head of School and was promoted in 2020 as the Chief Executive Officer (CEO). His strategic career path supported intentional development of the skillset and capacity needed to fill the role of PREP Public Schools CEO.

Scott is a native of Chattanooga, where he currently resides with his wife, Aseneth, an educator and native of the Rio Grande Valley, and his [redacted]. Scott graduated from the

University of Tennessee in Knoxville, where he was an honors graduate majoring in Political Science and Economics. Upon graduation, Scott joined Teach for America and was placed in the Rio Grande Valley of Texas, where he taught at IDEA Quest College Prep. At IDEA, Scott taught AP Human Geography, AP Government, and AP Economics. He coached basketball and volleyball and led the 9th and 12th-grade teams. Throughout his tenure at IDEA, he was an assistant principal, principal residence, and founding principal for IDEA Public Schools, where he also served on the senior executive council. Scott's seventeen years in education also include serving as a kindergarten paraprofessional at Ringgold Primary School, a history teacher at Thomas English School in Bangalore, India, and an economics teacher at Dalton High School in Dalton, Georgia.

In addition to graduating from UT Knoxville, Scott earned a Master of Education from the Teachers College at Columbia University where he was in the School Building Leadership/Principal cohort of the Summer Principals Academy. The Academy is a transformative graduate program committed to developing school leaders and promoting equity and excellence in education through an enriching, hands-on curriculum and administrative internships. Mr. Scott was also a fellow in the RELAY Graduate School of Education's National Principal Supervisor Academy Fellowship. This program enables system-level leaders to effectively lead change across multiple schools through the coaching and development of school-based leaders. Moreover, Mr. Scott has attended RELAY's National Principal Institute with a focus on instructional coaching. He holds principal and administrator licenses and certifications in several states, including Elementary & Secondary School Administrator certification with the Tennessee Department of Education.

Mr. Scott's expertise and knowledge of the charter school world and his educational leadership has been recognized. His ability to communicate with all stakeholders is another key asset. His dedication goes beyond having a good career; he, by his own admission and those on his team, knows that he puts student's success above everything. NGCC concludes, Mr. Scott has done an exemplary job; he has the heart and mind for the journey (i.e., expansion/replication). Mr. Scott's comprehensive experience over his career has positioned him to lead the PREP Public Schools and form and oversee a leadership team that will collaborate to raise the achievement of students in Knox County. He holds leadership experience; he has built structures and systems to improve outcomes for all students, including those from underserved and marginalized populations.

At PREP Public Schools, Mr. Scott will hold responsibility for leading the organization's strategic direction and partnering with the Board to identify pathways for broader and deeper outcomes. As a member of the leadership team, the CEO shares leadership responsibilities and distributes defined tasks to individuals in accordance with their specific areas of expertise. Leadership team members share collective responsibility for leading the school and presenting the vision, strategy, and mission-aligned goals. The CEO takes responsibility for building leadership team members' capacity to sustain the school's sustainability and quality and manages high-performing leadership team members so they may exceed their commitment to achieving exceptional educational outcomes for all students.

To support his own success, Mr. Scott's growth plan from the time of approval through expansion includes weekly coaching sessions[54] with JoAnn Gama who as co-founder and chief of schools led the replication efforts of a high-performing charter network, expanding to 44 schools serving more than 23,000 students; attendance at national conferences (e.g., National Charter Schools Conference, National Association of Charter School Authorizers (NACSA) Leadership Conference); regular attendance at district trainings; as well as, trainings and professional development at the school (e.g., Lavinia Group, etc.). Areas of immediate focus include delegating work; ensuring all team members have clarity around roles; anchoring and clarifying the culture to ensure joy, an integral part of Chatt Prep's DNA, is reflected in the behavior of every employee and every student within the PREP Public network; building tight communication systems; using data for strategic decision making; and transferring knowledge to those on the leadership team while overseeing their growth and building on their and school as well as network achievements. The next two years will focus on anchoring the culture, embedding a strategic mindset, increasing business intelligence, and growing and maturing the organization.

Juan Aguinaga – CAO

Juan Aguinaga brings a wealth of academic and curriculum development expertise to PREP Public Schools. He was born in Houston, TX, and raised in the Rio Grande Valley where he attended IDEA Public School's flagship campus. He matriculated at Texas A&M University majoring in International Relations, and worked with K-5th graders at College Hills Elementary. After graduating from Texas A&M, Juan was accepted as a 2015 Teach For America corps member and returned to the Rio Grande Valley. He began his service at IDEA Weslaco where he taught 10th grade AP World History and led his students to achieve the highest AP results in school history. Building on the success from the previous year, he rotated with his group of students as the 11th grade AP United States history teacher, and his scholars surpassed district goals on their state assessments.

Juan served at IDEA Toros as a history teacher and in various teacher leader/campus leader roles. During his time at IDEA Toros, Juan led the history department to surpass district goals, leading the district in state assessment results and continuously increasing AP passing rates. Juan graduated from Columbia University with a degree in Public School Building Leadership. He then joined KIPP New Orleans as the High School Achievement Manager and began building a foundation to lead KIPP's high schools to succeed in social studies. In the 2021-22 school year, after visiting previously, Juan was thrilled to join the Chattanooga Preparatory community. As a low-income and first-generation student, Juan believes that kids in communities across the country are not at risk of failing – they are at risk of not receiving a just opportunity to achieve their highest potential. He believes that school leadership is the single most important indicator that allows schools to meet high academic standards for all children. Juan's ability to support teachers in accelerating student achievement is a true asset to the leadership team. In his time at Chatt

[54] Coaching sessions began in October 2022. Focus on network leadership has begun and will continue as Mr. Scott leads expansion efforts.

Prep, academic growth rose significantly; he contributed to Chatt Prep earning Level 5 TVAAS.

Juan participates in training with the Lavinia Group. Lavinia Group provides world-class professional development and coaching for teachers and school leaders to ensure joyful, student-centered, research-based literacy, math, and social studies instruction that drives real results. He led Chatt Prep's transition to Lavinia. His solid expertise and familiarity with AP courses is an asset to Chatt Prep's successful AP program. 100% of students have enrolled in at least one AP course; to date, 30% of students have passed an AP course. As a Hispanic male that is fluent in Spanish, Juan builds particularly deep connections with our Spanish speaking families. He hosts family night and is involved with centro hispano de East Tennessee. Juan is a strong advocate for students with high needs, including Latino student success. Over the next year, Juan will continue to participate in Lavinia Group PD, RELAY training and to meet with a coach on a weekly basis as he prepares to support our new school principals in implementing the PREP Public model in their community.

Diamond Kelley - Principal (future Chief Schools Officer, beginning in 2026-27)

Diamond Kelley, Chatt Prep's principal (and future Chief Schools Officer), is a gifted people leader who brings a nurturing but structured environment to the boys. She joined the Chatt Prep team in the fall of 2019 as the AP and quickly became known as the heartbeat of the school. Due to her superior leadership skills, dedication to students, and commitment to learning, she ascended to the role of principal during the 2019-20 school year. She is a Tennessee native, educator and a servant leader with 20+ years of experience in urban education. She is not only determined to help but also proficient in shifting the narrative about black and brown students. She understands the importance of getting students not just to college but through college. She is not afraid to "DO MORE to ACHIEVE MORE."

Ms. Kelley holds a bachelor's degree from the University of Tennessee Chattanooga, a Master's degree in Education (EdM) from Carson Newman University and will soon earn a doctorate degree from the University of Nashville. Ms. Kelley completed the RELAY Graduate School of Education's National Principal Academy Fellowship. Throughout the school year, she attends principal training sessions with Hamilton County Schools, facilitated by internal and external experts; and meets with a coach on a weekly basis. Over the next two years, Ms. Kelley will continue to focus on communication skills and leverage her leadership skills to maximize her strengths and model great leadership for others.

Micah Reed Bess - COO

Micah was born and raised on the Middle Peninsula of Virginia in Middlesex County. After graduating from Middlesex High School in 2010, Micah attended Virginia Commonwealth University where she earned her Bachelor of Science degree in Marketing. Passionate about serving others, Micah began her career as a nonprofit professional in 2015 working full-time as the Administrative Services Director for the Patrick Henry and Atlee Station YMCAs of the Greater

Richmond Association. She served the Hanover community in that role for almost two years before relocating to Chattanooga, Tennessee.

Ms. Reed Bess joined the Chatt Prep founding team in the fall of 2017. She began with Chattanooga Prep as a Development Coordinator and eventually transitioned to an Operations Coordinator role in the spring of 2019. Later that year, she was promoted to the Director of Operations position. Since the fall of 2020, Micah has led Operations at Chattanooga Prep as the Chief Operations Officer. She looks forward to continued growth in her role with the establishment of the PREP Public School network and the expansion into Knoxville.

CFO

In 2027-28, a Chief Financial Officer will join the leadership team. A CFO job description is provided in Section 2.13. Until the CFO joins the leadership team, PREP Public Schools will continue to contract with Afton Partners, a national organization with strong roots in TN that supports long-range budgeting and Your CFO to Go. Your CFO to Go functions of an internal bookkeeper and what an entire accounting team, including the high-level insight of a CFO, can provide. Two staff members also support daily financial operations and we contract with an auditing firm.

Capacity

Data, showing the model we plan to replicate has proven effective with a similar student population (See Attachment Q), provides evidence that the proposed leadership team has the capacity to garner similar results with a similar student population in Knox County. Further, as summarized by the North Georgia Corporate Consulting firm (NGCC), hired by Chatt Prep board to assess organizational capacity, in May 2022, the Chatt Prep leadership team is extremely strong for this stage of growth (e.g., moving from a start-up model to growth model to include repeatable systems) and well-positioned to support the network's growth. Members of the leadership team (identified above) share a true passion for the work, are mission driven and take a student-centric approach to building a culture that secures the school's future. Guided by a manageable, well-thought-out strategy, external evaluators expect the organization will continue to flourish beyond its current boundaries and achievements of success.

The collective expertise of our board and leadership team members as well as their commitment to the school model, communities of as well as families and students in Chattanooga and Knoxville demonstrates PREP Public's organizational capacity to extend the benefits of single-gender, leadership-focused to others. Collectively, they will effectively systematize the insights gained at Chatt Prep to create a repeatable model and mature the organization. Their expertise with the school model as well as their preparedness to engage in ongoing support and professional development to expand not only their knowledge but also the business components of the growth plan will support long-term sustainability and expansion, resulting in a school that would be "in the best interests of the pupils, the school district or community" (T.C.A. § 49-13-108).

(c) If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.

Previously Approved

Not Applicable.

No schools were previously approved by this or another authorizer, but which failed to open or did not open on time.

(d) Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.

Past Replication Efforts

Not Applicable.

Expansion into Knoxville will be our first replication effort.

Replication Lessons Learned

Not Applicable.

Expansion into Knoxville will be our first replication effort.

(e) Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

Risks and Challenges

The key risks and challenges associated with PREP Public Schools' growth plan as well as the steps to mitigate these include the following:

Challenge: Successfully hitting key school opening milestones in a new community.

The schools' governing board and leadership team will need to successfully hit key school opening milestones in the new community. As PREP Public Schools opens new and more school campuses, clear start-up plans, defined operating guidelines as well as clearly communicated accountability and monitoring processes to proactively identify and rapidly address shortfalls, will help keep each school on track to meet performance goals. Moreover, PREP Public Schools' ability to select, implement and monitor research-based intervention strategies will keep each school supported and focused on attaining desired outcomes.

Challenge: Operational development issues inherent to expansion.

As PREP Public Schools grow and add more campuses and students, the number of staff and teams will increase. To maintain effective operations at each site, highly qualified school leadership teams will be hired to oversee each local campus. Moreover, mechanisms to sustain ongoing communication will be implemented. For example, the network leadership team will meet with each school leadership team at least weekly (and more frequently based on need to support

a smooth and effective opening). Additionally, on a monthly basis, all network leaders will meet in-person/virtually, etc. to sustain collaborative focus on mission attainment.

Challenge: Securing facility space.

There is a challenge to find the right location in the underserved parts of Knoxville that also aren't in the backyard of schools that are already under-enrolled. To mitigate this challenge, PREP Public Schools partnered with Level Field Partners and local real estate firms for support. Knox Prep explored several private facility options, including partnering with a local university and a site that would be a redevelopment of a former district school (now owned by the county). As stated in the facility section, KPS intends to lease space for the first few years (1-3) while constructing a permanent facility. Further, PREP Public Schools conducted a thorough landscape analysis prior to selecting a community. (See Section 1.2 for more detail regarding the landscape analysis that was conducted in June 2022.)

Challenge: Securing a school leader and ensuring DNA transfer to a strong school leader.

To date, Knox Prep has not yet identified a school leader. After going through an initial hiring process, PREP Public Schools ultimately decided none of the candidates were sufficiently strong. The school will launch another external search upon charter approval, but finding a strong leader remains a key risk. PREP Public Schools understands the value of a strong leader. Robust and proven recruiting and hiring processes have been put in place to identify a strong leader(s) with specific qualifications and proven expertise. Additionally, a robust hiring timeline has been established to support our ability to hire early. This timeline supports the selected leaders' orientation and training. Ideally, the leader will participate in job shadowing at Chatt Prep for no less than six months. The principal will also participate in RELAY GSE's fellowship/leadership program. PREP Public Schools' network leaders are prepared to step in and lean into the extent necessary to launch the school.

Challenge: Meeting the school's enrollment plan.

Full enrollment is critical to the school's financial success and sustains a comprehensive staffing plan. PREP Public Schools partners with a local marketing and communications firm, has hired a community organizer, and hosts a series of family and parent meetings to ensure interest is sufficient to not only fill seats on opening day but to also support creation of a robust waiting list. Knox Prep's goal is to secure $\geq$ 100 letters of intent to enroll in advance of a charter vote spring 2023 (15 months prior to launch). Further, by December 2023, we seek to have collected $\geq$ 60 applications for enrollment; by February 2024, 100 applications and by the time a lottery is held, to have $\geq$ 150 applications (exceeding the number of seats by 50). Knox Prep will backfill seats from the waiting list; therefore, robust outreach and marketing plan will support efforts to ensure seats remain filled.

Challenge: Elevating governance structure, from a strong single site board to a strategic network

governing board.

The governing board has set ambitious yet realistic timelines for updating policies and procedures, establishing a legal structure that facilitates their growth plan, and reducing the number of existing members while adding representation from Knoxville. Further, to ensure the governing board is prepared for opening, an up to 15-member advisory council consisting of members that represent the school, the community and the persons closest to the students, has been established. The local advisory board members, with no voting rights, share PREP Public Schools' responsibility for guiding the school toward continuous achievement.

Challenge: Building strategic finance muscle as they expand and take on additional private facilities.

PREP Public Schools plans to leverage their partnership with Afton Partners in the near term while bringing finance leadership in-house in the longer term. More specifically, by 2026-27, PREP Public Schools plans to expand the internal financial team by adding a chief financial officer that will play a significant role in the overall strategic vision by providing strategic financial leadership.

Challenge: Hiring strong teachers during a local and national teacher shortage.

PREP Public Schools offers high quality professional development and leadership opportunities to support its employees. Many of the current staff members holding leadership position and/or responsibilities have been grown from within. Further, each school's slow growth pattern permits the school to establish a foundation of best practices. By adding one grade level per year, PREP Public Schools sustain the school's culture as returning students are familiar with the school's practices, procedures, and expectations and are able to positively influence new students, as well as fortify acculturation efforts led by school staff as new students become part of our community. By serving 105 students in Year 1, network schools are given the opportunity to work with a small staff, allowing the school-based principal leadership team (with support from the network leadership team) to cultivate their collaborative leadership style as school staff gain familiarity with our model. The small number of staff required in Year 1 enables leadership to select the most qualified teaching candidates. This is essential; researchers identify teacher quality as an essential factor influencing student achievement.[55] PREP Public Schools will partner with University of Tennessee Martin Call Me MiSTER program[56] to recruit teachers for Knox Prep. Finally, it's important to note, PREP Public Schools will support active, wide and robust

[55] https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html
[56] https://www.utm.edu/news/2020/08/10/johnson-seeks-to-help-students-through-call-me-mister-program/ The Call Me MiSTER program, originally founded at Clemson University in 2000, is a leadership program that seeks to provide future teachers from diverse backgrounds with the tools and support needed to pursue successful careers in elementary and middle schools across the nation. "MiSTER" stands for "Mentors Instructing Students Toward Effective Role Models," and the program's goal is to provide under-served, socioeconomically disadvantaged and educationally at-risk communities with minority educators.

recruitment efforts; it will not "steal" teachers from other public schools in the community.

Challenge: The city's and state's political environment surrounding charter schools is complicated and presents a series of obstacles to overcome when building a base of support for Knox Prep in Knox County.

Knox Prep has begun and will continue to engage in extensive community relations (See section 1.11 for more detail), including:

- Community-wide education about charter schools not only to prospective families and students, but to the community as a whole.
- Be present in the East Knox community to build a base of support, specifically aiming to grow trust in Knox Prep.
- Identify and develop relationships with community/business/government leaders who will be vocal advocates for Knox Prep.
- Build brand awareness around who Knox Prep is and why it offers an option for boys in East Knoxville that doesn't currently exist.

*(f) Provide, as **Attachment L**, the network's most recent annual report.*

Annual Report

PREP Public Schools has recently evolved from Chatt Prep, Inc. Due to this timing, the network has not developed an annual report.

2.13 Network Management[57]

In this section:
(a) Identify the network's leadership team and their specific roles and responsibilities.

Network Leadership Team Members, Roles and Responsibilities

Chief Executive Officer (CEO)
Brad Scott

The CEO reports directly to the PREP Public Schools Board; and serving as a non-voting board member, keeps the board informed of school operations to support achievement of the schools' vision, mission, purposes, and goals/objectives. The CEO functions as the highest administrator at network schools, overseeing, supporting and working in collaboration with the network and school-based leadership team members. The CEO is responsible for all aspects of organizational health, including but not limited to actively implementing the network's vision/mission; overseeing the achievement of school goals and outcomes; guiding the school's academic program and professional culture; ensuring communication and accountability with the school's authorizer; and

[57] Job roles and responsibilities informed by high-performing charter networks and school districts across the nation.

monitoring finances, development, and human resources. With input from a broad range of stakeholders, including advisory council members, on a daily basis, the CEO holds ultimate responsibility for the execution of all programs and procedures in alignment with the network's/schools' mission, vision and charter. The CEO, serving as the most externally facing network employee, builds and maintains positive working relationships with external partners. Community outreach may, as appropriate, include advocacy at the local and/or state policy level.

CEO RESPONSIBILITIES

LEADERSHIP AND MANAGEMENT

- Acts, on a daily basis, as the chief executive of the schools to ensure all network leadership and school-based leaders fulfill responsibilities to drive optimal student achievement in alignment with the mission
- Implements high quality, timely and effective communication from network leadership to staff, students, board members, advisory council members and other internal stakeholders
- Establishes and implements a leadership agenda that guides the attention and focus of all stakeholders, including advisory council members, on the issues and efforts that produce outcomes defined in the charter contract
- Provides organizational leadership, supervising direct reports, delegating in accordance with job responsibilities; supporting, providing feedback and evaluating supervised staff
- Prepares organizational designs that shape success at all levels of network operations
- Attract and retain senior leadership team members, ensuring that all network and school leadership functions are led by exceptional mission-driven personnel who deliver results
- Manage and coach the network and school leadership team
- Ensure two-way feedback between the network and schools
- Address alignment and cohesion issues across the network
- Problem-solve support and resolve communication challenges, rallying the team to consistently achieve school goals, ensure all students thrive and staff have the resources and training to do their best work
- Nurture relationships with key major donors and foundations
- Recommends to the board all courses of study, supporting materials and supplies, programs, personnel, policies, facilities, and the expenditures necessary to support mission-aligned recommendations
- Ensure accurate financial management and oversight to guarantee that PREP Public Schools secure all needed revenues (including enrollment projections), stays within the board- approved budget, and effectively protects assets
- Plans strategically and monitors as well as supports implementation of actions designed to achieve outcomes of all aspects of organizational health and growth
- Collaborates with staff, students, parents/families, and community members to establish and maintain a culture that embodies network/school's core values and a safe climate that supports student achievement

- Maintains a positive relationship with district staff, public officials, law enforcement officers, business and community leaders, universities and colleges, and nurtures active engagement in in the development and implementation of network/school plans
- Establishes and maintains a program of training necessary to prepare all members of the network, school, and advisory council to work effectively with one another to promote and ensure higher levels of performance and achievement
- Serves as an ex officio member of all board committees
- Serves as a representative of the school on any local, state, and district councils, boards, and bodies so approved by the board
- Monitors and assesses the development, implementation, evaluation, and modification of a program of education designed to meet the needs of students, including those identified as special education, basic skill, gifted and talented, and English Learners, and to sustain higher achievement
- Establishes and maintains organizational structure and personnel planning practices that obtain improved performance results
- Believes that our Prepsters have strengths and assets, and build on these strengths in their work; maintains a positive attitude and a solution-based approach to challenges in the workplace

ACCOUNTABILITY

- Supports board in accountability for results, setting high expectations and standards for the academic and social development of all students and staff performance
- Oversees content and instruction that ensures student achievement of academic standards outlined in the charter agreement(s)
- Leads personnel in the collection, maintenance, analysis, and appropriate use of varied data sources to identify and address barriers to achievement and to identify and oversee implementation of evidence-based improvement strategies
- Ensures board, network and school leadership members use data to measure and assess progress in implemented plans
- Assumes responsibility for effective implementation of the existing programs and services and for the expansion and maintenance of student enrollment
- Leads and monitors the staff in the development, adoption, evaluation, and modification of an effective program of student behavior and discipline that promotes safety, social well-being, and higher achievement
- Reviews and approves all recommendations for professional development and training for their relevance and contributions to improved employee performance and improved student behavior and achievement
- Modifies the organization design to better accomplish performance goals

GOVERNANCE

- Collaborates with the board chair or designee and committee chairpersons in the preparation of agenda and materials for board meetings

- Coordinates the efforts of advisory councils to prepare items for board consideration
- Provides appropriate information with the board within a define time period to support proactive and effective board deliberations and decision making
- Engages in the self-assessment and professional development of the board.
- Establishes processes by which the leadership team will make recommendations for CEO approval and, if needed, board approval
- Makes decisions that maintain open and positive interactions, including decisions that are based on individual and organizational needs
- Makes decisions that maintain an effective and efficient organization
- Prepares the organization and staff members at all levels to make appropriate and effective decisions
- Models decision making techniques that include acquisition of appropriate information, appropriate problem analysis, and the development of credible options that are explored before selecting the option most likely to succeed
- Prepares everyone in the organization to be a leader and effective decision maker and prepares individuals to become formal position leaders

FINANCIAL AND LEGAL

- Develops and implements the budget in collaboration with stakeholders to protect the public's investment in the school and to meet the educational needs of all students
- Aligns multi-year performance improvement and pupil achievement to annual budget preparation and specific line items
- Ensures compliance with all calendar deadlines required by the authorizer and the state related to the development, adoption, and implementation of a budget
- Accepts fiduciary responsibility for all program related funding and expenditures
- Utilizes knowledge of laws, regulations, policies, and procedures pertinent to the operation of the school to creatively solve problems and support the attainment of the vision, goals, and other targets

CHIEF ACADEMIC OFFICER (CAO)
Juan Aguinaga

The Chief Academic Officer (CAO) is responsible for advising the implementation of network-wide initiatives and programs that directly focus on accelerating the pace of closing the achievement gap, elevating achievement of all students and increasing the graduation rate in the district(s) of location. The CAO is responsible for broadly overseeing teaching and learning within network schools. Implementation of the curriculum and other academic programs and policies are overseen by the CAO, who has direct responsibility for maintaining high standards of staff performance and student achievement.

Reporting directly to the CEO, The Chief Academic Officer:

- Executes the academic initiatives as identified in the network's strategic plan through the use of measurable goals and strategies;
- Oversees and coordinates the schools' implementation of the core curriculum, instructional and assessment systems; oversees implementation of research-based initiatives to improve student achievement
- Collaborates with the CEO to design, implement, and monitor strategic plans for academic improvement;
- Supports active and ongoing utilization of data to develop and monitor academic goals and initiatives that promote improved academic achievement for all students;
- Ensures delivery of a comprehensive program of early intervention with the lowest performing students to accelerate their performance;
- Supports the development of the annual budget to support school-based programs;
- Coordinates funding support for academic network-wide initiatives and programs with the network leadership team;
- Possesses strong content knowledge and experience in instructional best practices, particularly those that support young men in a single—gender learning environment;
- Collaborates with schools' leadership to ensure support for execution of academic initiatives, as informed by PREP Public Schools' strategic vision and direction for the instructional framework and pedagogical approach as defined in the charter;
- Serves as the network expert on curriculum, instruction, pedagogy, and learning;
- Works to establish and sustain a culture of high expectation and shared responsibility for equitable access to high quality and culturally relevant instruction;
- Supports authentic partnership between the local district and school;
- Oversees implementation of an instructional plan for the network that ensures effective teaching in every classroom, and to create conditions that ensure systemic improvement of practice over time in every classroom.
- Cultivates a commitment among all network staff to enable all students to achieve high standards;
- Supports informed decision-making by the CEO, board and advisory council members by monitoring and effectively interpreting the latest research, trends and development in all areas of education;
- Collaborates with network team and school leaders in all academic areas to evaluate existing curriculum programs based on observation, and assessment results to determine modifications to schools' academic program(s), resources and services.
- Collaborates with principals to provide supports that promote shared learning.
- Nurtures the conditions that enable all educators to provide rigorous, authentic, and personalized experiences for all students, particularly historically underserved populations.
- Develops, organizes and implements models of technical assistance for schools with low student achievement; and continuous improvement for schools with average-to-high student achievement.

- Builds and leads a highly effective, innovative academic services department that is assessed on the ability to continually improve instructional practices.
- Provides input on professional development activities by partnering with schools and network leaders to create network-wide professional development programs, ensuring a robust, systemic approach that meets student and staff needs.

CHIEF OPERATIONS OFFICER (COO)
Micah Reed Bess

The Chief Operations Officer (COO) works with the PREP Public Schools team and community to increase organizational visibility and hold quality and accountability across all operational aspects of the network. The COO is guided by the operational vision while being a thoughtful and collaborative steward of the PREP Public School's mission, resources, and values. The CEO will be inspired by and excited to develop sustainable systems, manage organizational resources, ensure facility solutions, and build capacity for teams and schools to operate at their full potential. The COO holds responsibility for implementing the operational structures, systems, and controls necessary to ensure work with the CEO and members of the leadership team to effectively scale to four schools over the next five years.

Reporting to the CEO, the Chief Operations Officer (COO) will

- Develop and implement dashboards to monitor network and school-based operations staff members.
- Support school-based staff in delivering excellent operations and services, analyzing performance and customer satisfaction data to set and achieve continuous improvement goals as defined in the charter.
- Ensure school-based staffing, systems, and vendors are in place for transportation and food programs with reliable, safe, on-budget, and fully compliant delivery of service.
- Supervise the following non-instructional operational functions: facilities, technology, operations, food service, procurement, transportation, data and analytic, enrollment, and student information systems.
- Serve as a key member of the PREP Public Schools leadership team that develops and implements operational systems that will support highly efficient and effective operational performance at all PREP Public Schools.
- In collaboration with the network leadership team, oversee the creation and management of standardized operating procedures for school-based operations (facilities, facilities maintenance, safety, supplies, food services, and transportation) in order to maximize the organization's economy of scale and avoid duplicative efforts.
- Systematize basic operating procedures across campuses to take advantage of the very best practices of operations and leverage economies of scale
- Support the principal in leading facilities staff and vendors in routine maintenance of sites, user support, as well as planning and implementing a comprehensive capital improvement program

- With school staff, represent the school as needed in communication with landlords of leased properties in negotiating leases and resolving operational matters as they arise
- Lead technology vendors in installing and maintaining high-quality technology infrastructure, integrating technology into instruction and operations, and providing end-user technical support
- Effectively manage food service budget and manage relationship with food service vendors
- Serve as member of network leadership team to set vision and direction, establish and refine strategic priorities, and lead organizational culture
- Collaborate with network leaders to support organizational health and model core values
- Build deep relationships with school and regional leaders, acting as a strategic advisor to them and problem-solving as issues arise
- Cultivate relationships with stakeholders, including families, board members, advisory council members, community partners, and partner organizations
- Participate in all board meetings and functions, including committees as assigned
- Lead operations team, including direct management of operational staff members and oversight of a growing department.
- Lead region-wide operations team, including collaboration structures involving regional and school-based operations leaders
- Oversee selection, performance management, evaluation, and retention structures for operations team
- Oversee strategy and execution of enrollment initiatives to hit annual targets and increase seat demand
- Oversee region-wide systems related to attendance, truancy, and student retention
- Oversee key systems including facilities, transportation, athletic and extracurricular offerings, meal services, health services, front office operations
- Oversee organizational compliance, supporting the DSIT to effectively plan and execute all compliance and reporting obligations
- Collaborate with DSIT to set vision and direction for technology strategy, acquisition, and management
- Oversee the negotiation, approval, and management of vendor contracts

CHIEF SCHOOLS OFFICER (CSO)
Diamond Kelley

The Chief Schools Officer (CSO) is an urban educator that builds the capacity of staff in the network to drive educational equity and excellence for underserved students. The CSO works in collaboration with school leaders and staff to ensure effective implementation of a diverse set of proven practices grounded in a research-based academic strategy.

Reporting to the CEO, the CSO will

- Support improved academic outcomes for historically underserved students by providing pre- and post-launch support to up to four school leadership teams.
- Deliver regular, on-site, and rigorous observation, coaching, and feedback for instructional leaders and leadership teams.
- Build the pedagogical content knowledge and the range of leadership competencies needed to lead high-performing schools and school systems.
- Provide implementation support to replication of proven practices.
- Lead structured capacity building opportunities on a range of topics, including lesson design and delivery, lesson and unit internalization, data cycles, observation and feedback, and PD delivery.
- Facilitate instructional planning that ensures schools in the network identify and focus on the highest-leverage instructional materials and practices to improve teaching and learning and drive student outcomes.
- Partner with the network leadership team to develop and deliver training and tools needed to support achievement of school goals.
- Support the network's school site review process, leveraging instructional expertise through the analysis of artifacts of school practice and observations of classroom instruction and school culture.
- Support the growth and development of PREP Public Schools
- Share evolving education trends and best practices with the network and school leadership team.
- Analyze school and system practices to support PREP Public's ability to create resources useful to the network as a whole.
- Serve as a thought partner to colleagues, help solve a variety of day-to-day challenges, and generate creative solutions for internal and external improvements.

CHIEF FINANCIAL OFFICER (CFO)

The Chief Financial Officer (CFO) holds responsibility for leading and facilitating all aspects of financial management for the network that is committed to the continued expansion of its network of schools. The CFO will be critical in leading the effort to budget and forecast the various components of the strategic growth plan, as well as playing a lead role in assuring the long-term sustainability of the network's schools. The CFO will collaborate on matters of strategic and operational planning, organizational change, business decision-making, and the overall leadership of Breakthrough. The CFO establishes and maintains strong relationships with the Board of Directors of Breakthrough and also the finance chairs of the boards of Friends and all the network schools as well as their external auditors, sponsors (authorizers), lenders, and major funders. The CFO will also oversee the day-to-day management of the network's financial operations, including the allocation of resources to best serve the network need.

The CFO will

- Oversee all of the financial aspects of PREP Public Schools and will take the lead in identifying opportunities to achieve financial sustainability, through maximizing use of available public funds and cost efficiencies.
- Collaborate with the CEO and finance committee to identify the appropriate financing tools and capital structure.
- Lead the annual planning and budgeting process for the network by working with the CEO to anticipate revenues and by assisting the schools in their annual budget planning.
- Provide leadership and oversight of the network's compliance function assuring that the network and each network school has the support needed to remain in compliance with all state and federal requirements and stays apprised of ongoing changes.
- Provide oversight with respect to the integrity and accuracy of financials and data collection for our Breakthrough network reporting and performance management function with an emphasis on sharing transparent information among the network schools. By sharing financial, operational, and academic data, we hope to identify both best practices to share among our schools as well as any instances of performance concerns, so that we can identify appropriate support from within the organization. Appropriate network-wide dashboards will support continuous improvement in everything we do.
- Facilitate and advise financial decision-making, focusing appropriately on the PREP Public Schools' mission to serve more TN students, balanced with the network's need for long term sustainability.
- Focus on revenue and cost efficiency opportunities and address the timing of cash flows as well as the capital required to support the expansion program.
- Conduct analyzes to inform operational decision-making and long-term strategic planning for the network.
- Engage other members of the senior management team to facilitate cross- departmental collaboration to ensure that financial systems and solutions positively support the network's evolving strategy, operational delivery, and data collection needs.
- Provide leadership for the finance organization to ensure that capabilities are adequate now and in the future as the network continues to grow.
- Establish and maintain sound financial policies, procedures, systems, and controls for the organization.
- Enhance financial and accounting systems to provide a platform that supports network, school, and departmental needs.
- Provide risk management analyses to make sure we proactively review, anticipate, and address potential risks of all kinds affecting the network, and oversee the maintenance of appropriate insurance policies.

DEVELOPMENT DIRECTOR

PREP Public Schools receives private funds that support PREP Public Schools in delivering on its promise of engaging young men in a rigorous yet supportive learning environment that nurtures resilience, promotes academic excellence, inspires leadership and prepares critical thinkers. The

Development Director works to

- Establish PREP Public Schools as a top choice for philanthropy in support of public education.
- Plans and monitors PREP Public Schools' annual fundraising strategy and initiatives to achieve PREP Public Schools' annual fundraising target
- Planning fundraising and other special events, from concept through execution, including sourcing and managing vendors
- Expanding PREP Public Schools' base of support among institutional and individual donors
- Communicating with donors/supporters and board members and answering inquiries in a timely fashion
- Supporting PREP Public Schools grant-writing and award applications
- Managing donor and supporter relationships and visits to network schools
- Creating pitch and solicitation materials, with special attention to tailoring messaging for particular audiences
- Staying on top of fundraising trends in education and the broader nonprofit sector
- Supporting the Director of Strategic Impact and CEO in growing and managing PREP Public Schools' Board

HUMAN RESOURCES DIRECTOR

Human Resources Director leads the development, implementation, and oversight of programs and practices relative to Human Resources throughout the network. The Director of Human Resources will be responsible for overseeing the day-to-day HR operations (benefits, onboarding, employee relations, and compliance).

- Implement the vision for HR services.
- Sets and monitors metrics for quality of HR service delivery, and works with the leadership team to improve over time.
- Recruits, mentors and supports a diverse and exceptional team of individuals committed to the school community and mission.
- Oversees and supports implementation of the network's onboarding process.
- Investigates employee relations issues, proactively anticipates problems (as possible), and develops and initiates appropriate actions for resolution.
- Provides guidance to network and school leaders on employee issues. Collaborates with them to develop and implement improvement plans (as necessary).
- Advises team on policy infractions and leads resolution in complex and/or highly visible situations.
- Oversees compensation program, recommends salary, promotions, COLA, and merit increases.

- Oversee benefits package recommends benefits package, negotiates contracts with carriers and vendors, oversees all wellness initiatives, and manages the collaborative, productive relationship(s) with benefits brokers.
- Works with Finance team to ensure benefits and compensation programs are financially viable
- Designs and implements (with board approval) scalable systems to ensure the proper administration of all leaves of absence including FMLA, maternity, disability, and unpaid leave.
- Oversees management of workers' compensation policy and claims.
- Ensures network compliance with federal and state labor laws; works with legal as needed to suggest policy changes.
- Ensures 100% compliance with training, certification, and health clearances required for employment.
- Maintain and expand knowledge and understanding of existing and proposed federal, state, and Department of Education laws/regulations affecting human resources management. Interpret appropriate laws and policies and advise administration and employees accordingly.
- Manages or supports the development, preparation, and analysis of ongoing and ad-hoc reports pertaining to employee personnel information and data collection.
- Leads the selection and transition to a new HR system (as needed).

*(b) Provide, as **Attachment M**, the organizational charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and reporting structure of the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the proposed school intends to contract with a CMO, clearly show the CMO's role in the organizational structure of the proposed school.*

Organizational Charts

The organizational charts (Years 1, 3, and 5) are provided in Attachment M.

(c) Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. How will the proposed school measure successful delivery of these services?

School-and Network-Level Decision Making

The goal of the network team is to comprehensively support the school so the site-based staff may place exclusive focus on the students' success, teaching and learning. The network provides ongoing support, including support related to start-up; back-office support; human resources; curriculum development; leader recruitment and training; fundraising, including grant writing; professional development; teacher recruitment, including background checks; operations and purchasing; etc. In the early stages of Knox Prep's development and opening, network staff

anticipate spending more (frequency and duration) time in Knox County to support the founding principal and staff; and launch an effective replication while meeting community needs.

Each school in the PREP Public Schools' portfolio will contribute revenue for network operations. Funds from one school are not utilized to offset higher costs at another school. In order to sustain transparency, the audit report contains a balance sheet, income statement, and statement of activities for each individual school. As appropriate, to maximize cost effectiveness, pooled purchasing takes place with the oversight of the CEO (CFO once on board).

Service Goals

The network and school leadership team members will engage in ongoing and meaningful collaboration to sustain focus on desired outcomes. A clear delineation of responsibilities, trusting relationships and a mutual commitment to PREP Public Schools' mission, vision, core values will drive achievement of the following service goals.

- PREP Public Schools will provide and support implementation of a curriculum for all students. At least 95% of teachers completing an annual survey will agree instructional staff are fully supported in implementation while student achievement results will show growth and proficiency (as set forth in school performance goals), demonstrating the curriculum is effective.
- PREP Public Schools will annually evaluate its curriculum. Positive trends in longitudinal achievement and growth data will demonstrate the curriculum is effectively empowering schools to meet its goals. (Graduation goals will be added in the renewal term. Ultimately, PREP Public Schools plans to measure its success by students' college completion, and the school prioritizes career exposure, so students enter college with a clear career vision.)
- Schools in the PREP Public Schools network will remain in compliance with all federal, state and local laws and regulations throughout the charter term.
- PREP Public Schools will assist with onboarding and termination, human resources compliance, and compensation and benefits administration. Staff satisfaction, reported in annual survey, staff retention rates and a pipeline to draw candidates from will demonstrate strategies are effective.
- PREP Public Schools will support schools in recruiting and filling seats with young men in urban areas disproportionately impacted by poverty and educational inequity. The number of applications received prior to the lottery will exceed the number of seats by at least 20% and a wait list for each grade level will demonstrate effectiveness.
- PREP Public Schools will secure and provide program grants and other project-based resources for the Charter School. School budgets will show network schools receive equitable grant funds.
- PREP Public Schools will manage all payroll services, auditing coordination, benefit purchasing and administration for the Charter School. 95% of school staff will report, on annual surveys, that services related to human resources are addressed timely and fully.
- As the PREP Public Schools' network grows, high performing leaders will be hired,

supported and retained. School leader evaluation results will indicate school leaders are fulfilling responsibilities while school leader retention rates will demonstrate leaders are satisfied with the support received.

- PREP Public Schools will communicate regularly with school leadership team members. School leadership team members will report, on annual survey, that response time is rapid and comprehensive.

Evaluation

Network success will be evaluated on a continual basis through a dashboard presented by the CEO (with support from school principals as appropriate) at each board meeting. The dashboard will evaluate progress toward meeting the school's (individual and collective) academic, operational and financial goals, including student achievement (annually on the Tennessee Comprehensive Assessment Program) and growth (annually on the TVAAS, NWEA MAP, iReady); class grades (bi-annually); average daily attendance (quarterly); disciplinary actions; student, parent as well as staff satisfaction and engagement (annual survey); enrollment data (monthly); and financial status. Data will be disaggregated to spotlight where gaps exist; to monitor effectiveness of evidence-based policies, practices and programming; and to close achievement gaps. Further, on a bi-annual basis, the principal is asked to complete a satisfaction survey regarding provision of network services.

Using the table below, identify school- and network-level decision-making responsibilities as they relate to key functions.

School- and Network-Level Decision-Making Responsibilities

School- and Network-Level Decision-Making Responsibilities		
Function	**Network Decision-Making**	**School Decision-Making**
Performance Goals	PREP Public Schools are founded to address the needs and change the achievement trajectory of low-income, urban students. Performance goals are established at the network level in alignment with school and state priorities. Baseline data is collected as school opens. The Board of Directors, network and school leadership teams will revisit and adjust benchmarks annually with the	All schools are accountable for their results. The school leader presents data to the CEO who presents to the board each month.

	expectation of ongoing continuous improvement as the school matures organizationally, as instructional staff benefit from sustained, team-based planning and professional development, and as students advance academically from the primary student entry-point in the 6th grade and begin to catch up academically.	
Curriculum	Knox Prep's curriculum will be based on the successful outcomes at Chattanooga Prep. The network analyzes school-based data and collaborates with the school leadership team to evaluate the curriculum. This evaluation informs adjustments that are discussed with network and school-level leaders.	Schools implement network wide curriculum to teach all core content areas; however, schools may, with network approval, select supplemental materials. School leadership team members collaborate with the network to evaluate the curriculum.
Professional Development (PD)	The network sets the structure for PD. More specifically, school staff will participate in four days per year of intensive teacher professional development as well as five 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. In August each year, the CEO and Principal will coordinate a 4-week	The Principal is responsible for the professional development in the school building, with strong implementation support from the CEO and CAO. The Principal and each leadership team member will collaboratively develop a professional development plan each year which will

	coaching immersion experience for teachers. The CEO and Principal will collaboratively develop the school leader's professional development each year which will include participation in training, leadership development, etc. This will be part of the annual goal setting and performance review process. PREP Public Schools will actively seek out 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 Chattanooga Prep community at-large, small groups of staff, or individuals, to facilitate PD for all appropriate staff to attend.	use previous year's performance data and feedback to develop a plan for training, leadership development, and annual goal-setting. The school principal will Improve student achievement by developing and maintaining high quality professional development. The CAO will collaborate with the principal to implement professional development activities including coaching and modeling, orientation / summer institutes, school-wide sessions, and departmental / grade-level training. The principal will lead PD activities that enhance faculty skills in responding to and supporting students' social and emotional development needs.
Data Management and Interim Assessments	All network schools administer all state-mandated assessments in accordance with state of Tennessee requirements. The network requires that all schools administer benchmarking assessments	The school will have primary responsibility for testing coordination within the building. The school will lead

	based on state standards and the TN state assessments. Benchmarking assessments will be administered in September, December, and February to identify learning and skill gaps and measure progress towards achievement of core standards. All assessments will align with PREP Public's rigorous, college-preparatory curriculum and will help to ensure that all students are on track to achieve graduate requirements and be prepared to enroll in a postsecondary program of their choice.	data collection and analyze and interpret data through regular reports for all stakeholders. Data will be crucial to the schools' rapid-cycle quality improvement processes which will use data in an iterative manner to plan instruction, assess student learning, support teacher professional development, and respond to student learning gaps.
Promotion Criteria	Promotion criteria, set forth in the student handbook, is established by the board in alignment with state guidance. For example, a 10-point grading scale will be implemented. The Principal and CEO retains the final decision on promotion or retention.	Individual student promotion and retention decisions are made at the school level in adherence with network policy. The Principal and CEO retains the final decision on promotion or retention.
Culture	School culture is shared among schools in the portfolio. Culture will be grounded in the following core values: Integrity, Excellence, Creativity & Innovation, Emotional Intelligence, Collaboration & Community, Perseverance & Resilience, Diversity, and Service to Others. The school culture will be reflected in a	The school leader creates a school culture and climate based on high expectations conducive to the success of all students; to sustain a safe school learning

	coherent message including marketing, outreach, and enrollment materials; messaging and expectations of school leaders and all staff; morning meetings which will include student leadership and participation; and across all academic and non-academic school elements.	environment.
Budgeting, Finance, and Accounting	PREP Public Schools will enter into a contractual agreement for annual audits, grant writing services, payroll, etc. 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. 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.	Principal 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. School leaders adhere to PREP Public Schools' financial management policies.
Student Recruitment	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 with oversight and support from the CEO.	
School Staff Recruitment and Hiring	The board, led by the Governance Committee, will recruit, select, and hire the 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. Network leadership team shares and supports successful recruitment efforts and works to build a pipeline for school-based leaders to recruit from.	School-based leadership team leads hiring decisions in accordance with the hiring process and timeline established by the network.
H/R Services (payroll, benefits, etc.)	PREP Public Schools will enter into a contractual agreement for payroll. PREP Public Schools will establish policies that affect benefits and compensation.	The COO and HR Director works under the direction of the Principal and serves as a member of the school leadership team to ensure that all school operations and human resource functions are managed effectively. Responsibilities include all school operations, human resources, payroll, employee benefits, and facilities management.
Development/ Fundraising	The Board has an active Development Committee that is engaged in ongoing development activities. Board members, led by the Development Committee, will support development and	The Development Director works under the direction of the Principal and in collaboration with the CEO to serve as a

	fundraising by making a personal contribution to the school and participating in fundraising efforts including donor contacts and solicitations and fundraising events. The Friends of Chatt Prep will support fundraising initiatives.	leadership team member and implement a comprehensive fund development plan to ensure financial stability and sustainability. Schools coordinate with Governance Board members, the CEO, and other stakeholders to implement a variety of fundraising strategies including small and large events, individual solicitations, etc.
Community Relations	CEO and founding team, including Knoxville's community engagement director will support development of community relations.	All staff collaborate to build positive community relations with active outreach and attendance at community events as requested by the network or school leadership team.
I/T	The application of technology is pivotal to the achievement of the schools' academic goals. Technology resources are built into the school model and budget forecast.	School leadership team members (or designee) oversee distribution, proper use (e.g., interactive instruction, assessment, acceptable/responsible use, etc.) of technology.
Facilities	The school facilities have been purchased	School leadership

Management	and are owned by the Friends of Chatt Prep for use by the School with no rental costs. Additional facility-related costs are incorporated into the budget and include the following: • Fire & Security Monitoring • Pest Control • Phone & Internet Service • Custodial Supplies & Equipment • Utilities • Facility Repair & Maintenance • Trash Collection	team members oversee facilities management to sustain a clean learning environment.
Vendor Management / Procurement	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.	
Other operational services, if applicable	Transportation: The CEO 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. Discipline and Attendance Policies: PREP Public Schools pride themselves on high attendance (98%) rate and low disciplinary rates (zero expulsions and zero suspensions). The network has established policies, including a tiered attendance system; behavioral consequences and "Prepisms," etc., based on proven practices.	

	Handbook: The Student & Parent Handbook will be common among all PREP Public Schools.	

2.14 Network Governance

In this section:
(a) As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.

Governance Structure

Knox Prep will be overseen and supported by a network board that operates as the main governing body as well as a local advisory council. PREP Public Schools, a single network-level board governing multiple schools, will hold the charters for Knox Prep, all other future schools and Chatt Prep's, the existing school's charter. A single board for all network schools will allow PREP Public Schools to consolidate governance around multiple schools, sustain fidelity to the model while permitting PREP Public Schools to deliver an effective education model.

Importantly, the PREP Public board will be supported by a local advisory council composed of community members that reflect the ethnic, racial and economic community in the geographic area served by the school. Each school will have its own local advisory council. with the CEO and the support of the founding school leadership team, works to ensure that PREP Public Schools develop a strong school design and conduct robust community engagement during the planning years. After the planning years, the committee will continue to support the Principal and Founding School Team ongoing to ensure the strong execution of that design.

Purpose of the Local Advisory Council

The local advisory council is a critical part of the school's success. Specifically, the Knoxville Preparatory School advisory council will assist in building an excellent school that is singularly focused on carrying out its mission to educate all 6th - 12th students for academic and life success, with a focus on college preparation for all students. Founding council members share a powerful commitment to the school's mission and vision to educate the traditionally under-served students of Knoxville. They are dedicated, passionate, and entrepreneurial individuals willing to volunteer their expertise, connections, and time to ensure the completion of a successful charter application and the ultimate success of Knox Prep in fulfilling its mission. The advisory council will consist of up to 15 members identified and selected by the advisory council and appointed by the CEO following input and recommendation from community members. The advisory council will elect one member to serve on the PREP Public Schools board.

Responsibilities of the Local Advisory Council

- Represent the school, the community and those persons closest to the students
- Assist with review of the charter application
- Share responsibility for guiding the school toward continuous achievement
- Assist in the design of business and facilities plans to prepare the school for sound fiscal health
- Help cultivate community support and galvanize a network of strategic partnerships

Expectations of Individual Advisory Council

- Advocate for the mission and vision of the proposed school
- Capitalize on personal/professional networks for the financial/political/organizational benefit of the school
- Use specific expertise for the benefit of the proposed school
- Support the decisions made by the network team as a whole
- Commit 1-2 hours monthly to school-related work, including meetings, phone calls, and emails
- Represent the school at interviews conducted by the authorizing agency

Qualifications of Founding Advisory Council Members

- Belief in the purpose of charter schools and in the mission of Knox Prep
- Belief that all children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in the opening process
- Expertise in law/real estate/finance/governance/marketing/development/advocacy/ community/strategy
- Personal experience with entrepreneurship and working on diverse teams
- Willingness to use personal and professional networks on behalf of the school
- Commitment to improving the quality of education for children in Knoxville

Advisory council members that (have been identified prior to the application's submission) represent the local community include the following:

- Tiffany Davidson: In 2021, Knoxville Mayor Indya Kincannon appointed Ms. Davidson to serve as Executive Director of the City's Police Advisory & Review Committee (PARC). Prior to this appointment, Ms. Davidson served as Community Schools Director for the Knox Education Foundation, supervising school-based coordinators, developing relationships with school principals and staff, and assisting with strategic planning to expand the reach and effectiveness of each community school. Prior to serving as director, she was a Community Schools site resource coordinator, and from 2011-13, she managed a Project GRAD Knoxville campus.

Davidson was a case manager for Cherokee Health Systems from 2010-11, and from 2008-10, she was a family advocate for the Child Advocacy Center.

- Marcus Jackson, M.A.Ed.: COO at the Boys & Girls Clubs of the TN Valley is an experienced Director of Organizational Development with a demonstrated history of working in the human resources development industry. Mr. Jackson is skilled in Executive Coaching, Talent Development, Performance Management, Facilitation, and Project Management. Strong human resources professional graduated from Tusculum College.

- Rick Kuhlman: Mr. Kuhlman grew up in Knoxville. He attended the University of Tennessee and is a retired colonel from the US Air Force. Rick has been the Director of Knoxville Fellows since the very first class fourteen years ago. He is responsible for leadership training of future leaders for Knoxville, East Tennessee, and more, demonstrating to recent college graduates how to integrate their Christian faith in their vocation while connecting them to mid-level and senior leaders in our community.

- Golden Littlejohn: Golden Littlejohn is a Knoxville resident and proud parent of an elementary school parent in Knox County.

- Dasha Lundy: Dr. Dasha Lundy is a leader and community advocate. She was born and raised in East Knoxville and still resides in that area. She holds a Bachelor of Arts Degree in Chemistry from the University of TN at Chattanooga. She also has a Master and Doctorate Degree in Physical Therapy from Tennessee State University and the University of TN in Chattanooga, respectively. She is a Knox County Commissioner for District 1. Dr. Lundy also is the Co-Owner of The Women LLC, a firm whose mission is to create avenues to financing small businesses. She is currently active in many organizations, which include being the Former President of the Burlington Residents Association, Vice-Chair of the Board of Trustees for Knoxville College, Commissioner for the Knoxville City Historic Zoning Commission, Board Member of the East TN Community Design Center and many other community organizations. She is passionate about community and economic development, especially for low-income communities. Dr. Lundy's vision is for low-income communities to have access and opportunity to become sustainable.

- Javiette Samuel: Javiette Samuel is the Assistant Vice Chancellor for Diversity and Engagement and Director of Community Engagement and Outreach. She is an experienced engaged scholar with a unique combination of educational, interpersonal, and creative skills. She has worked with students, families, and communities for nearly 25 years focusing on engagement and evidence-based programs. In her work, Dr. Samuel cultivates relationships with national, state, and regional partners; works with units across campus to connect UT's knowledge with the community in mutually beneficial ways; identifies and tackles complex issues to help improve the well-being

of our state's citizens; and provides support and resources to assist partners. Her primary applied research focus has been on child development, positive youth development, and family well-being. She is especially passionate about addressing educational disparities; early warning signs of disengagement from school and learning; mentoring; and increasing parental involvement within underserved communities. Samuel has served as a faculty member and Extension administrator at the University of Kentucky, Kentucky State University, and Tennessee State University where she provided leadership for Extension, engagement, and outreach programs.

- Jeff Talman: Jeff Talman is based out of Knoxville and works at Guaranteed Rate as Vice President Of Mortgage Lending.

- Amber Williams: A seasoned higher education professional, Dr. Amber Williams is responsible for the University of Tennessee's efforts to serve undergraduate student scholars and their unique academic goals. Ms. Williams works to retain and graduate a talented and diverse student body through developing, implementing, and evaluating student success initiatives. She goes beyond the numbers to see students as individuals, creating programs and services that support each student scholar's distinctive story and enabling them to prepare for graduation and make a difference in the world. Williams provides executive leadership to the Academic Success Center, Center for Career Development & Academic Exploration, First-Generation Initiatives, First-Year Programs, Honors & Scholars Programs, New Student Orientation, Undergraduate Research & Fellowships, UT Success Academy, Veterans Success Center, and campus-wide academic advising initiatives.

(b) Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.

Parent Representation

The PREP Public Schools board will include one (or two) parent representative(s) from each school community (i.e., one Knoxville and one Chattanooga parent). Further, as noted above, Knox Prep will also have an up to 15-member advisory council consisting of members from the Knoxville community, including at least one parent.

(c) Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

Active and Effective Representation

The number of Trustees/Directors of the PREP Public Schools board shall not be less than five. Board members represent a diverse set of knowledge and skills with expertise in education, finances, fundraising, legal, strategic planning, real estate, facilities, nonprofit organizations, administration.

The board will have no majority group on the board, rather a diverse set of stakeholders (in ethnicity, race, gender, age, socio-economic background, physical ability/disability, family structure, marital status, nationality, religion and values) with a shared commitment to the PREP Public Schools' mission, student population and community.

Board members will continue to be recruited to ensure the following perspectives and areas of expertise and influence are represented:

- Academic excellence for boys and young men
- Community outreach and inclusive practices
- Leadership and innovation
- School finance, operations, and management
- Serving at-risk and special school populations
- Development and fundraising

To support public integrity and expertise required to provide oversight of the network's schools' finances, operations and academics to ensure Knox Prep is an educational and organization success, PREP Public Schools plans to have at least nine members. This size will support high-functioning committees capable of accomplishing purposeful work between meetings, while remaining a manageable size needed to reach consensus without excessive deliberation and time. Board size and composition will be evaluated annually to ensure efficiency and productivity.

(d) Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.

Powers and Duties

While day to day decisions and management will be delegated to the school's leadership team, the Governance Board has final say in all policy, financial, and operations decisions and for setting the overall direction of the school. Therefore, the charter school board is one of the most critical elements of the school's and network's success. The relationship between the Knox Prep school leadership team and the Governance Board is one of shared commitment to the school's success but with very distinct roles and responsibilities. The PREP Public Schools' Board assumes the following key responsibilities:

PREP PUBLIC SCHOOLS 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 Center.
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 PREP Public's vision and mission.	Board members will promote the network'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, PREP Promise 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 academic goals and metrics, financial targets (expenditures and revenues).
Support fundraising 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 CEO.
Hire and evaluate the school CEO and Principal	The board, led by the Governance Committee, will recruit, select, and hire a CEO and school leader. The board will evaluate their success 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 CEO 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.

Skills, Expertise and Constituencies

As stated above, the board will have no majority group on the board, rather a diverse set of stakeholders (in ethnicity, race, gender, age, socio-economic background, physical ability/disability, family structure, marital status, nationality, religion and values) with a shared commitment to the PREP Public Schools' mission, student population and community.

Board members, all Tennessee residents[58], represent a diverse set of knowledge and skills with expertise in education, finances, fundraising, legal, strategic planning, real estate, facilities, nonprofit organizations, administration.

The PREP Public Schools Board is led by Chairman Ted Alling, Vice-Chair Kelly Alling, Treasurer David Caines and Secretary Dr. Enda Varner. Board member bios are summarized in the following table.

Board Member	Role	Bio
Ted Alling	Chair	Ted is a serial founder who has built two successful and fast-growing companies. In 2002 Ted founded Access America Transport, one of the fastest-growing third-party logistics companies in the country. With his two best friends from college, Barry Large and Allan Davis, they grew Access to over $500 million in revenue. In 2010 they founded Lamp Post Group, a venture capital firm and tech business incubator. Both companies were founded on core principles of empowerment, camaraderie, passion, and positivity and the belief that entrepreneurship is one of the guiding forces that makes America great. In 2014 Access America merged with Coyote Logistics, forming a $2 billion dollar transportation powerhouse. Since the merger Ted and his fellow partners are focusing even more energy on Lamp Post Group and the startups the company invests in. This year, Ted co-launched the premier logistics

[58] As the board evolves, all but one member will reside in TN. One national member with charter school expertise will be added to the PREP Public Schools' board. This individual will add value related to best and innovative practices.

		accelerator in the heart of Chattanooga called Dynamo and graduated its first class in October. Alongside his wife, Kelly Alling, Ted announced his next effort of opening an all-male charter school, *Chattanooga Prep* in Highland Park. Ted will serve on the board of directors and prepare the school to open in August of 2018. Ted is husband to Kelly Alling and father of [redacted]
Kelly Alling	Vice-Chair	Kelly Schmidt Alling of Chattanooga, TN is passionate about serving underprivileged communities, Kelly founded The Alling Foundation in 2014, a foundation created by her and her husband, Ted, to help benefit those in need. In October 2016, Kelly, alongside Ted, announced their next effort of opening an all-male charter school, Chattanooga Prep in Highland Park. Kelly will serve as an executive director on the board and prepare the school to open in 2018. Kelly previously worked as the Resource Manager for Habitat of Humanity of Greater Chattanooga. Kelly received her Bachelors in Human Development and Family Studies from Samford. Currently, Kelly serves on the Chattanooga Youth Network Board.
David Caines	Treasurer	Mr. Caines is COO of Kenco Group, a leading provider of distribution, transportation and supply chain intelligence solutions. He is responsible for the strategic direction of the company as well as its operating and financial performance. Mr. Caines joined Kenco in 2002 with responsibility for the Cummins account in Memphis, TN. Since then he has held positions of increasing responsibility within the organization. He is currently responsible for all of Kenco's operating contracts, which encompass over 100 facilities, 4,500 employees, and 30 million square feet of warehouse space. Mr. Caine's education includes a Bachelor's degree in Business Administration and Accounting from Covenant College; and a Master's degree in Business Administration from Duke University. Mr. Caines is a member of CSCMP, WERC and the UT Executive Supply Chain Forum. He also serves on the boards of The University of Tennessee's Global Supply Chain Institute; Chalmers Center; Covenant College; See Rock City, Inc.; and the Chattanooga Chamber of Commerce.
Edna Varner, Ed.D.	Secretary	Senior Advisor for Leading and Learning, Dr. Varner is the lead coach for Project Inspire Teacher Residency, a program committed to developing a different kind of teacher to meet the

		academic and social emotional needs of students in schools that struggle to recruit and retain great teachers. Believing that outstanding public schools are a vital sign of a strong community commitment to support them, Edna serves on non-profit boards with education agendas. She is currently a co-chair on the education committee for the Tennessee NAACP; chair-elect of Siskin Children's Institute and the Chattanooga State Foundation. Dr. Varner is a graduate of UTC where she received her bachelor's and master's degrees in Secondary Education/English. She began her doctoral work at Tennessee State and finished at Carson-Newman University in 2018. She attended Chattanooga Public Schools, and her previous work history includes teaching at Lookout Jr. High, Dalewood Jr. High, and Chattanooga School for the Arts and Sciences. She was assistant principal at CSAS, and principal of Chattanooga Phoenix Middle and Howard High School. For 11 years she was Director of Leadership Development for Cornerstone Literacy.
Ashley Atkins	Parent Representative	Parent of a Chatt Prep student. Ms. Atkins is a community manager for Greystar in Chattanooga, a residential rental housing real estate company. As community manager, Ms. Atkins provides input into budget development, controls expenditures, oversees lease enforcement process, etc. Prior roles include property manager Ms. Atkins contributes her passion for customer service with a focus on people, genuine relationships, and shared values with a diverse and inclusive culture. She is a Chattanooga resident.
Wonjen Bagley, LMSW		Wonjen C. Bagley started her career in Social Work in the field of public health working closely with underserved populations over twenty-five years ago. She comes from a family of educators and has been a lifelong advocate for quality education for all and eventually joined her interest in working with underrepresented families with her passion for education full-time. Her experience in established and start-up nonprofits includes opportunities serving as a volunteer, board member, mentor, and staff. She formerly worked strengthening diversity and inclusion initiatives at an independent school in Massachusetts and for an education access nonprofit whose mission sparked the idea to launch similar programming in Chattanooga. Wonjen holds a bachelor's from the University of South Florida and a master's degree in Social Work from Florida

		State University. She and her husband William have [redacted]
Moise "Mo" Baptiste, Ph.D.		Dr. Baptiste has served as executive director of Student Affairs at UTC and the global director of Educational Affairs for the Haitian American Caucus. Dr. Baptiste's research agenda explores how traditional leadership and organizational theories have been conceptualized and the intricate ways in which these theories are used to maintain systems of dominations. Dr. Baptiste also researches the identity formations and performances of males throughout the African Diaspora.
David Bhattacharya, M.D.		Dr. Bhattacharya is a fellowship trained pediatric surgeon who specializes in general and thoracic surgery needs. He has been invited to lecture nationally on cancer biology and tumor metastasis. Dr. Bhattacharya sees patients at the USA Medical Mall office. He performs surgery at Children's Hospital at Erlanger in Chattanooga, TN.
Ward Davenport		Mr. Davenport has extensive expertise in finance and wealth management. He is Managing Director at Pointer Management, a $3 billion fund of hedge funds that manages capital for over 400 clients including foundations, endowments, not-for-profit hospitals, and high net worth individuals. Mr. Davenport earned a Bachelor of Arts degree in Economics from Washington and Lee University and is a graduate of the Baylor School in Chattanooga. Mr. Davenport is committed to community development and currently serves on several boards including the United Way of Greater Chattanooga, Tennessee Aquarium, and The Bright School. Mr. Davenport and his wife, Ashley Davenport are proud parents of [redacted]
Shewanee Howard-Baptiste		Dr. Shewanee Howard-Baptiste is Vice Provost for Academic Outreach and Professor at The University of Tennessee at Chattanooga in the Department of Health and Human Performance. Her academic outreach duties as vice provost include overseeing programs for internal campus grants administered through Academic Affairs, faculty awards and professorships, and faculty and staff professional development opportunities. She teaches courses related to Health Behavior Change, Sociology of Sport, Personal Health and Community and Environmental Health. She has also taught and studied abroad in Denmark, Switzerland, France, the Dominican Republic, and Haiti. Every summer she travels to Haiti to teach

		and develop a health and physical education curriculum and works with current teachers to create ways to make students healthier at home and at school. Howard-Baptiste spent the 2020-2021 academic year as the interim director for the Master of Public Health (MPH) in Chronic Disease Prevention and Control Program in the College of Health, Education and Professional Studies. Her academic journey includes serving as an assistant professor at Southeast Missouri State University and Ithaca College in New York state. She received bachelor's, master's and doctoral degrees from Miami University in Ohio. Dr. Howard-Baptiste has been teaching at the secondary and collegiate level for over seventeen years and enjoys helping students find their "why."
Natalie Jackson, M.Ed.		Ms. Jackson is a community volunteer with significant experience in multiple aspects of education, organizational development, and child development. Ms. Jackson holds a Bachelor of Science in Child Development and Human & Organizational Development as well as a Master of Education degree in Human Development Counseling from Vanderbilt University. Ms. Jackson has wide-ranging experience in youth-serving roles including serving as an instructor for inner-city youth, as Student and Family Life Counselor for Brentwood Academy, and as Assistant Summer Program Coordinator for Northwestern University's Center for Talent Development. Ms. Jackson is a mother of [redacted] and serves as a PTA Board Member for [redacted] School.
Joe Martin,M.Ed.		Dr. Martin is an award-winning, internationally-known speaker, university professor, author, and professional builder of men. He holds a B.A. Degree in public relations (University of West Florida), M.A. Degree in Mass Communications (University of West Florida), and an Education Doctorate in Curriculum Development (Florida A&M University). At the age of 24, Dr. Martin became the youngest tenure-track faculty member ever hired to teach at a state university in Florida. He also had the distinct honor of being the youngest professor at his institution to ever be nominated twice for the "Distinguished Teacher's Award." In addition, Dr. Martin has taught students at all levels in K-12, including Title I, alternative education, and gifted students. Dr. Martin has addressed more than 750 organizations, associations, businesses, colleges and universities, and public

		school districts, earning accolades as "College Speaker of the Year" from the Association for the Promotion of Campus Activities. Dr. Martin has worked as a top sales trainer for a Fortune 500 company and as a public relations professional for both the state and federal government, including a position as Communications Director with the Florida Governor's Office. Dr. Martin currently hosts "Real Men Connect," an iTunes podcast that mentors and teaches "good men" how to be great men, amazing husbands, awesome fathers, and extraordinary leaders. His "man-building" website, RealMenConnect.com has received rave reviews from organizations like Man in the Mirror, Iron Sharpens Iron, and the Men's Ministry Network. He is also the author of nine books, including: "Tricks of the Grade," "Good Teachers Never Quit," "Stop Parenting & Start Coaching," and "Are You the Man: 201 Lessons I Wish My Dad Would Have Taught Me." Dr. Martin also serves as a guest columnist for three national publications: Student Leader Magazine, All-Pro Dad, and Education World; and he's the publisher and editor of the highly-acclaimed First Class Teacher e-Newsletter and the Man-to-Man e-Newsletter that's read my thousands of educators and men each month.
Daniel Pack, Ph.D.		Daniel J. Pack is the Dean of the College of Engineering and Computer Science at the University of Tennessee, Chattanooga (UTC). Prior to joining UTC, he was Professor and Mary Lou Clarke Endowed Chair of the Electrical and Computer Engineering Department at the University of Texas, San Antonio, after serving as Professor (now Professor Emeritus) of Electrical and Computer Engineering at the United States Air Force Academy (USAFA), CO, where he served as Director of the Academy Center for Unmanned Aircraft Systems Research. He is the recipient of a number of teaching and research awards including Carnegie US Professor of the Year Award, Frank J. Seiler Research Excellence Award, Tau Beta Pi Outstanding Professor Award, Academy Educator Award, and Magoon Award. He is a member of Eta Kappa Nu (Electrical Engineering Honorary), Tau Beta Pi (Engineering Honorary), IEEE (senior member), and the American Society of Engineering Education.
David Rice, M.D.		Dr. David Rice is a retired physician specializing in radiation oncology. Dr. Rice retired from practice in 2012 and has become a champion for STEM education. Dr. Rice holds a Bachelor's

		degree from Birmingham-Southern College, a Medical Degree from the University of Alabama, and completed a residency at the Medical College of Georgia. In his professional career, Dr. Rice managed a private practice and served as Chief of Radiation Oncology at Memorial Hospital. He served on Memorial Hospital's Radiation Safety Committee and Institutional Review Board. Dr. Rice is a tireless advocate for STEM education, seeing first-hand the power of STEM to engage youth who may feel disengaged from school. Dr. Rice was part of the core group who shaped the initial plan for Chattanooga Prep.
Armando Rodriguez		Mr. Armando Rodriguez holds an Executive Master of Business Administration (EMBA) from the University of Tennessee at Chattanooga. He is currently an engineer at the Tennessee Valley Authority. Mr. Rodriguez's specialties include operations and process management. He has served as a mentor for young men at Chatt Prep students since 2018.
Aaron Webb, JD		Aaron Webb JD, longtime healthcare and retirement community executive and general counsel, serves as Of Counsel at the Hall Booth Smith, P.C. firm. Webb concentrates his practice on medical malpractice defense, aging services, general liability, and arbitration and mediation, and he works closely with client leadership teams to develop legal strategy that aligns with business objectives and supports growth goals. Webb has extensive experience as a senior executive and chief executive officer of retirement communities, assisted living and memory care, and skilled nursing facilities. He previously managed litigation for a major regional electric and telecommunications provider, and began his career in finance and retirement account operations. Before joining HBS, Webb started his own consulting firm that works with seniors and their families to navigate the complexities of long-term care and housing decisions, determine the best options for healthcare, and manage financial matters as well as related estate planning and elder law considerations. Webb was previously the chief executive officer and president of CHI Living Communities, which is part of Common Spirit Health, the largest nonprofit health system in the United States with more than $30 billion in revenue and 1,000 care sites across 21 states. He oversaw all corporate strategy, operations, finance,

		mergers and acquisitions, regulatory matters, marketing and customer acquisition while also reducing costs and driving profit margins during the pandemic.
Sue Anne Wells, Ph.D.		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 and currently serves on ArtsBuild of Greater Chattanooga, A Night To Remember, National Mentoring Partnership, University of Chattanooga Foundation, 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. Penney Golden Rule Award, the Margaret Lupton GPS Service Award, and the Dance Advocate Award

		from Tennessee Association of Dance.

(e) Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of the proposed school and leader.

Supporting School's Educational and Operational Success

Leader Evaluation

Holding the CEO accountable for strong student performance and effective management of the network is a fundamental and essential responsibility of the Board. The CEO will present the Board with a data dashboard at each meeting to keep them abreast of school performance (academic, financial and operational). The dashboard will include all current data regarding the meeting of charter school goals, including (but not limited to) monthly vs. yearly attendance and enrollment data, latest benchmark assessment results per grade/class, and results from the TN Comprehensive Assessment Program (TCAP) and/or other required assessments. The presentation of the dashboard in advance of Board meetings will allow the network leadership and the Board to have conversations about what PREP Public Schools is doing, what is working well or needs to be improved, and why. The CEO will be accountable to the Board. The Board will have all the information it needs to make informed, mission-aligned decisions; the Board will be held accountable to the charter authorizer for the charter.

In addition, each year, the Board will continue to conduct (or hire an external provider such as North Georgia Corporate Consulting/NGCC to conduct) a formal evaluation of the CEO using the 360 Leadership Assessment. This assessment is "a method that systematically collects feedback about an individual's performance from peers, direct reports, colleagues, and superiors within the organization. Overall, it provides a comprehensive, 360-degree view of a leader's strengths and opportunities for growth."[59] The process includes gathering information from multiple perspectives (e.g., leadership team members, peers, principals, etc.) to gather a complete picture of CEO performance. Evaluation findings are used to create a personalized performance plan that is grounded in the specific job responsibilities and aligned with network priorities. The plan sets clearly defined and measurable strategic goals that are approved by the full board at the beginning of the school year. At the close of the school year, the CEO presents the Board Chair with a self-evaluation (aligned to the specific goals and pre-defined and comprehensive set of data, including student performance data collected through multiple means). Following discussion, the full Board completes the CEO's annual performance evaluation with a presentation at a public Board meeting.

[59] https://www.ccl.org/leadership-solutions/leadership-development-tools/leadership-assessments/benchmarks-360-assessments/

Using the data dashboard (described above) and annual evaluation results, Board members will evaluate network progress and school success based on the following five school goals:

Goal 1. Create a sustainable, single-gender, public school to serve a total student enrollment of 700 economically and educationally disadvantaged students in Knox County.

Goal 2. Accelerate intellectual development and academic achievement among urban boys through a rigorous academic program designed to support academically underperforming students in attaining proficient and advanced levels of academic performance.

Goal 3. Bolster self-confidence and promote social / emotional development among low-income, urban boys, empowering them to hone leadership capacities, social/emotional maturity, self-discipline, and resilience.

Goal 4. Fortify college and career readiness and success through a rigorous curriculum that integrates problem-based, experiential, and expeditionary learning strategies.

Goal 5. Buttress student support networks by establishing multiple pathways for family and community engagement in academic achievement, social/emotional maturity, and leadership development.

As well as the following academic goals and metrics:

1. **Accelerate learning to enable students to make academic progress across 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 TNReady assessments.
- By the end of year 2 and annually thereafter, at least 35% of students who have been at Knox Prep 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.
- At least 65% of 11th & 12th grade students who have been at Knox Prep for at least 2 years will score a 22 or better on the ACT exam.

2. **Bolster literacy and communication skills as a cornerstone 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 50% of students who have been at Knox Prep for at least 2 years will be reading at or above grade level.

- Each year, at least 75% of students will document improvement in spoken communication and presentation skills as measured by instructional staff, community volunteers, as well as pre-/post- self-assessments.

3. **Instill critical thinking and problem-solving skills to prepare students for success in postsecondary academic or credentialing programs and in rewarding careers.**

- 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 Test[60] or similar assessment.
- Each year, students will demonstrate gains on aptitude tests measuring individuals' ability to learn, critical thinking, problem-solving, and reasoning/analytical skills.

4. **Foster social-emotional development and executive function "habits of mind" to prepare students for lifelong learning within cooperative, team-based environments.**

- Each year, students will document age-appropriate improvements in cognitive functioning, active participation in learning, perseverance, etc. as measured by the "grit grade" incorporated into the standards-based grading system.
- Each year, at least 75% of students will demonstrate improvement in executive function and collaboration skills as measured by instructional staff, peers, and self-assessment using a 360-degree evaluation to be conducted in Spring annually.
- Each year, students will demonstrate an age-appropriate increase in "college knowledge" and understanding of postsecondary and career requirements based on a pre-/post-assessment.

The principal is formally evaluated by the CEO using the Principal Evaluation module of the Project Coach program. The Project Coach program includes review of professional performance across the following domains: teacher evaluation, culture for teaching and learning, leadership & growth, and management. The assessment model nurtures an ongoing, iterative review and feedback, following the schedule shown below:

PRINCIPAL ASSESSMENT TIMELINE	
1st Semester	Goal-Setting Conference Informal Observation Formal ½ day observation
Mid-Year	Mid-year conference
2nd Semester	Informal Observation Formal ½ day observation Year-end summative conference

[60] https://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Skills-Tests/California-Critical-Thinking-Skills-Test-CCTST

Evaluation results supply the CEO with information needed to provide the principal with meaningful feedback and identify necessary opportunities for professional growth to further grow their practice. The CEO strives to align the principal's performance evaluation with network goals and the contractual elements of the school's charter.

(f) Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

Individuality and Community Representation

PREP Public Schools seeks to serve a similar student population across East Tennessee. All schools in the PREP Public network will align with the PREP Public Schools' mission, vision and core values. Key design elements and performance outcomes/goals are non-negotiable. However, interests of the individual schools are represented by the local advisory council members. The local advisory council actively represents the voice of the community the school exists to serve, promotes communication between and involvement among the school, the school community with members that represent the school community's population. The council serves as a bridge between the school, community and network, offering the community means to provide input and take an active and effective role in maintaining and improving Knox Prep. The role of the advisory council is not to make decisions, but to provide knowledge, local insight, critical thinking, strategic advice and analysis to enhance and support the governance work of the PREP Public board in their work to serve Knoxville students.

Further, slight individuality in the PREP Public Schools' educational model is possible given diversity within the distinct communities that we serve. Meeting the needs of the community drives individuality with the extent that Prep Public Schools deems acceptable depends on local context and student need. One example of variation among schools in the PREP Public Schools' network may be more emphasis on targeted interventions should data show the number of students needing support in math or literacy varies. In this case, a school may supplement the curriculum based on research, best practices and the professional expertise of the school principal and teachers.

(g) Will the charter be held by the same existing non-profit board or will a new board be formed?

• If the existing board will also govern the proposed school: o Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.). Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The existing PREP Public Schools' board (renamed by Chatt Prep board vote on October 20, 2022) will hold Knox Prep's charter. While at least seven members, including the board officers, will continue to serve on the board, sharing their institutional knowledge to support organizational capacity, the PREP Public Schools board will continue to evolve over the 2022-23 school year, transitioning from a single network-level board to a board that is governing multiple schools. This timing coincides with board terms ending. Evolution includes a reduction in the total number of directors; as well as the addition of several (2) Knoxville-based directors[61] and one national/state-level member. (These members will be identified immediately following approval of this application). Existing members may remain on the board, transfer to the Friends of Chatt Prep[62] board (responsible for network schools' facilities and fundraising) or roll off the board. Some members may choose to serve in a non-voting role (e.g., a seat on a committee).

Board officers are expected to remain intact through the early years of the transition. Similarly, the mission will remain consistent while the bylaws (Attachment F3) have been updated to reflect the board's expansion/replication into Knox County. For example, the second amended and restated bylaws indicate the corporation is a public benefit, nonprofit corporation organized for charitable, educational, literary and scientific purposes as defined under Section 501(c)(3) of the Internal Revenue Code. The primary and singular purpose of the nonprofit is the operation and administration of public, nonsectarian, non-religious public charter schools.

Upon approval and once new board members have been identified, the full board will administer a survey that will elicit information for board members to inform selection of board training. Training, in accordance with Tennessee Code 49-13-111, will be certified by the Tennessee Charter School Center, approved by the State Board of Education, and led by individuals or organizations such as the Tennessee Charter School Center, to ensure members are prepared to assume new duties as a single network-level board governing multiple schools. Training topics are likely to include effective board communication, data informed decision-making, measuring success, strategic recruitment and sustainable growth, governing for growth, evaluating network leadership, multiple schools & effective governance, etc. During training, the officers of the Board will discuss the primary responsibilities and expectations of individual Board members and will particularly discuss his/her specific personal and/or professional skills in relation to the needs of the Board.

Training will consider the needs of individual Board members, as well as the needs of

[61] Knoxville based board members will be selected following charter approval.
[62] Friends of Chatt Prep, the organization that supports Chatt Prep's fundraising and facilities. This entity currently has five board members and will remain as a facility-focused legal entity to support growth (its membership is expected to evolve over the next 12 months to support Knoxville Prep as well).

the overall Board. To address individual and entire Board needs, training opportunities such as workshops, retreats, seminars, resource materials, and e-training will be identified and disseminated. The Board Secretary will be responsible for maintaining a schedule of training events. In this capacity, (s)he will be expected to acquire information about training opportunities from various sources and will be expected to provide an updated schedule of training events to Board members at each Board meeting. In addition to cultivating sources of information, the Secretary will accept suggestions for training from the various Board committees.

2.15 Personnel/Human Capital - Network-wide Staffing Projections

Network Staffing Needs

Complete the following table, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Number of elementary schools	0	0	0	0	0
Number of middle schools	2	2	2	4	4
Number of high schools	0	0	0	0	0
Total schools	2	2	2	4	4
Student enrollment	737	859	978	1,311	1,409

Management Organization Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Chief Executive Officer	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Development Director	1	1	1	1	1
Human Resources Director	1	1	1	1	1
Chief Schools Officer	0	0	1	1	1
Chief Financial Officer	0	0	0	1	1
Total back-office FTEs	6	6	7	8	8

Middle School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	2 (1 KPS, 1 CPS)	2 (1 KPS, 1 CPS)	2 1 KPS, 1 CPS	4 (1 @ each)	4 (1@ each)
Assistant Principal	2 (1 KPS, 1 CPS)	2 (1 KPS, 1 CPS)	2 1 KPS, 1 CPS	4 (1 @ each)	4 (1@ each)
Deans, Directors	2 (1 KPS, 1 CPS)	2 (1 KPS, 1 CPS)	2 1 KPS, 1 CPS	4 (1 at each)	4 (1 at each)

Dean of Students	1 (0 KPS, 1 CPS)	1 (0 KPS, 1 CPS)	2 1 KPS, 1 CPS	4 (1 at each)	4 (1 at each)
Classroom Teachers (Core Subjects)	8 KPS 40 CPS	53 (12 KPS 41 CPS)	(16 KPS 42 CPS)	80 21 KPS 43 CPS 8 at each new	96 24 KPS 44 CPS 12 at each new
Classroom Teachers (Specials (e.g., PE, art), including special education teacher)	8 (2 KPS, 8 CPS)	10 (2 KPS, 8 CPS)	13 (4 KPS, 9 CPS)	17 (4 KPS, 9 CPS,2 EACH NEW	17 (4 KPS, 9 CPS, 2 at each new)
Guidance Counselor (Note: Dean serves in guidance counselor role Year 1-2 at KPS)	2 (2 CPS)	2 (2 CPS)	3 (Add 1 KPS 2 CPS)	4 (Add 1 KPS)	3 (1 KPS and @ 2 CPS)
Social Worker	2 (1 KPS 1 CPS)	3 1 KPS 2 CPS	2 1 KPS 1 CPS	4 1 EACH	4 1 EACH
Educational Assistant	0	0	0	0	0
Attendance Manager	2 (1 KPS 1 CPS)	2 (1 KPS 1 CPS)	2 (1 KPS 1 CPS)	4 (1 KPS 1 CPS 1@ each ne	4 (1 KPS 1 CPS 1 1@ each new
Clerical Staff	6 (3 KPS 3 CPS)	6 (3 KPS 3 CPS)	6 (3 KPS 3 CPS)	6 (3 KPS 3 CPS)	6 (3 KPS 3 CPS)

Custodial	3 (1 KPS 2 CPS)	3 1 KPS 2 CPS	4 2 EACH	6 2 KPS 2 CPS 1	6 2 KPS 2 CPS 1 EACH NEW
Operations	10 (5 KPS, 5 CPS)	10 (5 KPS, 5 CPS)	11 KPS, 6 CPS	21 (5 KPS, 6	21 (5 KPS, 6, 10
KNOX PREP TOTAL FTE	24	28	36	41	44
CHATT PREP TOTAL	55	57	59	59	60
NEW: CHATT II, KNOX GIRLS	0	0	0	48	56
TOTAL FTE MIDDLE SCHOOLS	79	85	95	148	160

Knox Prep's staffing model diverges slightly from the original application. PREP Public Schools will include a leadership team whose members collaborate with all schools in its network. The Executive Director role will be replaced with a Chief Executive Officer with a similar set of responsibilities yet with organization size being the greatest distinction. As stated above, the network leadership team will include the CEO, CAO, COO, Chief Schools Officer, CFO, Development Director, administrative assistant and HR director. The leadership structure is designed to maximize the benefits to schools in the network, creating economies of scale, encouraging collaboration among schools, and building support structures-with the autonomies and entrepreneurial drive of the charter sector.[63]

[63] https://crpe.org/the-national-study-of-charter-management-organization-cmo-effectiveness-report-on-interim-findings/

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment N)

Please see Attachment N for the Knox Prep's Planning and Budget Worksheet.

3.2 Budget Narrative (Attachment O)

Attachment O., present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time.

Please see Knox Prep's budget narrative in Attachment O.

3.3 Network Financial Plan (Attachment P)

In this section:

(a) *Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?*

Fiscal Health

Chatt Prep, the one existing school in the PREP Public Schools' network, is in strong fiscal health. Evidence of its fiscal health includes a balanced budget, adequate reserves ($4 million) and 136 days of cash on hand) and a track record of responsible fiscal management. Financial practices are transparent with annual financial audits and reports that are publicly available. Chatt Prep makes efficient use of its mission aligned resources to support achievement of its goals, particularly student achievement. Academic performance results (See Attachment Q) demonstrate effective use of funds.

There are no PREP Public Schools that are on fiscal probation or in bankruptcy.

(b) *Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.*

Over the five years, PREP Public Schools will not only reach but exceed its fundraising goals. Based on trends at Chatt Prep, PREP Public Schools will continue to not only reach but exceed its fundraising goals over the five years. To date, Knox Prep has received generous financial pledges (See letters in Attachment E); therefore, fundraising over the charter term will be limited. A Chief Development Director is employed by PREP Public Schools to support network schools. The board's development committee is led by Chatt Prep/PREP Public Schools' founders. Finally, we have contracted with Ackerman Marketing to support fundraising events.

(c) *Provide, as **Attachment P**, a detailed budget for the network.*

Please see PREP Public Schools' budget in Attachment P.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

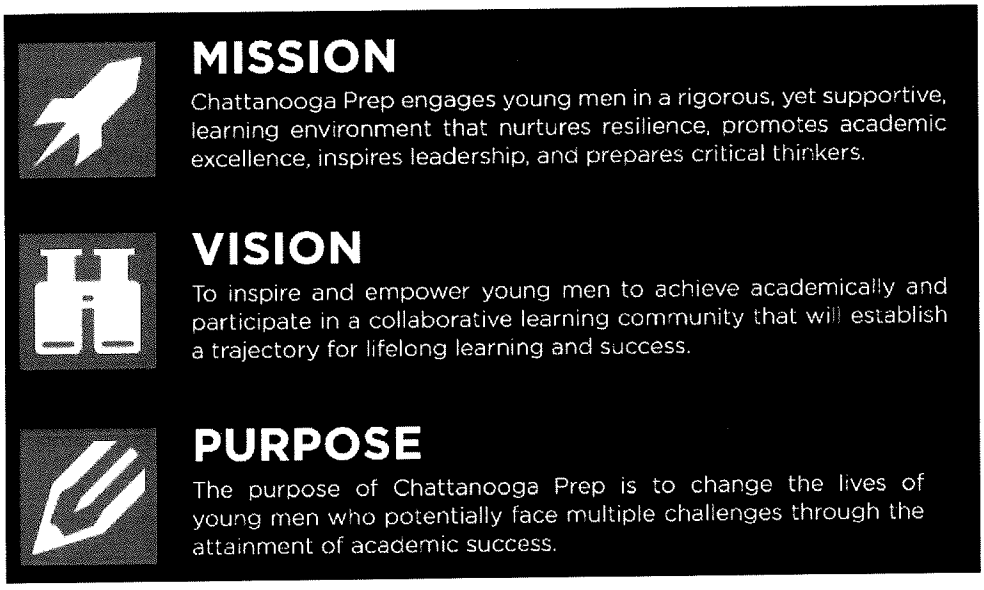
4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary. In this section:

(a) *Describe the educational program at your existing school(s) and whether or not it is a success.*

Educational Program

Knox Prep will build on Chattanooga Prep's years of experience and positive student outcomes as **a model of success** for young men in Knox County. Chatt Prep is an all-boys public charter school located in Chattanooga, Tennessee. Chatt Prep opened in August 2018 with 65 sixth graders. Each year the school has added a new cohort of students; in 2022-23, Chatt Prep is serving 380 young men in grades 6-10. We believe that Chatt Prep students have gifts and talents that have been underserved and the families and young men of Chattanooga deserve greater opportunity and choice. The school's goal is to meet the unique educational and social/emotional needs of young men in a rigorous yet supportive environment.

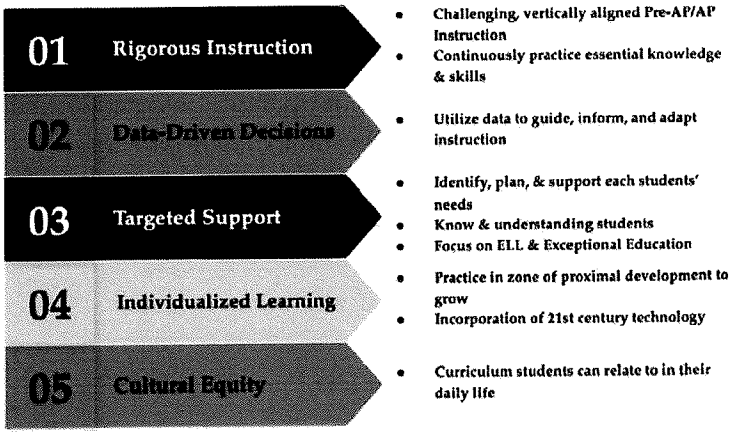


Academics:

Chatt Prep's model has four aims:

- Provide ~15 advanced placement courses for each student that lead to college credits
- Connect students with high-quality work-study experiences
- Design individualized post-secondary experiences that fit student needs and
- Ensure 100% of students are accepted into college and have completed 150 community service hours.

The core components of Chatt Prep's academic model are rigorous instruction, data-driven decisions, targeted support, individualized learning, and cultural equity. Chatt Prep has implemented a pre-AP and AP courses for all students with the purpose of increasing the competitiveness and preparation for a rigorous college curriculum. AP courses allow students to earn college credit and even if students do not pass the exam, research has shown that non-passing scores still predict better college outcomes than academically similar college students who did not take the AP course and exam.[64] Chatt Prep is also extremely intentional about college and career exposure from an early age, including college trips for all students, placements for summer jobs opportunities, and formal internships during students' junior and senior years.



There is also a focus from teachers to make the curriculum engaging for the boys. This means integrating physical activity into the lesson to get the boys moving and leveraging healthy competition. The school is also implementing virtual reality technology for their math courses and the trial run with the students during the summer was a huge success. At Chatt Prep, it is encouraged for students to be smart. They have a Royal Readers club for students who read more than 1M words during the school year and celebrate the students with special jackets and a hummer limo ride to an arcade for lunch and games. Chatt Prep also put on a celebration for all students who scored a passing score on their AP exams.

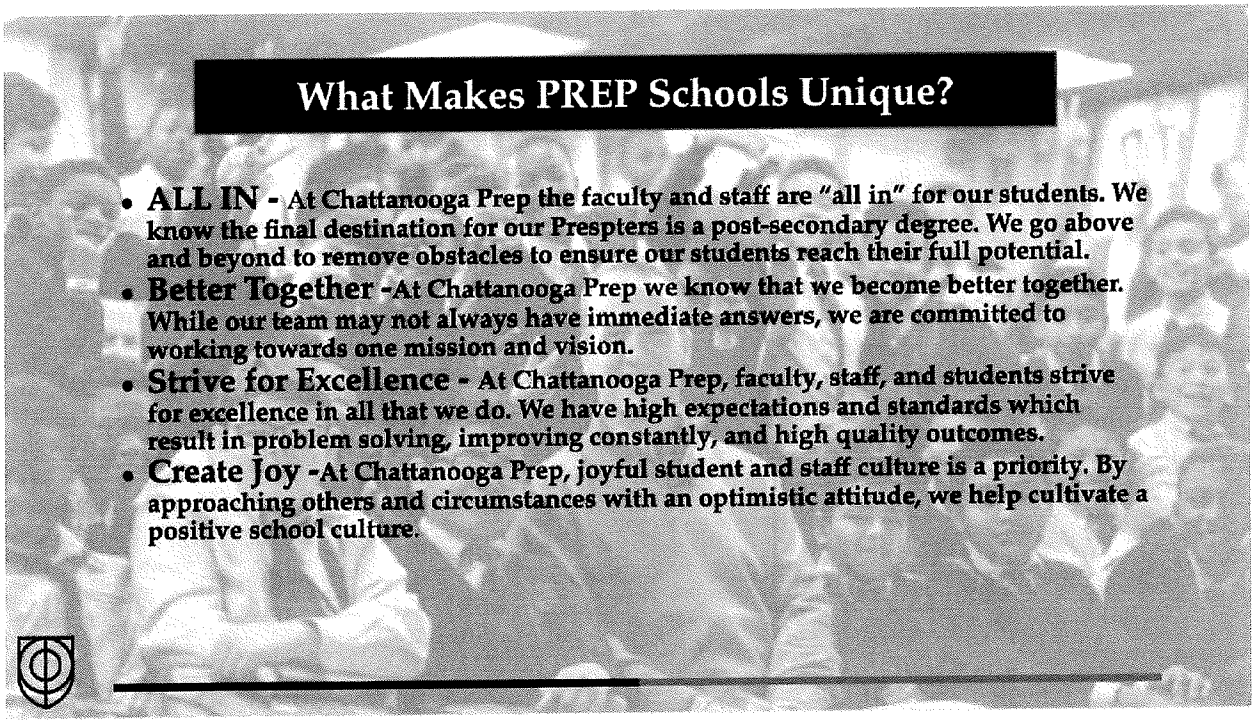
During their senior year, students will spend 50% of their time off campus at internships, and Chatt Prep has strong and extensive relationships with the business community and local tech, startup, and logistics industries in Chattanooga. Chatt Prep offers year-round enrichment, including summer school for new students, students who did not pass courses, and any student who opts in for extra enrichment. Students also have summer clubs (Rocket club, Chess, Theater, Art, and Cooking) and sports to keep them engaged throughout the summer. Chatt Prep also has partnerships with TSU for an engineering camp and Bridge Scholars of Chattanooga for summer enrichment programming, in addition to a robust job placement program that connects students to summer job opportunities.

Culture

[64] https://apcentral.collegeboard.org/about-ap/start-expand-ap-program/expand-access/impacts

Chatt Prep has a student-centered culture dedicated to cultivating strong leaders and college-bound men. The boys-only environment enables Chatt Prep to have a learning environment tailored to their needs, and the feel of the school is akin to an elite all-boys private school. Outside of academics, character development is emphasized through athletics, community volunteer hours, mentorship, and opportunities for student voice. Being an all-boys school, competition and athletics is a huge part of the school's culture and pride. About 73% of students participate in at least one sport, and families and teachers consistently come to cheer on the students. All Chatt Prep students participate in after-school programs, ranging from theater to drumline to athletics. Mentorship and male role models are a large part of the model: four former NFL players coach the football team on a volunteer basis, students opt into a mentorship program with local male business and community members, and 44% of Chatt Prep staff are men, including all counselors and deans of students. All staff receive development on the specific needs of boys of color, and the school has a counselor who specializes in the development and nurturing of boys' socio-emotional health and development. Monthly motivational talks called the "Grit Series" feature national role models like Peyton Manning as well as local community leaders; the CEO of the Urban League spoke for Women's History month, and Hamilton County's former superintendent is kicking off the 2022 Grit Series.

Chatt Prep wants their students to impact their community and has a requirement of 150 hours of community service completed by the time they graduate. Student voice is valued, and space is created for students to share their opinions. Students participate in a "Speak Like a King" event where they speak on an issue they find important in their school or community. Recently, the school overhauled their uniform policy based on students presenting arguments to the leadership team. Families are integral partners in the school, which has a robust family advisory council, monthly events led by and for families, a very active parent booster club for the sports programs, weekly communication touchpoints, and open lines of communication between teachers and families.



(b) *Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as* ***Attachment Q.***

Attachment Q includes evidence of student achievement and growth.

(c) *Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.*

Chatt Prep is the only school in PREP Public Schools' network at this time. In 2021-2022, students at Chatt Prep experienced very strong student growth, both on Tennessee's state test and on the NWEA-MAP exam. Chatt Prep was recognized as a Tennessee Value-Added Assessment System (TVAAS) Level 5 school for academic growth, the top school ranking by the state of Tennessee for academic growth. Tennessee Department of Education Level 5 schools are those with significant evidence that their students exceeded the state growth standard school-wide in all core subjects. According to the TVAAS website, TVAAS scores measure students' academic growth over time and the impact schools and teachers have on their students' academic progress and achievements.

Chatt Prep also had the highest rate of academic growth amongst middle school African American students in Hamilton County and was the Tennessee Charter School of the Year Runner Up in 2021.

Chatt Prep has the highest proficiency levels of the 10 middle schools educating more than

90% students of color in Hamilton County (Chattanooga) and students are performing close to or on par with other CSGF portfolio schools educating a similar student population in Tennessee. While Chatt Prep's absolute performance is not yet exceeding the district or state average, our hope is Chatt Prep can capitalize on the momentum they have built this past year to continue to drive absolute proficiency levels and set their young men up for continued growth and success.

Notably, Chatt Prep's English language learners are demonstrating high levels of growth. In the last calendar year, Chatt Prep's ESOL program exceeded Hamilton County's growth, including every other charter school with the exception of one elementary school. Additionally, over half the ESOL population (about 20 students) met the growth standard set by WIDA proficiency standards. We are on track this year to exceed our growth from any years prior.

(d) *If applicable, provide the graduation rates for each school in the network.*

Not Applicable. In alignment with its slow growth plan, Chattanooga Prep currently serves students in grades 6-10. Our first cohort of graduates will be in the Class of 2026.

(e) *Select one or more of the consistently high-performing schools that the network operates and discuss the school's performance.*
- *Be specific about the results on which you base your judgment that the school is high-performing.*
- *Discuss the primary causes to which you attribute the school's distinctive performance.*
- *Discuss any notable challenges that the school has overcome in achieving its results.*
- *Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure, or strategy was identified and how it was implemented elsewhere in the network.*

Results
Evidence to demonstrate Chattanooga Prep, the only school currently in PREP Public Schools' network, is high-performing, includes but is not limited to the following:

- Chatt Prep received the highest score (5, on a 1-5 scale) on the state's composite growth measure (TVAAS) while the district of location, Hamilton County, received a 1 composite score (2021-22).
- Chatt Prep has been recognized at a Level 5 school for student academic growth in 2018-19 and 2021-22.
- Chatt Prep students are experiencing faster growth than students of color in Hamilton County Schools.
- Chatt Prep's proficiency, in ELA, for Black/Hispanic/Native (BHN) students is (2021-22) higher than Hamilton County BHN proficiency.
- Chatt Prep's proficiency, in math, for Black/Hispanic/Native (BHN) students is (2021-22) higher than Hamilton County and Tennessee state's BHN proficiency.
- Chatt Prep ELA/Literacy rates exceeded pre-pandemic achievement levels in 2021-22.
- Chatt Prep students have shown strong growth over time and within the 2021-22 school

year on the NWEA MAP exam. In math, Chatt Prep students improved by 17 points from SY19 to SY21. In reading, Chatt Prep students improved by 19 points.

- 40% of Chatt Prep students take AP courses (AP Spanish Language) beginning in grade 8.
- 100% of Chatt Prep ninth grades take AP courses.
- Chatt Prep students scored a 5 on the AP Human Geography exam (2021-22).
- 100% of Chatt Prep students take the practice ACT in grade 7.
- Chatt Prep has consistently increased enrollment, expanding annually in alignment with its growth plan.
- Chatt Prep has exceeded attendance goals (decrease in chronic absenteeism) with an annual 98% attendance rate.
- Chatt Prep Tennessee Charter Schools of Year runner up.
- Chatt Prep students have a 0% expulsion rate.
- Chatt Prep has strong and extensive relationships with the business community and local tech, startup, and logistics industries in Chattanooga.
- Chatt Prep staff retention rate was 81% in 2021-22.
- Chatt Prep student persistence rate was 87% in 2021-22.
- Chatt Prep students participate in more than thirteen clubs and five sports.
- Chatt Prep students read more than 21 million words in 2021-22.

Chatt Prep has also leveraged the large network of businesses and startups in the community to create a mento program that has paired more than 200 community members with students. About 90% of students opt-in to the voluntary mentorship program and are assigned a community mentor who cheers them on the first day of school and walks with the student through his academic journey.

Primary Causes for the School's Distinctive Performance

At PREP Public Schools, we design and continuously improve our academic model through analysis of important data points, engaging in feedback opportunities with our teachers and leaders throughout the year. Implementing the PREP model (See bullets below) with fidelity put Chatt Prep on the path to achievement of our mission, vision and goals.

- **Rigorous Curriculum:** PREP Public Schools offers a rigorous, comprehensive, college-preparatory curriculum that will prepare students for success in postsecondary experiences and careers of their choice. Students will participate in coursework covering all core content as well as a variety of related coursework options to support the school-wide emphasis on innovation and leadership development. The curricular structure supports horizontal and vertical instructional teaming to maximize and accelerate student learning.
- **Academic Student Supports**
  - Special Education: We provide individualized support for each student through accommodations in the classroom.
  - English Language Instruction: We identify, plan, and support students who are English learners within the first weeks of school. We offer ELL students an hour of dedicated

ELL support with a licensed teacher. In addition to in person support, students have access to Elli and English learning platform where they can acquire, refine, and practice the English language.

- 6th-8th Grade Intensive: ELA and Math: In middle school, students receive and additional hour of ELA and Math instruction. During this time students participate in small-group instruction, whole group instruction, or use individualized programs such as IXL or Study Island. In addition, students in 6th-7th have a guided reading teacher in their ELA class.

- **Social Emotional Learning & Developing Leadership in Young Men:** The social emotional support and learning is embedded into each student's day. District initiatives such as Brotherhood Bond and Community are deeply embedded in our day to day. We believe that every student needs a mentor. Male mentoring systems permeate the school culture, including use of parent-mentors, male teachers, vertical mentoring (e.g., high school students mentoring elementary students), and male peer mentoring. Mentorship positively impact academic achievement, average daily attendance (ADA), and student persistence. Available supports and programs that implement social emotional learning include Brotherhood Bond, Community Mentorship, Licensed Social-Emotional Counselor, and Behavior Specialists.
- **Student Support: 1:1 Technology**: The purpose of the 1:1 Technology initiative is to ensure every student has access to instruction from anywhere and at any time, in support of our mission. Devices issued by grade band will be as follows: • Students in 6th-12th grade will receive a Chromebook or similar device.

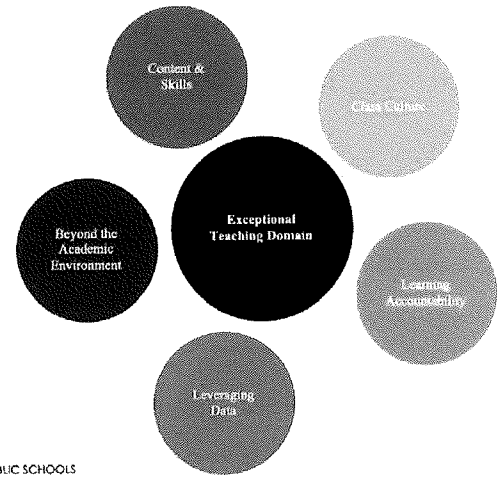
- **Student Support: Family Engagement**: We believe families are key stakeholders in student post-secondary readiness, therefore, we intentionally prioritize building partnerships with families. PREP schools are expected to have the following communication tools in place by Day 1:
  - Family communication flow chart – distributed to all staff, faculty, auxiliary and families (strict 24-hour response rate is expected)
  - Weekly family newsletter shared electronically via REMIND, Facebook, and Instagram (printing and sending home with students is campus choice)
  - REMIND – used consistently to encourage two-way communication between staff and families

We track and monitor any students/families at risk of leaving. All schools must maintain an active Promise List that helps them identify student or families that are struggling. Promise Lists are owned by the Director of Operations but take the entire school community's investment and work to identify and support students or families that need it. The Promise List should be reviewed in lead team tactical, check-ins with the Director of Operations and counselor and every grade team meeting.

- **Robust Assessment System**: Our assessment program is designed to inform excellent, post-secondary readiness instruction while providing predictable, trackable data points to

support effective coaching and management practices across an expanding district. Assessment data drives the instructional decisions our teachers and leaders make to ensure 100 percent of students have achieved post-secondary readiness.

- **Instructional Strategies**: To achieve our ambitious goas, we utilize a variety of instructional strategies and practices to meet the learning needs of a diverse cadre of students and prepare students for the instructional methods they will encounter in higher education settings and the dynamics of professional collaborative teams. While teachers will a have a degree of flexibility to organize their course content and instructional practices, all teachers will exemplify best practices in teaching and engage students in a variety of activities during the course periods to maintain student attention and meet the differentiated learning needs of each student. The Domains of Excellent Teaching, articulated in our Academic Book (See above) were designed to establish baseline expectations for all PREP Public Schools.



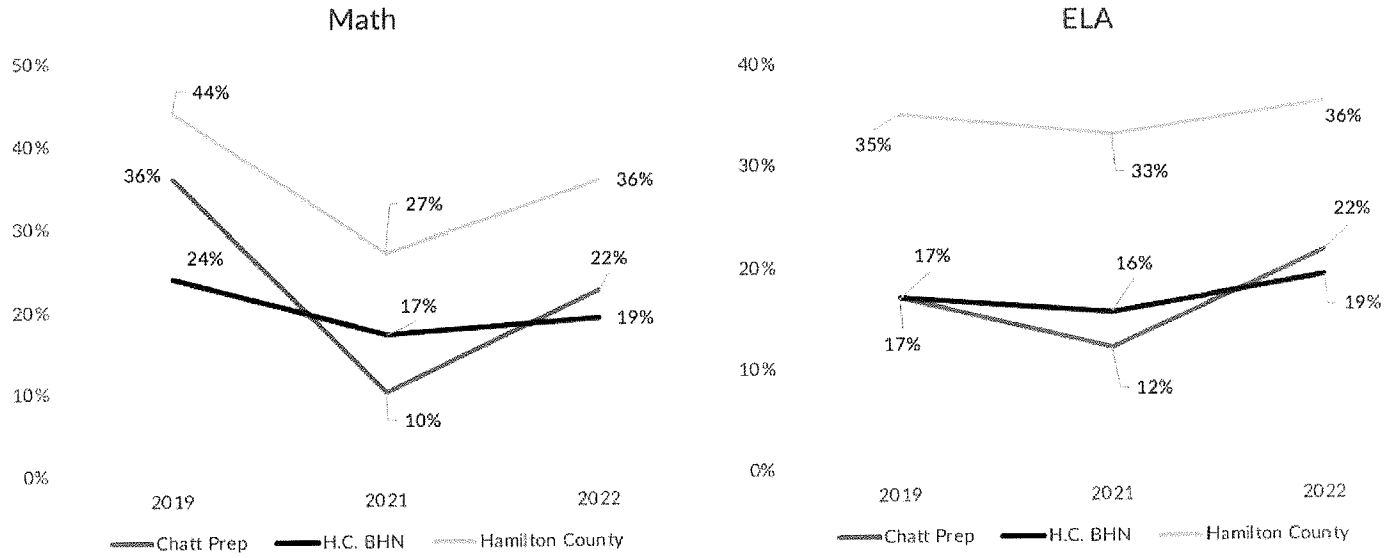
Academic Book | PREP PUBLIC SCHOOLS

Challenges

The greatest challenge of Chatt Prep's charter term has been the COVID-19 pandemic.

As the pandemic began its disruption of public health, household incomes, and education in the US, Chatt Prep quickly reacted. We distributed Chromebooks, ensured families had internet access, and provided access to food and other necessary items. The outpouring support from our community, supporters, and volunteers during this time of crisis was heartwarming. Because of them and our dedicated staff members, we were able to create some form of normalcy for our families by removing barriers to education and basic household needs.

However, the pandemic had a significant impact on the proficiency rates of students of color in Hamilton County. Chatt Prep made more growth (+12 math, +10 ELA) than Hamilton Co. students of color (+2 math; +3 ELA). Black/Hispanic/Native (BHN) students at Chatt Prep and in the county are still underperforming the county average for all students. Chatt Prep students are experiencing faster growth emerging from the pandemic than students of color in Hamilton County Schools.



The pandemic school closures were difficult on students and created some missed opportunities for learning. In 2020-21, to help counteract this, Chattanooga Prep set up afterschool tutoring (online and in-person) to help students catch up on missed content, have additional practice, and ask questions. Our students had support along the way to help them through this difficult time.

Early in the year, through MAP testing, we identified that many of our Prepsters were coming back with significant gaps in math and English language arts. Regardless of the hurdles, we were happy to see our Prepsters back on campus and eager to learn. Despite nationwide pandemic learning losses, teachers focused on moving forward by providing students with grade-level rigorous academic work and filling key foundational concepts when needed. It was not always easy this past year, but even when teachers and staff were exhausted, they continued to be present for their Prepsters. Seeing them in class collaborating, articulating ideas, and engaging with rigorous academic work, further ignited our inspiration and belief that together we could accelerate learning. In return, our Prepsters stepped up, showing us time and time again that they're willing and eager to meet and exceed the goals and expectations we have for them. Together with their teachers, Chattanooga Preparatory earned the highest TVAAS ranking awarded by the Tennessee Department of Education - level five, indicating our Prepsters showed more growth than expected!

Other Operations

Not Applicable. Chattanooga Prep is the only school in PREP Public Schools' network at this time.

(f) *Select one or more of the network's schools whose performance is relatively low or not*

satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.

- *Describe the primary causes to which you attribute the school's problems.*
- *Explain the specific strategies that you are employing to improve performance.*
- *How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?*

School with Low Performance

Not Applicable. Chattanooga Prep is the only school in PREP Public Schools' network at this time.

(g) *For all schools operating under another authorizer: provide, as* ***Attachment R****, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third- party evaluator, if applicable).*

Authorizer Report

Please find the Hamilton County School's 2023 Authorizer Report in Attachment R.

(h) *For all schools operating in the state of Tennessee: provide the following* ***in Attachment S****: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.*

Audited Financial Statements

Please see Chatt Prep's last two years of audited financial documentation in Attachment S.

(i) *List any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.*

Termination

Not Applicable. No contracts have been terminated.

(j) *List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.*

Revocation, etc.

Not Applicable. There have been no charter revocations, non-renewals , shortened or conditional, or withdrawals/non-openings.

(k) *Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.*

Formal Authorizer Intervention

Not Applicable. No performance deficiencies or compliance violations that have led to formal authorizer intervention.

(l) *Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in* ***Attachment T,*** *if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

Litigation
Not Applicable. No current or past litigation to report.

KNOXVILLE
PREPARATORY
SCHOOL

ATTACHMENTS

Please include attachments labeled according to the following schedule:

ATTACHMENT A: **Annual Academic Calendar**

ATTACHMENT D: **Enrollment Policy**

ATTACHMENT E: **Letters of Support/MOUs/Contracts from the Community**

ATTACHMENT L: **Network Annual Report**

ATTACHMENT M: **Network Organizational Chart**

ATTACHMENT N: **Planning and Budget Worksheet**

ATTACHMENT O: **Budget Narrative**

ATTACHMENT P: **Network Financial Plan**

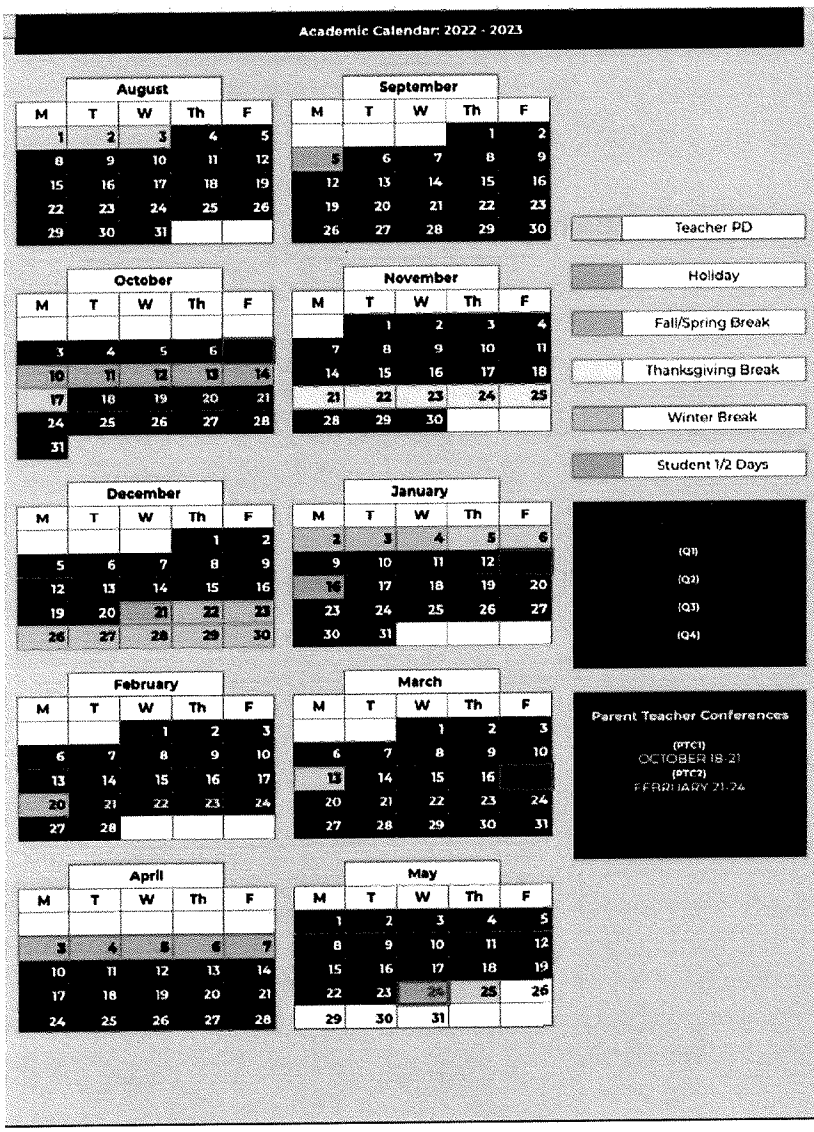
ATTACHMENT Q: **Student Achievement/Growth Results**

ATTACHMENT R: **School Reports/Authorizer Evaluations**

ATTACHMENT S: **School Financials**

KNOXVILLE
PREPARATORY
SCHOOL

Attachment A: Annual Academic Calendar



Important Dates	
Teacher Institute	July 25 - August 3
First Day of School (FDOS)	August 4
Ice Cream Social	August 11
Tutoring/Clubs Begin	September 12
Progress Reports	September 9
Open House	September 13
Hispanic Heritage Month	September 15 - October 15
Benchmark #1	October 3 - October 7
Data Day (No Students)	October 17
Report Cards	October 21
Progress Reports	November 11
New Student Application Opens	November 15
Thanksgiving Dinner	November 15
Breakfast of Champions	November 18
Giving Tuesday	November 29
Tutoring/Clubs End	December 8
Benchmark #2	December 12 - December 16
New Student Application Closes	December 15
Tutoring/Clubs Resume	January 9
Speak Like a King (No School)	January 16
Report Cards	January 20
Job Shadowing	February 2
Black History Living Museum	February 23
Welcome to Chattanooga Prep (WTCP)	TBD
Data Day (No Students)	March 13
Women's Month: Muffins with Moms	March 28
Tutoring/Clubs End	April 14
STEAM Night Riding Trail	April 18
TNReady Testing Window (Blackout)	April 18 - May 6
8th Grade Week	May 15 - May 19
8th Grade Parent Dinner (Mandatory)	May 15
Sports Banquet	May 16
Field Day	May 18
Last Day of School (LDOS)	May 25

Monthly Mentor Activities	
UTC Football Game	August TBD
CFC Game	September TBD
Butterfly Garden Fishing Trip	October TBD
Thanksgiving Dinner	November 15
Service Project: Beautify the Campus	January TBD
UTC Mocs	February TBD
Atlanta Hawks	March TBD
Lookouts Game	April TBD
Testing (Game Night)	TBD

KNOXVILLE
PREPARATORY
SCHOOL

Attachment D: Student Enrollment Policy

ATTACHMENT D: Student Enrollment Policy

Application Plan, Pre-Admission Activities, & Timeline

For the inaugural school year, 2024-25, applications for 6th grade will be accepted between April 1st and May 5th, 2024. To ensure a fair and equitable process, applications will not be accepted after the close of the application period. However, Knox Prep 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 Knox Prep website, the school office, and any 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, Knox Prep'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. ***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.***	April - June

Nondiscriminatory Admission Policies

Knox Prep's admission and enrollment policies and practices will be nondiscriminatory and will be fully compliant with T.C.A. § 49-13-107. Knox Prep 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, Knox Prep 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

At this time, Knox Prep does not have any articulation plans of agreements in place. If the school considers entering into any such agreements in the future, all articulation and enrollment activities will be in compliance with T.C.A. § 49-13-113.

Policies and Procedures

Lottery: Knox Prep 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, Knox Prep 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 KPS 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. Knox Prep will provide a transfer form indicating that the withdrawal is complete and will provide official records to the students new school upon request from the new school.

Withdrawals: In the event that a student must withdraw from Knox Prep 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.

KNOXVILLE
PREPARATORY
SCHOOL

Attachment E: Letters of Support/MOUs/Contracts from the Community

Attachment E

1. Javiette Samuel, Ph.D. Associate Vice Chancellor, Director of Community Engagement and Outreach, University of Tennessee Knoxville, May 26, 22 (college going rate is declining, KPS could help meet needs, support: advisory capacity; fostering mutually beneficial university-community partners; training and professional development; and elevation of community impact through a variety of avenues as we engage with K-12, elected officials, and other stakeholder groups.
2. Cathy Ackermann, President & CEO Ackermann Marketing & PR June 2, 22 (unique, innovative model in Knox)
3. Dr. Amber Williams, Vice Provost for Student Success University of TN, Knoxville
4. Tiffany Davidson, mother, professional and Knox County resident September 17, 2022
5. Jimmy Henderson, Level Field Partners (Level Field or LFP). Will support cost-effective access to first-class facilities, December 7, 2022
6. Frederick (Rick) B. Kuhlman, Jr., Colonel, US Air Force (ret); Director, Knoxville Fellows, December 9, 2022
7. Otis and Goldie Littlejohn, Knox County citizens and parents, December 10, 2022
8. Stephanie Keenoy, Managing Director, Lavinia Group, December 16, 2022
9. Kelly Coffelt, Charter Schools Coordinator, Hamilton County Schools, December 19, 2022
10. Bethany Yandell, MS, Account Executive, Ackermann Marketing & PR, Knox County resident and parent, December 22, 2022
11. Bart McFadden, President & CEO, Boys and Girls Club of the Tennessee Valley, January 3, 2023
12. Tyler Bolden, CEO, Big Brothers Big Sisters, January 3, 2023
13. Leonard L. Adams Jr., President, Knox College, January 20, 2023
14. Zach Wishart, education administration leader in Knoxville, January 20, 2023
15. Darryl Cobb, President, Charter School Growth Fund, January 26, 2023
16. Kelsey Cannon, Director of Finance & Payroll, Friends of Chattanooga Prep, January 27, 2023

Friends of Chattanooga Prep

January 27, 2023

To Whom It May Concern,

PREP Public Schools is blessed to have received commitments from supporters throughout East Tennessee, including multiple commitments from people, organizations, and businesses in Knox County.

Friends of Chattanooga Prep is backing PREP Public Schools with $752,165.56. Future confirmed pledges, totaling $4.75MM, have been provided by various foundations and donors.

Please contact me at kelseycannon@chattanoogaprep.com or 423.269.7810 if you have any questions.

Sincerely,

Kelsey Cannon
Director of Finance & Payroll

DocuSign Envelope ID: 1627A5F3-B204-48A2-8EBE-88D9F0C526B5

CHARTER SCHOOL GROWTH FUND

10901 West 120th Avenue, Suite 450
Broomfield, CO 80021

(303) 217-8090
chartergrowthfund.org

January 26, 2023

Brad Scott
CEO
PREP Public Schools

Dear Brad,

I am pleased to share this letter in support of Prep Schools' application to the Knox County Schools Board of Education. The Charter School Growth Fund is a non-profit philanthropic fund that supports the nation's highest-performing charter school networks to dramatically expand their impact.

We believe deeply in Prep Schools' mission to inspire, empower, and educate the men of tomorrow and equip them with the tools to create generational change within their communities. In Chattanooga, Prep Schools has demonstrated their ability to drive students' academic growth, implement strong character development through their sports and mentorship programs, and provide extensive college and career exposure and preparation with their AP and internship programs. We are investing in Prep Schools' expansion to Knoxville because we believe in their demonstrated impact for students, families, and community and trust that they will do the same in partnership with the Knoxville community.

The Charter School Growth Fund provided a $530,000 grant to Prep Schools in fall of 2022 and anticipates providing additional philanthropic support should the Knox County Schools Board of Education choose to authorize and partner to support the opening of Knoxville Prep.

Sincerely,

DocuSigned by:
Darryl Cobb
E9F24A8857224D4...

Darryl Cobb
President
Charter School Growth Fund

January 20, 2023

Letter of Support: Knoxville Preparatory Academy (Knox Prep)

To whom it may concern,

Please accept this letter as our extreme support for the Knoxville Chapter application for Knox Prep and any other requirements.

Knoxville College (KC), a historically Black college and university (HBCU), is a private Christian institution which welcomes students from diverse backgrounds and cultures who seek an exceptional liberal arts education. KC provides a stimulating and transformational academic experience for students in preparation for professional careers and advanced education.

Community engagement and outreach are vital to holistically enhancing student life experiences at KC, fostered through volunteerism, service-learning, and collaborative partnerships with local businesses, service organizations, and government agencies. These life-changing experiences promote civic engagement, social justice, and unique global perspectives to increase student learning outcomes.

Our history started with us serving orphans and quickly evolving into meeting the needs for K-12, ultimately collegiate programming and this is why we are so supportive of Knox Prep and their vision to expand to Knoxville, TN. Not only are we supportive of Knox Prep – Knoxville but, we also welcome Knox Prep to co-locate at our campus located at 901 Knoxville College Drive in an effort to share in a structured cradle to career pipeline of young Black and Brown boys. We further support the potential and opportunities in arm's reach as we strategically plan and take action to ensure that a portion of the workforce at Knox Prep is that of Knoxville College students and graduates.

Currently having no middle-age schooling options available, Knox Prep is needed in the Mechanicsville community.

KC is committed to supporting Knox Prep and the boys they/we seek to serve and fulfill a shared vision of:

- preserving African American heritage and supporting a thriving Black community
- cultivating an inclusive campus community culture in preparation for engagement in a global society
- fostering a collective impact approach of delivering services and resources to all we engage

I close asking your support and approval of the Knoxville Preparatory applications and all other requirements to establish and incorporate this school into our current Knox Schools educational ecosystem.

Sincerely,

Leonard L. Adams Jr.

Leonard L. Adams Jr., President

Zach Wishart
Knoxville, TN
[redacted]

January 20, 2023

Dr. Jon Rysewyck
Superintendent, Knox County Schools
400 W. Summit Hill Drive
Knoxville, TN 37902

Dear Dr. Jon Rysewyck,

As an education administration leader in Knoxville and an advocate for a high-quality education for every student, it is without reservation that I strongly recommend approval of Knoxville Preparatory Academy.

Knoxville Prep will resemble Chattanooga Prep and will undoubtedly match Chattanooga's high performance and student success. Chattanooga Prep has achieved TVAAS Level 5 status, something Knoxville Prep will certainly achieve as well. Knoxville Prep can be a new option for students and families seeking a proven model, where students are prepared for college and lives are put on a new trajectory that may not have otherwise been possible.

I am excited to see Knoxville Prep open in our city. Under the leadership of Prep Public Schools Chief Executive Officer Brad Scott and Chief Academic Officer Juan Aguinaga, the school is already on a trajectory of success and will be a great option for Knox County families.

Sincerely,

Zach Wishart

Zach Wishart

January 13, 2023

Bart McFadden
President & CEO
Boys & Girls Clubs of the Tennessee Valley
John D. Lee Administrative Offices
967 Irwin Street
Knoxville, TN 37917

Re: Memorandum of Understanding ("MOU") re: 967 Irwin Street, Knoxville, TN

Dear Mr. McFadden:

Knoxville Preparatory School ("Knox PREP" or "School") is excited about the conversations we have had to date regarding with Boys & Girls Club for a lease at 967 Irwin Street for the launch of its inaugural school in Knoxville.

The purpose of this MOU is to confirm our mutual interest and intent to negotiate a multi-year lease for use of the property starting in the summer of 2024. The lease agreement may also include a purchase option for Knox Prep. The parties will work diligently to finalize a non-binding Letter of Intent ("LOI") that includes the key business terms of a lease within the next 30 days, with the formal lease agreement likely to follow soon thereafter.

During the MOU and LOI periods, the parties will cooperate fully with each other, including on issues such as sharing diligence materials, providing access to the property for inspections and planning purposes, etc.

If you agree with the contents of this MOU, please sign and return at your convenience below.

This MOU is a preliminary expression of general intentions. The parties agree that neither shall have any contractual obligations to the other with respect to the matters referred herein unless and until a definitive agreement has been fully executed and delivered by the parties.

Sincerely,

Brad Scott
Chief Executive Officer, PREP Public Schools

On behalf of the Boys & Girls Clubs of the Tennessee Valley I acknowledge receipt of this MOU and agree to work in good faith with PREP Public Schools towards the objectives outlined here.

Bart McFadden

By: Bart McFadden
Date: 1-18-23

December 22, 2022

Letter of Support for Knoxville Preparatory School

Dear Knoxville Preparatory School leaders:

I am excited to write this letter in commitment and support of Knoxville Preparatory School (Knox Prep)!

As a mother of [redacted], I am very mindful of today's world and the challenges that can arise in the lives of boys and young men. Making sure our family makes wise choices for the education of our sons and the activities we engage in, is not something we take lightly.

When I first learned of Knox Prep, I was intrigued by their mission and the unique and innovative ways they are engage their students and inspire greatness, especially to a population of young boys who have many challenges in their lives to overcome. I have been involved in the foster care community in Knoxville for many years, which has given me a unique perspective to the lives of children who are fighting battles no child ever should. I have seen the unique needs children in underserved populations have when it comes to education and social engagement. For so many children in underserved parts of our county, their families are not afforded the privilege to have a choice in where their children go to school or the type education they receive. I am excited that a charter school option like Knox Prep, would give families a choice when it comes to the education of their sons.

I had the honor of visiting Chattanooga Prep and to see firsthand what makes this school different. I saw classrooms full of young boys writing, talking, problem solving, and participating in active learning, with teachers committed to the success of every single student in their classroom. I heard students talk about how Chatt Prep had changed they way they think about school and made them believe in a future for themselves that they once felt wouldn't be possible. I heard parents talk about how supported they feel in coming alongside their son's academic journeys and the commitment they have made, with their school, to challenge their sons to succeed and make an impact in their world.

I left Chatt Prep anxious for a day when we would have this same type of institution available for boys in Knoxville, and I am proud to stand in support of Knox Prep as they submit their charter application in 2023.

Sincerely,

Bethany D. Yandell

Bethany Yandell, MS

Knoxville resident (2004-08; 2014-present)

Big Brothers
Big Sisters
OF EAST TENNESSEE

January 3, 2023

Mr. Brad Scott, CEO
Knoxville Preparatory School
1849 Union Avenue
Chattanooga TN, 37404

Re: Letter of Support and Partnership: Knoxville Preparatory School

Dear Mr. Scott,

It is with great pleasure that I express my support and excitement for Knoxville Preparatory School and the partnership opportunities between our organizations.

As a part of the nation's oldest and largest youth mentoring network, our mission at Big Brothers Big Sisters of East Tennessee is to create and support one-to-one mentoring relationships that ignite the power and promise of youth.

I am excited to partner together to provide our evidence-based and outcome-driven programming to the students at Knox Prep. By uniting our missions and forging community partnerships, we can ensure that every Knox Prep student graduates with a plan for their future and a mentor who's impact will last a lifetime.

Bigger Together,

Tyler Boldin
CEO, Big Brothers Big Sisters of East Tennessee

HAMILTON COUNTY SCHOOLS

December 19, 2022

To the Knox County Board of Education:

Chattanooga Preparatory School has been operating and in good standing in Hamilton County Schools since the 2018-2019 school year.

In that time, the school has grown and even surpassed their original size. They have received Level 5 TVAAS twice and Reward School status once.

Mr. Brad Scott, CEO, is always highly responsive to inquiries and requests from this office. He and his staff are professional and pleasant in all their interactions with district personnel. ChattPrep continues to meet state and local deadlines, requirements, and requests.

If you need any additional information about their school operating within Hamilton County, please feel free to contact me.

Sincerely,

Kelly Coffelt
Charter Schools Coordinator

LAVINIA GROUP™

December 16, 2022

Dear Members of the Knox County School Board,

It is with great pleasure that I write this official letter of support for the application of PREP Public Charter Schools to expand to Knoxville, Tennessee. My name is Stephanie Keenoy, and I am a Managing Director at Lavinia Group. Prior to coming to Lavinia Group I was the Superintendent of Schools for Achievement First which is a large charter organization in the northeast. While at Achievement First, I founded an elementary school as the principal, and helped grow the network from 30 schools to 41 schools. In my current role, I have the privilege to work with PREP Charter School's CEO and leadership team to strengthen their programming at Chattanooga Prep and plan for their potential expansion to Knoxville. This year, I have supported the team to think through their instructional vision, assessment plan, and leadership pipeline as they plan to expand to Knoxville, and I plan to continue to support them to think through how to scale their instructional vision.

Lavinia Group provides world-class professional development, coaching, and curricula for K-12 teachers and school leaders to ensure joyful, student-centered, research-based literacy and math instruction. Through our coaching and curriculum, schools achieve extraordinary results on behalf of children. As such, we find it a distinct honor to offer this letter of support for Brad Scott and the team at PREP Public Charter Schools as they pursue their expansion. We know that in partnering together children will exceed expectations and prove what's possible.

Lavinia Group endorses PREP Public Charter School as it seeks to expand to Knoxville and implement literacy and math curricula that spark the curiosity of children and challenge them to think critically. Over the past year, the Lavinia Group has worked with Chattanooga Prep to develop the teachers and leadership team around the qualities of excellent reading, writing, and math instruction. Our work has included in-depth school visits, teacher and leadership professional development sessions, and strategic planning meetings involving the use of data and student work. In our experience working closely with Chattanooga Prep, they have proven that they are supporting students to achieve academic success and, as a result, we are excited to continue partnering with them this year and in the future as they seek to expand to Knoxville.

Lavinia Group believes in deeply partnering with schools so that they reach their goals, and we are fully committed to working alongside PREP Public Charter Schools as they introduce a school model that is sure to be transformative for students. I am very confident in the well-rounded, joyful, and rigorous educational experience that PREP Public Charter Schools will provide for the students in Knoxville.

It is without hesitation that I recommend PREP Public Charter Schools for expansion.

Sincerely,

Stephanie Keenoy

Stephanie Keenoy
Managing Director, Lavinia Group

Dear Sir or Madam,

As Knox County citizens, we would like to express our support for establishing Knox Preparatory Charter School in Knox County. As parents of a [redacted] honors student, we want to have a choice in where our [redacted] is educated, so we completed an intent to enroll.

We attended the first interest meeting and were immediately connected to the staff and students. The warm welcome, transparency and responsibility that students took on were inspirational touch points. From that meeting we decided we were ready to learn more and advocate for Knox Prep. When the opportunity to visit Chatt Prep campus was presented, we wanted to be there.

A number of things stood out while visiting the Chatt Prep that confirmed that we would like to have this choice for our [redacted] education.

1. The academic and parent engagement models.
2. TVAAS level 5 rating that demonstrates growth.
3. The statistics shared about the disparities that boys face in education and a school that seeks to understand their unique needs.
4. A curriculum that is culturally relevant and relatable where students can see and be encouraged to immerse.
5. AP for all students and ACT starting in 6th grade to build testing stamina.
6. The commitment energy of the staff.
7. Visiting college campus.
8. Clubs to support various interests (cooking, robotics, chess, etc.).
9. The ownership and pride that students and caregivers demonstrated.
10. Mentorship opportunities with community leaders.

We are excited about the opportunities that Knox Prep can bring to the Knoxville community and ask that you support the charter application.

Thank you!

Otis & Goldie Littlejohn

knoxville fellows

4Market Square, Suite 303C, Knoxville, TN 37902

9 December 2022

MEMORANDUM FOR WHOM IT MAY CONCERN

It is both a great honor and privilege to write a letter of support for the Knoxville Prep School. When I first heard about this possibility, I met Brad Scott, its director, and over the last few months have gotten to see his vision for Knoxville. Modeled after the successful Chattanooga Prep School, I feel that this new Charter School opportunity would enable our city to reach male teens with important encouragement and extra attention. This is critical as these young men go through their middle and high school years. A longer school day plus extra structure through smaller class size, uniforms, and written expectations will better enable these teens to meet the challenges that face high school graduates.

Over the years I have worked with high school students through my church, Emerald Youth, Thrive Lonsdale, Junior Leadership Knoxville, Future of Hope, and small groups at West High School. What I have learned is that when young men are shown attention, challenged, and feel that others care, they fare much better. I have also spent years working with high school students who are interested in the United States Air Force Academy, as an Air Liaison Officer.

What has been evident, is that our high schoolers need structure, interested and caring adults, and resources to achieve success. It is my belief that Knoxville Prep will be able to accomplish this and much more. The time is right in Knoxville for our city to offer this educational option.

In closing, I look forward to working with this initiative, knowing that it will truly be effective in our community. I am confidant Knoxville Prep School graduates will be important to building our city into the community that we all want to live and work in. I urge you to give your highest consideration to allowing this important initiative to move forward.

Sincerely,

Frederick B. Kuhlman, Jr., Director
Knoxville Fellows

LEVEL FIELD

December 7, 2022

To Whom It May Concern,

I am writing to express Level Field Partners' ("Level Field" or "LFP") support for PREP Public Schools charter application to expand to Knoxville, TN.

Level Field's mission is to enable cost-effective access to first-class facilities for high quality public charter schools. Our team has more than 80 years of experience helping charter schools address some of their most pressing real estate and related financing challenges in order to educate more children, enrich learning environments, and strengthen their economic standing. The team has deep internal sector knowledge from having served as charter school financial and operations leaders, in-house real estate developers, and general counsels. We are proud that our structure allows us to combine sophisticated commercial expertise with a mission-driven approach guided only by what's best for the schools we serve.

Our unique approach, depth of expertise, and strong national partnerships have enabled us to work on behalf of leading charter school organizations in 29 states, including fairly extensive projects in both Nashville and Memphis, TN. Collectively, the Level Field team has financed and developed 120+ charter school projects representing more than 4.2MM square feet of educational space and totaling more than $1.1B+ in project costs.

Through our partnership with Charter School Growth Fund we are proud to support PREP Public Schools 's CEO, senior leadership team and Board of Directors in the following ways:

- Supporting and leading the site search and feasibility assessment of prospective expansion locations in Knoxville (inclusive of temporary and permanent campuses)
- Reviewing and refining key facility inputs into multi-year financial models
- Identifying potential financing sources and engaging in initial outreach efforts
- Leading the assemblage of key project team members to refine project schedule and project scope, inclusive of test fits
- Supporting acquisition negotiations on prospective facility options with PREP's legal counsel and leadership team to result in a clear acquisition timeline

Thank you for the opportunity to express our support for PREP Public Schools. Please reach out should you have any questions.

With best regards,

Jimmy Henderson
Partner

DIVISION OF
STUDENT SUCCESS

Letter of Support for Knox Prep

Dr. Amber Williams, Vice Provost for Student Success

University of Tennessee, Knoxville

Dear Knox Prep,

It gives me great excitement and extreme gratitude to write this letter expressing my commitment and support to Knox Prep.

As the Vice Provost for Student Success at the University of Tennessee, Knoxville, it is crucial that we have this new and exciting avenue for education in our community that can provide young men with unique and transformative opportunities at such an important stage of their lives.

In the Division of Student Success (DSS) at UT, we have seen incredible growth and retention rates over the past three years because we have provided a robust and wide-ranging array of programs and initiatives for our students.

Our UT Success Academy for first-year black and Latinx men, as well as our Vol Success Teams, have flourished and will undoubtedly be able to provide tremendous support and opportunities for scholars from Knox Prep.

In telling our story, we want to let everyone know DSS is about more than eye-popping numbers. We see our students as individuals. We create programs and policies that support each student's distinctive story and build student confidence to develop the structures needed to help facilitate each student's success.

As I extend this commitment to Knox Prep, I will pledge my unwavering support to those young men and provide the best opportunities for inclusion and engagement with the entire social and academic experience at the University of Tennessee.

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Division of Diversity and Engagement

Office of Community Engagement and Outreach

2330 Dunford Hall
Knoxville, TN 37996
865-974-4863
engagement.utk.edu

May 26, 2022

Brad Scott
Chattanooga Preparatory School
1849 Union Avenue
Chattanooga, TN 37404

Mr. Scott,

I am pleased to provide my full support for chartering Knoxville Preparatory School. Our campus holds a unique position as the state's flagship 1862 land-grant university. This designation is emphasized in our mission of access, educating Tennessee's citizens, enhancing our culture, and making a difference in people's lives through teaching, research, and public engagement.

Nationally and statewide, the college-going rate is declining. Statistics are even more staggering when it comes to males in general, and males of color in particular. Many of the tenets of Knoxville Preparatory Academy would help meet the needs of young men in the center of the city/urban areas. This population is often disproportionately affected by poverty, limited resources, and lack of access higher education.

Knoxville Preparatory Academy could help meet the need for rigorous advanced math and science courses; more advanced placement courses; enhanced social-emotional development; supportive student-family environments; and more holistic college prep environments as we seek to grow 21st century leaders who are prepared for a global workforce.

The Office of Community Engagement and Outreach (OCEO), housed within the Division of Diversity and Engagement provides capacity building support to more deeply integrate community engagement and outreach with our land-grant mission of teaching, research, and service. Our support could include but is not limited to serving in an advisory capacity; fostering mutually beneficial university-community partners; training and professional development; and elevation of community impact through a variety of avenues as we engage with K-12, elected officials, and other stakeholder groups.

The Division of Diversity and Engagement collaborates with campus and external entities to create inclusive learning and work environments. We achieve this through cultivating partnerships, supporting initiatives, and advocating for policies that promote civility, accountability, cultural competency, and equitable access to resources and opportunities. In all of our work, we emphasize collaboration, equal participation, community empowerment, reciprocity, and sustainability.

Again, I offer my full support and would welcome and opportunity to work with you! If you have any questions, feel free to contact me at jsamuel@utk.edu or 865-974-7863.

Sincerely,

Javiette Samuel, Ph.D.
Associate Vice Chancellor
Director of Community Engagement and Outreach

BIG ORANGE. BIG IDEAS.
Flagship Campus of the University of Tennessee System

September 27, 2022

KCS Board of Education
505 Summer Place
Knoxville, TN 37902

Dear School Board Members,

I am writing to express my support for Knoxville Preparatory Charter School (Knox Prep). As a mother and professional that resides in Knox County; I believe that Knoxville Preparatory Charter School will be an added educational benefit to our community.

As a brother site to Chattanooga Prep, it is believe that Knox Prep will provide an additional educational option to families. One that provides rigorous and adaptable academics as well as a focus on powerful principles that are integral to the success of our young boys.

I'm sure that you are aware with the amount of crime that has impacted our community the past year or so (among our youth) more than years before. While there are multiple agencies that are attempting to address issues that have resulted in the loss of young children; they are concentrating on gun violence and crime reduction. While that is important and a need for our city; it goes without saying that our community should also look at addressing the whole-child and the many facets that play into the decisions that our young males are presented with.

Needless to say, based on experience and general knowledge of the resources that are tailored and available to males only; there are none. When you speak with resources around our community about why there are no male only programs (similar to Girls, Inc., Girl Talk, Girls on the Run); they simply respond with "boys were not our intention" or they "do not have funding". Yes, there are afterschool activities that are co-ed; but there simply is nothing for boys and boys only.

Creating a sense of community where boys can be themselves and discuss challenges that they face daily is significant. What Knox Prep is willing to offer is an educational and personal growth opportunity that our community and young men have yet to experience.

I respectfully challenge our school board with thinking outside of the box when it comes to traditional education. In addition, I task you with working to address the issues that face our young males that ultimately hinders their well-being in

our city. As it is not only about what happens outside the four walls of the school, but also within them.

I proudly support the approval of Knoxville Preparatory Charter School as it is meant to serve young men in our district to ensure that they too have the opportunity to be inspired, empowered, educated, and successful men that will do great things in life.

Sincerely,



Tiffany Davidson

ACKERMANN MARKETING & PR
smart strategy creative thinking

June 2, 2022

Knox County Charter Review Committee

I am writing in support of Knox Prep, the new, proposed 6th-12th grade school in Knox County. Our firm, Ackermann Marketing & PR, is excited to be working with the leadership of Knox Prep to communicate the benefits of this unique educational addition to our community. We endorse their mission and look forward to welcoming them to Knox County, as a unique, innovative model in terms of public education.

It is our hope that the review committee will fully support Knox Prep and its mission. Thank you!

Sincerely,

Cathy Ackermann

Cathy G. Ackermann
President and CEO
Ackermann Marketing & PR

Ackermann Marketing & PR
1111 Northshore Drive
Suite N-400
Knoxville, TN 37919

Phone. 865.584.0550
Fax. 865.588.3009
info@thinkackermann.com
www.thinkackermann.com

Strategic Planning | Public Relations
Product Marketing | Brand Identity
Digital Strategies | Advertising



KNOXVILLE PREPARATORY SCHOOL

Attachment L: Network Annual Report

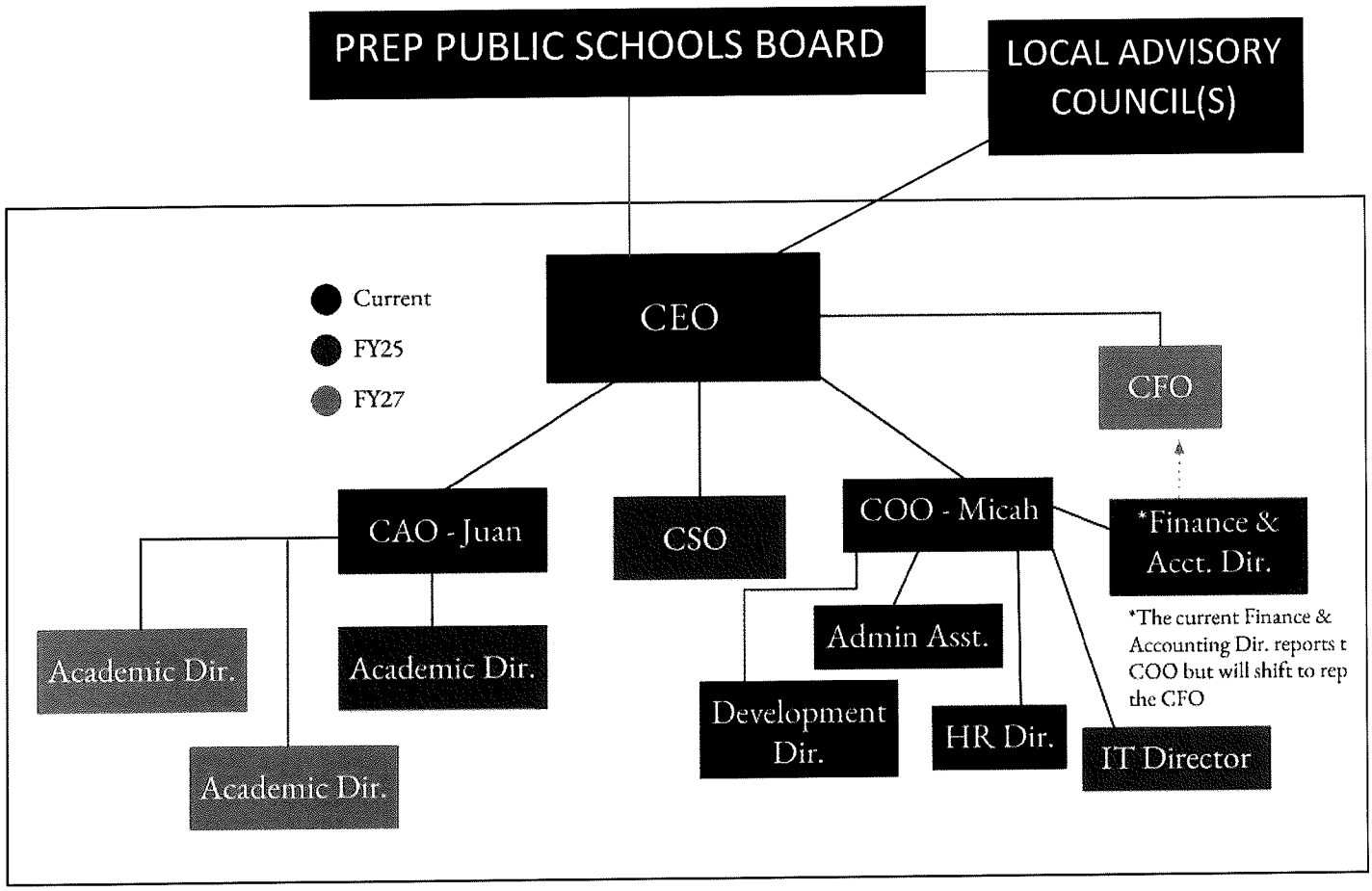
Attachment L

On October 20, 2022, the Chattanooga Prep governance board voted to approve Chattanooga Prep, Inc.'s name change to PREP Public Schools, Inc. PREP Public Schools has not yet created a network annual report.

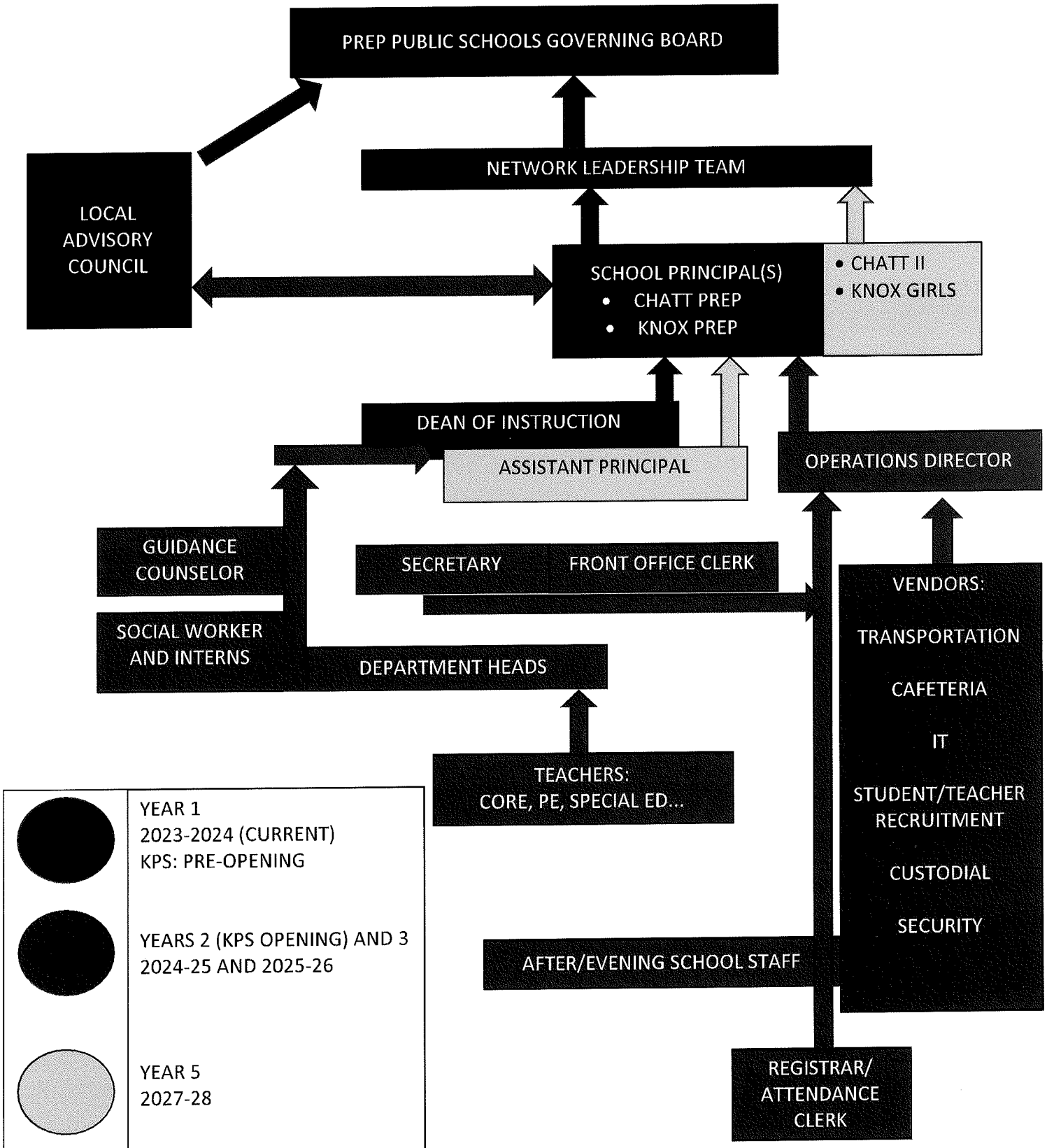
KNOXVILLE
PREPARATORY
SCHOOL

Attachment M: Network Organizational Chart

PREP PUBLIC SCHOOLS NETWORK ORGANIZATIONAL CHART



PREP PUBLIC SCHOOLS: NETWORK AND SCHOOL ORGANIZATIONAL CHART



KNOXVILLE
PREPARATORY
SCHOOL

Attachment N: Planning and Budget Worksheet

Knoxville Prep
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Knoxville Prep
Lead Sponsor Name	Brad Scott
Lead Sponsor E-mail Address	Bradscott@chattanoogaprep.com
Lead Sponsor Phone Number	423-760-2735
CMO/EMO Affiliation	Prep Public Schools
Proposed Authorizer	Brad Scott
Proposed Opening Grade Level(s)	6th
Proposed Final Grade Level(s)	12th
Proposed First Year of Operations	2024-25

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	105	207	306	409	509

Note: These cells auto-populate after completing Tab 2.

Knoxville Prep
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Pre-Kindergarten (Informational Only)					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade	105	105	105	105	105
7th Grade		102	102	102	102
8th Grade			99	99	99
9th Grade				103	103
10th Grade					100
11th Grade					
12th Grade					
Total Enrollment (excluding Pre-Kindergarten)	**105**	**207**	**306**	**409**	**509**
Change in Net Enrollment	**105**	**102**	**99**	**103**	**100**

of Classes By Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade	4	4	4	4	4
7th Grade		4	4	4	4
8th Grade			4	4	4
9th Grade				4	4
10th Grade					4
11th Grade					
12th Grade					
Total # of Classes	**4**	**8**	**12**	**16**	**20**

Knoxville Prep
New Charter School Application Budget Template
Student Assumptions

Change in Net # of Classes	4	4	4	4	4

Other Key Assumptions
Enter Estimated Percentages

SPED %	15%	15%	15%	15%	15%
SPED Count	**16**	**31**	**46**	**61**	**76**
ELL %	15%	15%	15%	15%	15%
ELL Count	**16**	**31**	**46**	**61**	**76**
Anticipated Paid %	0%	0%	0%	0%	0%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	100%	100%	100%	100%	100%
Anticipated Paid Count	**0**	**0**	**0**	**0**	**0**
Anticipated Reduced Count	**0**	**0**	**0**	**0**	**0**
Anticipated Free Count	**105**	**207**	**306**	**409**	**509**
Total Free and Reduced Count	**105**	**207**	**306**	**409**	**509**
School Days	0	0	0	0	0
Attendance Rate	0%	0%	0%	0%	0%

Knoxville Prep
New Charter School Application Budget Template
Pre-Opening Budget

Revenue Assumptions

		Year 0 2023-24	
Federal Revenues	**Rate/Assumption**	**Amount**	**Assumption Notes**
CSP Startup Grant	$400,000	$200,000.00	CSP
Fundraising & Philanthropy			Detail any private funding sources
Other			
Other	$95,000	$250,000	CSGF
Other	$45,000	$45,000	Local fundraising
Other		$0	
Other		$0	
Total Revenues		495,000	

Compensation Assumptions

		Year 0 2023-24	
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	$86,760	
Assistant Principal	1.00	$70,000	
Special Education Coordinator	0.00	$0	
Deans, Directors	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Administrative Compensation	**2.00**	**156,760**	
Instructional Staff			
Teachers	0.00	$0	
Special Education Teachers	0.00	$0	
Eduacational Assistants/Aides	0.00	$0	
Elective Teachers	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Instructional Compensation	**0.00**	-	
Non-Instructional Staff			
Clerical Staff	1.00	$26,000	
Custodial Staff	0.00	$0	
Operations	1.00	$48,702	
Social Workers/Counseling	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Non-Instructional Compensation	**2.00**	**74,702**	
Bonus		5,063	Stipends, Bonuses, Supply Stipend
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	

Knoxville Prep
New Charter School Application Budget Template
Pre-Opening Budget

Total FTE Count	4.00	
Total Compensation		236,525

Employer Benefits & Tax Assumptions

	Base Assumption	Year 0 2023-24	Assumption Notes
Social Security	6.20%	$14,665	
Medicare	1.45%	$3,430	
State Unemployment	0.73%	$1,727	
Disability/Life Insurance	0.33%	$781	
Workers Compensation Insurance	0.34%	$804	
Other Fringe Benefits	0.00%	$0	
Medical Insurance	$7,229	$28,916	
Dental Insurance	$545	$2,180	
Vision Insurance	$0	$0	
Other Retirement	9.00%	$21,287	
Total Employer Benefits & Taxes		73,789	

Operating Expenses

		Year 0 2023-24	Assumption Notes
Contracted Services			
Professional Development	$0	$0	
Financial Services	$8,000	$8,000	Financial Software one-time purchase and set up ($8k),
Audit Services	$12,000	$12,000	Annual audit expense
Legal Fees	$10,000	$10,000	
Copier Lease and Usage	$2,426	$2,436	Monthly copier lease based on similar school in area
Internet and Phone Service	$0	$0	One-time set up fee ($6k) Annual cost for phone service ($21 for 52 lines), Annual cost for internet service ($300 business plan)
Cell Phone Service	$0	$600	
Payroll Services	$0	$0	
Health Services	$0	$0	
Transportation	$0	$0	
IT Services	$6,362	$6,362	Annual cost for finace software, microsoft license, payroll software
Contracted SPED Services	$0	$0	
Insurance	$0	$0	
Postal Charges	$1,261	$1,261	Annual non-educational expense
Home Office Contribution	$40,000	$40,000	
Grant Writer	$48,888	$48,888	Grant writer ($4074x12 months)
Supplies & Materials			
Textbooks and Instructional Supplies	$0	$0	
Education Software	$0	$0	
Student Supplies	$0	$0	
Faculty Supplies	$3,000	$3,000	
Library Books	$0	$0	
Testing & Evaluation	$0	$0	
Student Laptops	$0	$0	

Knoxville Prep
New Charter School Application Budget Template
Pre-Opening Budget

Faculty Laptops	$4,500	$4,500	
Office Supplies	$1,800	$1,800	
Printing Paper	$0	$0	
Marketing Materials	$12,320	$12,320	Website development cost and annual cost for website and email domains ($12,000/$320)
Student Uniforms	$0	$0	
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$0	$0	
Facility Related Expenses			
Rent	$10,000	$10,000	
Utilities	$0	$0	
Custodial	$0	$0	
Waste	$0	$0	
Faculty Furniture	$0	$0	
Student Furniture	$0	$0	
Internet/Network Equipment	$3,600	$3,600	
Other Equipment	$2,436	$2,436	Copier annual
Building Decorum	$0	$0	
Tenant Improvements	$0	$0	
Fire & Security Monitoring	$0	$0	
Pest Control	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$3,000	$3,000	
Student Recruitment & Community Engagement	$3,000	$3,000	Annual recruiting cost
Parent & Staff Meetings	$3,000	$3,000	
Authorizer Fee	$3,500	$3,500	
Travel-employee	$900	$900	Per trip ($450) travel expense
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Operating Expenses		180,603	
Total Expenses		490,917	

Knoxville Prep
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP
Beginning Cash	495,000	**495,000**	**460,315**	**425,631**	**390,946**	**356,262**	**321,577**	**286,893**	**239,758**	**192,623**	**145,488**	**98,353**	**51,218**		
Revenues															
Federal Revenues			-	-	-	-	-	-	-	-	-	-	-	200,000	-
Fundraising & Philanthropy			-	-	-	-	-	-	-	-	-	-	-	295,000	-
Total Revenues	495,000	-	-	-	-	-	-	-	-	-	-	-	-	495,000	-
Expenses															
Staffing	236,525	13,485	13,485	13,485	13,485	13,485	13,485	25,936	25,936	25,936	25,936	25,936	25,936	236,525	-
Employer Benefits & Taxes	73,789	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	73,789	-
Contracted Services	129,547	10,796	10,796	10,796	10,796	10,796	10,796	10,796	10,796	10,796	10,796	10,796	10,796	129,547	-
Supplies & Materials	21,620	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	1,802	21,620	-
Facility-Related Expenses	16,036	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	1,336	16,036	-
Other Charges	13,400	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	13,400	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	490,917	34,685	34,685	34,685	34,685	34,685	34,685	47,135	47,135	47,135	47,135	47,135	47,135	490,917	-
Operating Income (Loss)	4,083	(34,685)	(34,685)	(34,685)	(34,685)	(34,685)	(34,685)	(47,135)	(47,135)	(47,135)	(47,135)	(47,135)	(47,135)	4,083	-
Changes in Accounts Receivable			-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**460,315**	**425,631**	**390,946**	**356,262**	**321,577**	**286,893**	**239,758**	**192,623**	**145,488**	**98,353**	**51,218**	**4,083**		

Details of Cash Flow

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP
Revenues															
Federal Revenues															
CSP Startup Grant	200,000	200,000	-	-	-	-	-	-	-	-	-	-	-	200,000	-
Fundraising & Philanthropy															
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Other	250,000	$250,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	250,000	-
Other	45,000	$45,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	45,000	-
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	-	-
Total Revenues	**495,000**	**495,000**	-	-	-	-	-	-	-	-	-	-	-	**495,000**	-

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	Year 0

Knoxville Prep
New Charter School Application Budget Template
Pre-Opening Cash Flow

	2023-24 Total Budget	2023-24 July	2023-24 August	2023-24 September	2023-24 October	2023-24 November	2023-24 December	2023-24 January	2023-24 February	2023-24 March	2023-24 April	2023-24 May	2023-24 June	2023-24 Total	2023-24 AR/AP
Compensation															
Principal/School Leader	86,760	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	86,760	-
Assistant Principal	70,000	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	70,000	-
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	156,760	13,063	13,063	13,063	13,063	13,063	13,063	13,063	13,063	13,063	13,063	13,063	13,063	156,760	-
Instructional Staff															
Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Special Education Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Eduacational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Elective Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff															
Clerical Staff	26,000	$0	$0	$0	$0	$0	$0	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	26,000	-
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Operations	48,702	$0	$0	$0	$0	$0	$0	$8,117	$8,117	$8,117	$8,117	$8,117	$8,117	48,702	-
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	74,702	-	-	-	-	-	-	12,450	12,450	12,450	12,450	12,450	12,450	74,702	-
Bonus	5,063	$422	$422	$422	$422	$422	$422	$422	$422	$422	$422	$422	$422	5,063	-
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	236,525	13,485	13,485	13,485	13,485	13,485	13,485	25,936	25,936	25,936	25,936	25,936	25,936	236,525	-

Employer Benefits & Taxes

	Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP
Social Security	14,665	$1,222	$1,222	$1,222	$1,222	$1,222	$1,222	$1,222	$1,222	$1,222	$1,222	$1,222	$1,222	14,665	-
Medicare	3,430	$286	$286	$286	$286	$286	$286	$286	$286	$286	$286	$286	$286	3,430	-
State Unemployment	1,727	$144	$144	$144	$144	$144	$144	$144	$144	$144	$144	$144	$144	1,727	-
Disability/Life Insurance	781	$65	$65	$65	$65	$65	$65	$65	$65	$65	$65	$65	$65	781	-
Workers Compensation Insurance	804	$67	$67	$67	$67	$67	$67	$67	$67	$67	$67	$67	$67	804	-
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Medical Insurance	28,916	$2,410	$2,410	$2,410	$2,410	$2,410	$2,410	$2,410	$2,410	$2,410	$2,410	$2,410	$2,410	28,916	-
Dental Insurance	2,180	$182	$182	$182	$182	$182	$182	$182	$182	$182	$182	$182	$182	2,180	-
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Other Retirement	21,287	$1,774	$1,774	$1,774	$1,774	$1,774	$1,774	$1,774	$1,774	$1,774	$1,774	$1,774	$1,774	21,287	-
Total Employer Benefits & Taxes	73,789	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	6,149	73,789	-

Operating Expenses

Year 0 2023-24 Total Budget	Year 0 2023-24 July	Year 0 2023-24 August	Year 0 2023-24 September	Year 0 2023-24 October	Year 0 2023-24 November	Year 0 2023-24 December	Year 0 2023-24 January	Year 0 2023-24 February	Year 0 2023-24 March	Year 0 2023-24 April	Year 0 2023-24 May	Year 0 2023-24 June	Year 0 2023-24 Total	Year 0 2023-24 AR/AP

Knoxville Prep
New Charter School Application Budget Template
Pre-Opening Cash Flow

Contracted Services															
Professional Development	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Financial Services	8,000	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	8,000	-
Audit Services	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	-
Legal Fees	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-
Copier Lease and Usage	2,436	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	2,436	-
Internet and Phone Service	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Cell Phone Service	600	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	600	-
Payroll Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Health Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Transportation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
IT Services	6,362	$530	$530	$530	$530	$530	$530	$530	$530	$530	$530	$530	$530	6,362	-
Contracted SPED Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Postal Charges	1,261	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	1,261	-
Home Office Contribution	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	40,000	
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	-
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	-	-
Faculty Supplies	3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	3,000	-
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	-	-
Student Laptops	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Faculty Laptops	4,500	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	4,500	-
Office Supplies	1,800	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	$150	1,800	-
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Marketing Materials	12,320	$1,027	$1,027	$1,027	$1,027	$1,027	$1,027	$1,027	$1,027	$1,027	$1,027	$1,027	$1,027	12,320	-
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
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	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-
Utilities	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Custodial	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Waste	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Faculty Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Student Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Internet/Network Equipment	3,600	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	3,600	-
Other Equipment	2,436	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	2,436	-
Building Decorum	-	$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 & 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	-	-
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-
Other Charges															
Staff Recruitment	3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	3,000	-
Student Recruitment & Community Engagement	3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	3,000	-
Parent & Staff Meetings	3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	3,000	-
Authorizer Fee	3,500	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	3,500	-
Travel-employee	900	$75	$75	$75	$75	$75	$75	$75	$75	$75	$75	$75	$75	900	-
Debt Service															
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Knoxville Prep
New Charter School Application Budget Template
Pre-Opening Cash Flow

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses	180,603	15,050	15,050	15,050	15,050	15,050	15,050	15,050	15,050	15,050	15,050	15,050	15,050	180,603	-
Total Expenses	490,917	34,685	34,685	34,685	34,685	34,685	34,685	47,135	47,135	47,135	47,135	47,135	47,135	490,917	-

Knoxville Prep
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	105	207	306	409	509
# of Classes	4	8	12	16	20
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	0.00	1.00	1.00	1.00	1.00
Counselor	0.00	0.00	1.00	1.00	1.00
Total Administrative FTE	**2.00**	**3.00**	**4.00**	**4.00**	**4.00**
Instructional Staff					
Teachers	8.00	12.00	16.00	21.00	24.00
Special Education Teachers	1.00	1.00	2.00	2.00	2.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
PE Teacher	1.00	1.00	1.00	1.00	1.00
Art Teacher	0.00	0.00	1.00	1.00	1.00
Total Instructional FTE	**10.00**	**14.00**	**20.00**	**25.00**	**28.00**
Non-Instructional Staff					
Clerical Staff	3.00	3.00	3.00	3.00	3.00
Custodial Staff	1.00	1.00	2.00	2.00	2.00
Operations	5.00	5.00	5.00	5.00	5.00
Social Workers/Counseling	1.00	1.00	1.00	1.00	1.00
Attendance Manager	1.00	1.00	1.00	1.00	1.00
Total Non-Instructional FTE	**11.00**	**11.00**	**12.00**	**12.00**	**12.00**
Total FTE	**23.00**	**28.00**	**36.00**	**41.00**	**44.00**

Compensation Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5
		2024-25	2025-26	2026-27	2027-28	2028-29
	Annual Increase	0.00%	3.00%	3.00%	3.00%	3.00%
	Cumulative Increase	100.00%	103.00%	106.09%	109.27%	112.55%
Administrative Staff	**Base Assumption**					
Principal/School Leader	$86,760	86,760	89,363	92,044	94,805	97,649
Assistant Principal	$70,000	70,000	72,100	74,263	76,491	78,786
Special Education Coordinator	$0	-	-	-	-	-
Deans, Directors	$45,000	45,000	46,350	47,741	49,173	50,648
Counselor	$42,000	-	-	44,558	45,895	47,271
Total Administrative Compensation		**201,760**	**207,813**	**258,605**	**266,363**	**274,354**
Instructional Staff						
Teachers	$42,000	336,000	519,120	712,925	963,785	1,134,513
Special Education Teachers	$42,000	42,000	43,260	89,116	91,789	94,543
Educational Assistants/Aides	$0	-	-	-	-	-
PE Teacher	$42,000	42,000	43,260	44,558	45,895	47,271
Art Teacher	$42,000	-	-	44,558	45,895	47,271
Total Instructional Compensation		**420,000**	**605,640**	**891,156**	**1,147,363**	**1,323,598**
Non-Instructional Staff						
Clerical Staff	$26,000	78,000	80,340	82,750	85,233	87,790
Custodial Staff	$22,800	22,800	23,484	48,377	49,828	51,323
Operations	$48,702	243,510	250,815	258,340	266,090	274,073
Social Workers/Counseling	$37,372	37,372	38,493	39,648	40,837	42,063
Attendance Manager	$26,000	26,000	26,780	27,583	28,411	29,263

Knoxville Prep
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Total Non-Instructional Compensation	**407,682**	**419,912**	**456,698**	**470,399**	**484,511**
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	**1,096,812**	**1,303,735**	**1,694,671**	**1,994,763**	**2,199,352**

Employer Benefits & Tax Assumptions

	Base Assumption	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Social Security	6.20%	$68,002	$80,832	$105,070	$123,675	$136,360
Medicare	1.45%	$15,904	$18,904	$24,573	$28,924	$31,891
State Unemployment	$400 per employee	$9,200	$11,200	$14,400	$16,400	$17,600
Disability/Life Insurance	0.33%	$3,619	$4,302	$5,592	$6,583	$7,258
Workers Compensation Insurance	0.34%	$3,729	$4,433	$5,762	$6,782	$7,478
Other Fringe Benefits	0.00%	$0	$0	$0	$0	$0
Health Insurance Annual Increase		0.00%	0.00%	0.00%	0.00%	0.00%
Cumultative Increase		100.00%	100.00%	100.00%	100.00%	100.00%
Medical Insurance	$7,229	$166,267	$202,412	$260,244	$296,389	$318,076
Dental Insurance	$545	$12,535	$15,260	$19,620	$22,345	$23,980
Vision Insurance	$0	$0	$0	$0	$0	$0
TCRS Certified Legacy	0.00%	$0	$0	$0	$0	$0
TCRS Certified Hybrid	9.00%	$98,713	$117,336	$152,520	$179,529	$197,942
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0
Other Classified Retirement	0.00%	$0	$0	$0	$0	$0
Other Retirement	0.00%	$0	$0	$0	$0	$0

Knoxville Prep
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions

	Year 1
	2024-25
Annual Revenue Increase	0.00%
Cumultative Increase	100.00%

Enrollment		105.00	Enrollment row added to multiply per pupil rates by enrollment to arrive at total revenues
State Revenues	**Rate/Assumption**		**Assumption Notes**
TISA Base Rate	$6,860	$720,300	
TISA Weights	$1,822	$191,359	Per Pupil Weights are in the TISA tracker
TISA Direct	$500	$52,500	Per Pupil Direct Funding assumptions are in the TISA tracker
Other: 21 Century		$85,000	
Other: BEP		$142,800	$11,900 per month
Federal Revenues		$0	
Title I	$234	$24,525	
Title II	$0	$2,673	
Title III	$0	$0	
NSLP	$0	$0	
E-Rate	$0	$0	
CSP Startup Grant	$0	$200,000	Second Year of CSP funding - $200K in Start-up, $200 K this year.
Other: IDEA	$0	$24,759	
Other: USDA School Breakfast & Lunch	$836	$90,000	Based on USDA reimbursement rates
School Activity Revenues			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Fundraising & Philanthropy			
Other		$0	
Other	$600,000	$620,000	CSGF
Other	$1,050,000	$650,000	Other local Knoxville Fundraising
Other	$0	$0	
Other	$0	$0	
Total Revenues		2,803,915	

Compensation

		Year 1
		2024-25
Administrative Staff	**FTE Count**	**Assumption Notes**
Principal/School Leader	1.00	86,760

Knoxville Prep
New Charter School Application Budget Template
Year 1 Budget

Assistant Principal	1.00	70,000	
Special Education Coordinator	0.00	-	
Deans, Directors	0.00	45,000	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	**2.00**	201,760	
Instructional Staff			
Teachers	8.00	336,000	
Special Education Teachers	1.00	42,000	
Eduacational Assistants/Aides	0.00	-	
PE Teacher	1.00	42,000	
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	**10.00**	420,000	
Non-Instructional Staff			
Clerical Staff	3.00	78,000	
Custodial Staff	1.00	22,800	
Operations	5.00	243,510	
Social Workers/Counseling	1.00	37,372	
Attendance Manager	1.00	26,000	
Total Non-Instructional Compensation	**11.00**	407,682	
Extended School Program		25,000	
Other Compensation		-	
Academic Coaches		39,270	
Part-time Academic		3,100	
Total Compensation		**1,096,812**	

Employer Benefits & Taxes

	Year 1	
	2024-25	
		Assumption Notes
Social Security	68,002	
Medicare	15,904	
State Unemployment	9,200	
Disability/Life Insurance	3,619	
Workers Compensation Insurance	3,729	
Other Fringe Benefits	-	
Medical Insurance	166,267	
Dental Insurance	12,535	
Vision Insurance	-	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	98,713	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	-	
Total Employer Benefits & Taxes	**377,970**	

Knoxville Prep
New Charter School Application Budget Template
Year 1 Budget

Operating Expenses

	Year 1 2024-25		Assumption Notes
Contracted Services			
Professional Development	$100,000	$100,000	Teacher Professional Developemnt, Cirriculum Development & Academic Coaching (Lavinia)
Financial Services	$48,000.00	$48,000	CFO To Go - payroll, bill pay, tax preparation, finance
Audit Services	$12,000	$12,000	Annual audit expense
Legal Fees	$5,000	$5,000	
Copier Lease and Usage	$2,436	$2,436	Monthly copier lease based on similar school in area
Internet and Phone Service	$22,704	$22,704	One-time set up fee ($6k) Annual cost for phone service ($21 for 52 lines), Annual cost for internet service ($300 business plan)
Cell Phone Service	$600	$600	
Payroll Services	$0	$0	
Health Services	$0	$0	
Transportation	$102,999	$102,999	2 buses @$286 per bus per day, less holidays
IT Services	$6,362	$6,362	Annual cost for finace software, microsoft license, payroll software
Contracted SPED Services	$0	$0	
Insurance	$19,623	$19,623	
Postal Charges	$3,320	$3,320	
Grant Writer	$48,888	$48,888	Grant writer ($4074x12 months) Sky Strategies
Supplies & Materials			
Textbooks and Instructional Supplies	$21,000	$21,000	$200 per student
Education Software	$37,702	$37,702	Dues, Licenses & Fees
Student Supplies	$36,833	$36,833	
Faculty Supplies	$15,000	$15,000	
Library Books	$15,000	$15,000	
Testing & Evaluation	$5,000	$5,000	
Student Laptops	$31,500	$31,500	$300/Chrombook per student
Faculty Laptops	$31,500	$31,500	$1500/Macbook per Faculty
Office Supplies	$19,200	$19,200	Materials & supplies
Printing Paper	$0	$0	
Marketing Materials	$19,770	$19,770	Website maintenance, annual cost for website and email domains, printing, advertising & communications
Student Uniforms	$6,500	$6,500	$62/per student
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$500	$500	
Facility Related Expenses			
Rent	$85,000	$85,000	Rent plus Security Deposit
Utilities	$10,000	$10,000	Annual per sq ft cost (1.39) gas, water, sewer and electric
Custodial	$10,000	$10,000	
Waste	$2,800	$2,800	Annual cost for trash collection
Faculty Furniture	$35,000	$35,000	
Student Furniture	$0	$0	Included in Faculty furniture
Internet/Network Equipment	$20,000	$20,000	
Other Equipment	$45,000	$45,000	
Building Decorum	$10,000	$10,000	
Tenant Improvements	$48,000	$48,000	Maintenance/Repairs
Fire & Security Monitoring	$1,608	$1,608	Fire alarm and security monitoring ($134/month)
Pest Control	$3,655	$3,655	Cost per sq ft (.85)
Food and Food Services	$0	$80,000	

Knoxville Prep
New Charter School Application Budget Template
Year 1 Budget

Other	$0	$0	
Other Charges			
Staff Recruitment	$5,000	$5,000	
Student Recruitment & Community Engagement	$15,000	$15,000	Annual recruiting cost
Parent & Staff Meetings	$3,000	$3,000	
Authorizer Fee	$35,000	$35,000	
Home Office Contributions	$250,704	$250,704	
Travel-employee	$6,400	$6,400	
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Operating Expenses		**1,277,604**	
Total Expenses		**2,752,386**	

Knoxville Prep
New Charter School Application Budget Template
Year 1 Cash Flow

Revenue	Expense	Surplus
2,803,915	2,752,386	51,530

Cash Flow Summary

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP
Beginning Cash		**4,083**	**8,377**	**12,671**	**16,966**	**21,260**	**25,554**	**29,848**	**34,142**	**38,436**	**42,730**	**47,025**	**51,319**		
Revenues															
State Revenues	1,191,959	99,330	99,330	99,330	99,330	99,330	99,330	99,330	99,330	99,330	99,330	99,330	99,330	1,191,959	-
Federal Revenues	341,957	28,496	28,496	28,496	28,496	28,496	28,496	28,496	28,496	28,496	28,496	28,496	28,496	341,957	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	1,270,000	105,833	105,833	105,833	105,833	105,833	105,833	105,833	105,833	105,833	105,833	105,833	105,833	1,270,000	-
Total Revenues	2,803,915	233,660	233,660	233,660	233,660	233,660	233,660	233,660	233,660	233,660	233,660	233,660	233,660	2,803,915	-
Expenses															
Staffing	1,096,812	91,401	91,401	91,401	91,401	91,401	91,401	91,401	91,401	91,401	91,401	91,401	91,401	1,096,812	-
Employer Benefits & Taxes	377,970	31,497	31,497	31,497	31,497	31,497	31,497	31,497	31,497	31,497	31,497	31,497	31,497	377,970	-
Contracted Services	371,932	30,994	30,994	30,994	30,994	30,994	30,994	30,994	30,994	30,994	30,994	30,994	30,994	371,932	-
Supplies & Materials	239,505	19,959	19,959	19,959	19,959	19,959	19,959	19,959	19,959	19,959	19,959	19,959	19,959	239,505	-
Facility-Related Expenses	351,063	29,255	29,255	29,255	29,255	29,255	29,255	29,255	29,255	29,255	29,255	29,255	29,255	351,063	-
Other Charges	315,104	26,259	26,259	26,259	26,259	26,259	26,259	26,259	26,259	26,259	26,259	26,259	26,259	315,104	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	2,752,386	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	2,752,386	-
Operating Income (Loss)	51,530	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	4,294	51,530	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**8,377**	**12,671**	**16,966**	**21,260**	**25,554**	**29,848**	**34,142**	**38,436**	**42,730**	**47,025**	**51,319**	**55,613**		

Details of Cash Flow

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP	Assumption Notes
Revenues																
State Revenues																Assumption Notes
TISA Base Rate	720,300	$60,025	$60,025	$60,025	$60,025	$60,025	$60,025	$60,025	$60,025	$60,025	$60,025	$60,025	$60,025	720,300	-	TISA base rate for SY2023-24 is $6860.
TISA Weights	191,359	$15,947	$15,947	$15,947	$15,947	$15,947	$15,947	$15,947	$15,947	$15,947	$15,947	$15,947	$15,947	191,359	-	
TISA Direct	52,500	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	$4,375	52,500	-	
Other: 21 Century	85,000	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	85,000	-	TISA Weights based on TISA Calculator.
Other: BEP	142,800	$11,900	$11,900	$11,900	$11,900	$11,900	$11,900	$11,900	$11,900	$11,900	$11,900	$11,900	$11,900	142,800	-	TISA Weights based on TISA Calculator.
Federal Revenues																
Title I	24,525	$2,044	$2,044	$2,044	$2,044	$2,044	$2,044	$2,044	$2,044	$2,044	$2,044	$2,044	$2,044	24,525	-	
Title II	2,673	$223	$223	$223	$223	$223	$223	$223	$223	$223	$223	$223	$223	2,673	-	
Title III	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
NSLP	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
E-Rate	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
CSP Startup Grant	200,000	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	200,000	-	
Other: IDEA	24,759	$2,063	$2,063	$2,063	$2,063	$2,063	$2,063	$2,063	$2,063	$2,063	$2,063	$2,063	$2,063	24,759	-	
Other: USDA School Breakfast & Lunch	90,000	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	90,000	-	
School Activity Revenues																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Fundraising & Philanthropy																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	620,000	$51,667	$51,667	$51,667	$51,667	$51,667	$51,667	$51,667	$51,667	$51,667	$51,667	$51,667	$51,667	620,000	-	

Knoxville Prep
New Charter School Application Budget Template
Year 1 Cash Flow

	Revenue	Expense	Surplus
	2,803,915	2,752,385	51,530

	Year 1 2024-25 Total Budget	Year 1 2024-25 July	Year 1 2024-25 August	Year 1 2024-25 September	Year 1 2024-25 October	Year 1 2024-25 November	Year 1 2024-25 December	Year 1 2024-25 January	Year 1 2024-25 February	Year 1 2024-25 March	Year 1 2024-25 April	Year 1 2024-25 May	Year 1 2024-25 June	Year 1 2024-25 Total	Year 1 2024-25 AR/AP	Assumption Notes
Other	650,000	$54,167	$54,167	$54,167	$54,167	$54,167	$54,167	$54,167	$54,167	$54,167	$54,167	$54,167	$54,167	650,000	-	
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	-	-	
Total Revenues	**2,803,915**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**233,660**	**2,803,915**	-	
Compensation																
Principal/School Leader	86,760	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	$7,230	86,760	-	
Assistant Principal	70,000	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	70,000	-	
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	45,000	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	45,000	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Administrative Compensation	**201,760**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**16,813**	**201,760**	-	
Instructional Staff																
Teachers	336,000	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	336,000	-	
Special Education Teachers	42,000	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	42,000	-	
Educational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Elective Teachers	42,000	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	42,000	-	
Other (Specify in Assumptions)		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	**420,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**35,000**	**420,000**	-	
Non-Instructional Staff																
Clerical Staff	78,000	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	78,000	-	
Custodial Staff	22,800	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	$1,900	22,800	-	
Operations	243,510	$20,293	$20,293	$20,293	$20,293	$20,293	$20,293	$20,293	$20,293	$20,293	$20,293	$20,293	$20,293	243,510	-	
Social Workers/Counseling	37,372	$3,114	$3,114	$3,114	$3,114	$3,114	$3,114	$3,114	$3,114	$3,114	$3,114	$3,114	$3,114	37,372	-	
Other (Specify in Assumptions)	26,000	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	26,000	-	
Total Non-Instructional Compensation	**407,682**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**33,974**	**407,682**	-	
Other Compensation	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	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	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	-	
Other Compensation	3,100	$258	$258	$258	$258	$258	$258	$258	$258	$258	$258	$258	$258	3,100	-	
Total Compensation	**1,096,812**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**91,401**	**1,096,812**	-	
Employer Benefits & Taxes																
Social Security	68,002	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	$5,667	68,002	-	
Medicare	15,904	$1,325	$1,325	$1,325	$1,325	$1,325	$1,325	$1,325	$1,325	$1,325	$1,325	$1,325	$1,325	15,904	-	
State Unemployment	9,200	$767	$767	$767	$767	$767	$767	$767	$767	$767	$767	$767	$767	9,200	-	
Disability/Life Insurance	3,618	$302	$302	$302	$302	$302	$302	$302	$302	$302	$302	$302	$302	3,618	-	
Workers Compensation Insurance	3,729	$311	$311	$311	$311	$311	$311	$311	$311	$311	$311	$311	$311	3,729	-	
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	166,267	$13,856	$13,856	$13,856	$13,856	$13,856	$13,856	$13,856	$13,856	$13,856	$13,856	$13,856	$13,856	166,267	-	
Dental Insurance	12,535	$1,045	$1,045	$1,045	$1,045	$1,045	$1,045	$1,045	$1,045	$1,045	$1,045	$1,045	$1,045	12,535	-	
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	98,713	$8,226	$8,226	$8,226	$8,226	$8,226	$8,226	$8,226	$8,226	$8,226	$8,226	$8,226	$8,226	98,713	-	
TCRS Classified Legacy	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Classified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Classified Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Employer Benefits & Taxes	**377,970**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**31,497**	**377,970**	-	

Operating Expenses

Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25	Year 1 2024-25

Knoxville Prep
New Charter School Application Budget Template
Year 1 Cash Flow

Revenue	Expense	Surplus
2,803,915	2,752,386	51,530

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes
Contracted Services																
Professional Development	100,000	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	100,000	-	Professional Development
Financial Services	48,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	48,000	-	Financial Services
Audit Services	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	-	Audit Services
Legal Fees	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Legal Fees
Copier Lease and Usage	2,436	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	$203	2,436	-	Copier Lease and Usage
Internet and Phone Service	22,704	$1,892	$1,892	$1,892	$1,892	$1,892	$1,892	$1,892	$1,892	$1,892	$1,892	$1,892	$1,892	22,704	-	Internet and Phone Service
Cell Phone Service	600	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	600	-	Cell Phone Service
Payroll Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Payroll Services
Health Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Services
Transportation	102,999	$8,583	$8,583	$8,583	$8,583	$8,583	$8,583	$8,583	$8,583	$8,583	$8,583	$8,583	$8,583	102,999	-	Transportation
IT Services	6,362	$530	$530	$530	$530	$530	$530	$530	$530	$530	$530	$530	$530	6,362	-	IT Services
Contracted SPED Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Contracted SPED Services
Insurance	19,623	$1,635	$1,635	$1,635	$1,635	$1,635	$1,635	$1,635	$1,635	$1,635	$1,635	$1,635	$1,635	19,623	-	Insurance
Postal Charges	3,320	$277	$277	$277	$277	$277	$277	$277	$277	$277	$277	$277	$277	3,320	-	Postal Charges
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	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	21,000	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	21,000	-	Textbooks and Instructional Supplies
Education Software	37,702	$3,142	$3,142	$3,142	$3,142	$3,142	$3,142	$3,142	$3,142	$3,142	$3,142	$3,142	$3,142	37,702	-	Education Software
Student Supplies	36,833	$3,069	$3,069	$3,069	$3,069	$3,069	$3,069	$3,069	$3,069	$3,069	$3,069	$3,069	$3,069	36,833	-	Student Supplies
Faculty Supplies	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Faculty Supplies
Library Books	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Library Books
Testing & Evaluation	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Testing & Evaluation
Student Laptops	31,500	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	31,500	-	Student Laptops
Faculty Laptops	31,500	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	$2,625	31,500	-	Faculty Laptops
Office Supplies	19,200	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	19,200	-	Office Supplies
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Printing Paper
Marketing Materials	19,770	$1,648	$1,648	$1,648	$1,648	$1,648	$1,648	$1,648	$1,648	$1,648	$1,648	$1,648	$1,648	19,770	-	Marketing Materials
Student Uniforms	6,500	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	6,500	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	500	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	500	-	Health Supplies
Facility Related Expenses																
Rent	85,000	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	85,000	-	Rent
Utilities	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Utilities
Custodial	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Custodial
Waste	2,800	$233	$233	$233	$233	$233	$233	$233	$233	$233	$233	$233	$233	2,800	-	Waste
Faculty Furniture	35,000	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	35,000	-	Faculty Furniture
Student Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Furniture
Internet/Network Equipment	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Internet/Network Equipment
Other Equipment	45,000	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	45,000	-	Other Equipment
Building Decorum	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Building Decorum
Tenant Improvements	48,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	48,000	-	Tenant Improvements
Fire & Security Monitoring	1,608	$134	$134	$134	$134	$134	$134	$134	$134	$134	$134	$134	$134	1,608	-	Other
Pest Control	3,655	$305	$305	$305	$305	$305	$305	$305	$305	$305	$305	$305	$305	3,655	-	Other
Food and Food Services	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	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Staff Recruitment
Student Recruitment & Community Eng	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	3,000	-	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	$2,917	35,000	-	Staff Meetings
Home Office Contributions	250,704	$20,892	$20,892	$20,892	$20,892	$20,892	$20,892	$20,892	$20,892	$20,892	$20,892	$20,892	$20,892	250,704		
Travel-employee	6,400	$533	$533	$533	$533	$533	$533	$533	$533	$533	$533	$533	$533	6,400	-	Other
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	1,277,604	106,467	106,467	106,467	106,467	106,467	106,467	106,467	106,467	106,467	106,467	106,467	106,467	1,277,604	-	
Total Expenses	2,752,386	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	229,365	2,752,386	-	

Knoxville Prep
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
Annual Revenue Increase	0.00%	2.50%	2.50%	2.50%	2.50%
Cumultative Increase	100.00%	102.50%	105.06%	107.69%	110.38%

Enrollment	105.00	207.00	306.00	409.00	509.00	Enrollment row added to multiply per pupil rates by enrollment to arrive at total revenues
Per Pupil Base Rates	$6,860.00	$7,031.50	$7,207.29	$7,387.47	$7,572.16	Per Pupil rates added from TISA tracker and grown at annual increase rate
Per Pupil Weights	$1,822.46	$1,868.02	$1,914.72	$1,962.59	$2,011.66	
Per Pupil Direct	$500.00	$512.50	$525.31	$538.45	$551.91	

	Assumption						Assumption Notes
State Revenues							
TISA Base Rate	$6,860	720,300	$1,455,521	$2,205,430	$3,021,475	$3,854,228	Per pupil drivers included in the row above and grown at 2.5% per year
TISA Weights	See Tracker	191,359	$386,681	$585,906	$802,700	$1,023,933	Per pupil drivers included in the row above and grown at 2.5% per year
TISA Direct	See Tracker	52,500	$106,088	$160,746	$220,224	$280,920	Per pupil drivers included in the row above and grown at 2.5% per year
Other: 21 Century		85,000	$87,125.00	$89,303.13	$91,535.70	$93,824.10	
Other: BEP		142,800	$146,370.00	$150,029.25	$153,779.98	$157,624.48	
Federal Revenues							
Title I	$0	24,525	$49,557	$75,090	$102,874	$131,227	
Title II	$0	2,673	$5,401	$8,184	$11,212	$14,302	
Title III	$0	-	$0	$0	$0	$0	
NSLP	$0	-	$0	$0	$0	$0	
E-Rate	$0	-	$0	$0	$0	$0	
CSP Startup Grant	$0	200,000	$0	$0	$0	$0	
Other: IDEA	$0	24,759	$50,031	$75,808	$103,858	$132,483	
Other: USDA School Breakfast & Lunch	$0	90,000	$181,877	$275,583	$377,553	$481,612	
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		-					
Charter School Growth Fund	$620,000	620,000	$130,000				
Other Fundraising	$650,000	650,000	$1,000,000	$1,000,000	$500,000	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Total Revenues		2,803,915	3,598,650	4,626,079	5,385,212	6,170,154	

Compensation

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2024-25	2025-26	2026-27	2027-28	2028-29	
Administrative Staff						Assumption Notes
Principal/School Leader	86,760	89,363	92,044	94,805	97,649	
Assistant Principal	70,000	72,100	74,263	76,491	78,786	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	45,000	46,350	47,741	49,173	50,648	
Other (Specify in Assumptions)	-	-	44,558	45,895	47,271	
Total Administrative Compensation	**201,760**	**207,813**	**258,605**	**266,363**	**274,354**	
	-					
Instructional Staff						
Teachers	336,000	519,120	712,925	963,785	1,134,513	
Special Education Teachers	42,000	43,260	89,116	91,789	94,543	
Educational Assistants/Aides	-	-	-	-	-	
Elective Teachers	42,000	43,260	44,558	45,895	47,271	

Other (Specify in Assumptions)		-	-	44,558	45,895	47,271	
Total Instructional Compensation		420,000	605,640	891,156	1,147,363	1,323,598	
Non-Instructional Staff							
Clerical Staff		78,000	80,340	82,750	85,233	87,790	
Custodial Staff		22,800	23,484	48,377	49,828	51,323	
Operations		243,510	250,815	258,340	266,090	274,073	
Social Workers/Counseling		37,372	38,493	39,648	40,837	42,063	
Other (Specify in Assumptions)		26,000	26,780	27,583	28,411	29,263	
Total Non-Instructional Compensation		407,682	419,912	456,698	470,399	484,511	
Extended School Program		25,000	28,000	39,600	56,000	60,000	
Other Compensation		-	-	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		1,096,812	1,303,735	1,694,671	1,994,763	2,199,352	

Employer Benefits & Taxes

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2024-25	2025-26	2026-27	2027-28	2028-29	
						Assumption Notes
Social Security	68,002	80,832	105,070	123,675	136,360	
Medicare	15,904	18,904	24,573	28,924	31,891	
State Unemployment	9,200	11,200	14,400	16,400	17,600	
Disability/Life Insurance	3,619	4,302	5,592	6,583	7,258	
Workers Compensation Insurance	3,729	4,433	5,762	6,782	7,478	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	166,267	202,412	260,244	296,389	318,076	
Dental Insurance	12,535	15,260	19,620	22,345	23,980	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	-	-	-	-	-	
TCRS Certified Hybrid	98,713	117,336	152,520	179,529	197,942	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	377,970	454,679	587,781	680,627	740,584	

Operating Expenses

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2024-25	2025-26	2026-27	2027-28	2028-29	
	Annual Expense Increase	0.00%	2.50%	2.50%	2.50%	2.50%	
	Cumultative Increase	100.00%	102.50%	105.06%	107.69%	110.38%	
Contracted Services							Assumption Notes
Professional Development	$0	100,000	$109,307	$161,585	$215,974	$268,780	
Financial Services	$0	48,000	$49,200	$50,430	$51,691	$52,983	
Audit Services	$0	12,000	$12,300	$12,608	$12,923	$13,246	
Legal Fees	$0	5,000	$5,125	$5,253	$5,384	$5,519	
Copier Lease and Usage	$0	2,436	$2,497	$2,559	$2,623	$2,689	
Internet and Phone Service	$0	22,704	$23,272	$23,853	$24,450	$25,061	
Cell Phone Service	$0	600	$615	$630	$646	$662	
Payroll Services	$0	-	$0	$0	$0	$0	
Health Services	$0	-	$0	$0	$0	$0	
Transportation	$0	102,999	$105,574	$108,213	$110,919	$113,692	
IT Services	$0	6,362	$6,521	$6,684	$6,851	$7,022	
Contracted SPED Services	$0	-	$0	$0	$0	$0	
Insurance	$0	19,623	$20,114	$20,616	$21,132	$21,660	
Postal Charges	$0	3,320	$3,403	$3,488	$3,575	$3,665	
Other - Contracted Services	$0	48,888	$387,518	$487,066	$653,928	$841,204	

Knoxville Prep
New Charter School Application Budget Template
Year 2 Through 5 Budget

Supplies & Materials							
Textbooks and Instructional Supplies	$0	21,000	$41,400	$61,200	$81,800	$101,800	$200 per student per year
Education Software	$0	37,702	$50,000	$75,000	$100,000	$125,000	$25k per grade
Student Supplies	$0	36,833	$30,607	$31,525	$33,416	$35,420	6% incease a year
Faculty Supplies	$0	15,000	$18,000	$27,000	$35,000	$44,000	$1000 per teacher per year
Library Books	$0	15,000	$20,000	$25,000	$25,000	$25,000	
Testing & Evaluation	$0	5,000	$15,525	$22,950	$30,675	$38,175	$75 per student per year
Student Laptops	$0	31,500	$30,600	$29,700	$30,900	$30,000	$300 per student in their first year
Faculty Laptops	$0	31,500	$7,500	$13,500	$12,000	$13,500	$1500 per teacher in their first year
Office Supplies	$0	19,200	$37,674	$55,692	$74,438	$92,638	$182 per student per year
Printing Paper	$0	-	$0	$0	$0	$0	included in student & faculty supplies
Marketing Materials	$0	19,770	$19,770	$19,770	$19,770	$19,770	
Student Uniforms	$0	6,500	$12,834	$18,972	$25,358	$31,558	$62 per student per year
Gifts & Awards - Students	$0	-	$5,000	$5,000	$5,000	$5,000	
Gifts & Awards - Teachers and Staff	$0	-	$2,500	$2,500	$2,500	$2,500	
Health Supplies	$0	500	$1,000	$1,000	$1,000	$1,000	
Facility Related Expenses							
Rent	$0	85,000	$150,000	$225,000	$230,625	$236,390	
Utilities	$0	10,000	$10,200	$10,404	$10,612	$10,824	2% increase per year
Custodial	$0	10,000	$10,250	$45,000	$45,000	$50,000	
Waste	$0	2,800	$2,870	$3,000	$3,000	$3,200	
Faculty Furniture	$0	35,000	$35,875	$35,875	$35,875	$35,875	
Student Furniture	$0	-	$0	$0	$0	$0	included in faculty furniture
Internet/Network Equipment	$0	20,000	$20,500	$20,500	$20,500	$20,500	
Other Equipment	$0	45,000	$46,125	$46,125	$46,125	$46,125	
Building Decorum	$0	10,000	$10,250	$10,250	$10,250	$10,250	
Tenant Improvements	$0	48,000	$49,200	$49,200	$49,200	$49,200	
Fire & Security Monitoring	$0	1,608	$1,648	$1,648	$1,648	$1,648	
Pest Control	$0	3,655	$3,746	$3,746	$3,746	$3,746	
Food and Food Services	$0	80,000	$157,714	$233,143	$311,619	$387,810	
Other	$0	-	$0	$0	$0	$0	
Other Charges							
Staff Recruitment	$0	5,000	5,125	5,125	5,125	5,125	
Student Recruitment & Community Engagement	$0	15,000	15,375	15,375	15,375	15,375	
Parent & Staff Meetings	$0	3,000	3,075	3,075	3,075	3,075	
Authorizer Fee	$35,000	35,000	35,875	35,875	35,875	35,875	
Home Office Contributions	$250,704	250,704	256,972	256,972	256,972	256,972	
Travel-employee	$0	6,400	6,560	6,560	6,560	6,560	
Debt Service							
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Total Operating Expenses		1,277,604	1,839,216	2,278,669	2,678,135	3,100,094	
Total Expenses		2,752,386	3,597,630	4,561,121	5,353,525	6,040,029	

Knoxville Prep
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0 2023-24	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Starting Fund Balance	-	4,083	55,613	56,633	121,590	153,278
State Revenues	-	1,191,959	2,181,784	3,191,414	4,289,715	5,410,530
Federal Revenues	200,000	341,957	286,866	434,665	595,497	759,624
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	295,000	1,270,000	1,130,000	1,000,000	500,000	-
Total Revenues	495,000	2,803,915	3,598,650	4,626,079	5,385,212	6,170,154
Staffing	236,525	1,096,812	1,303,735	1,694,671	1,994,763	2,199,352
Employer Benefits & Taxes	73,789	377,970	454,679	587,781	680,627	740,584
Contracted Services	129,547	371,932	725,445	882,987	1,110,096	1,356,183
Supplies & Materials	21,620	239,505	292,410	388,809	476,857	565,361
Facility-Related Expenses	16,036	351,063	498,379	683,891	768,201	855,568
Other Charges	13,400	315,104	322,982	322,982	322,982	322,982
Debt Service	-	-	-	-	-	-
Total Expenses	490,917	2,752,386	3,597,630	4,561,121	5,353,525	6,040,029
Net Income	4,083	51,530	1,020	64,958	31,687	130,125
Ending Fund Balance	4,083	55,613	56,633	121,590	153,278	283,403

KNOXVILLE
PREPARATORY
SCHOOL

Attachment O: Budget Narrative

Attachment O. Budget Narrative

(a) *how the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;*

The budget has been carefully constructed to ensure that there are sufficient funds to support all aspects of Knox Prep's school model. Achieving the school's mission and changing the academic trajectory of educationally disadvantaged students requires sufficient personnel, student and family support structures, and technology investments. The Friends of Chattanooga Prep will lease the school building. However, the Knox Prep budget includes investments in school furnishings, equipment, and other items required for start-up. Knox Prep's budget planning has been informed by the actual experiences of Chatt Prep's successful implementation, so it is grounded in the realities of charter school start-up in Tennessee.

(b) *an explanation of student enrollment and TISA projections;*

Knox Prep's per pupil allocation through the Tennessee Investment in Student Achievement (TISA) formula was calculated at $6,860 per middle and high school student, which assumes $6,860 per student in KCS BEP funds. The budget calculations assume flat-funding of TISA allocations across the first 5 budget years. Based on student enrollment plans, the annual TISA revenue is projected as follows:

KNOX PREP ANNUAL TISA PROJECTIONS						
	PLAN YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Student Enrollment	0	105	207	306	409	509
TISA Projection	$0	$720,300	$1,455,521	$2,205,430	$3,021,475	$3,854,228

(c) *an explanation of all anticipated funding sources, including grants, state, federal, and local per- pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;*

Revenue projections were guided by the following assumptions:

- In order to fully fund the 5-year start-up operating budget, Knox Prep has already initiated fundraising efforts that have generated $4.75 Million in start-up funding. PREP Public Schools will carry on fundraising efforts during the initial start-up period and planning year. Fundraising efforts will fall under the auspices of the PREP Public Prep Governance Board, Executive Director, and designated school staff.

- Knox Prep will meet annual enrollment projections which determine the annual TISA amount.
- The demographics of the school population will be similar to the demographics at Chatt Prep qualifying Knox Prep for similar levels of Title I, Title II, IDEA, and USDA funding.

In addition to-TISA funding, Knox Prep anticipates the following revenue streams.

REVENUE SOURCE	NOTES
Private Contributions & Gifts	Knox Prep 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 Knox Prep charter school application, PREP Public Schools 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	PREP Public Schools has engaged the grant writing 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 Knox Prep. See Attachment N, *Student Assumptions* and *Year 1 Budget* for details.

(d) *an explanation of all anticipated expenditures including those identified in Section 3.1(d);*

Knox Prep's expense projections have been carefully developed, taking into consideration the following factors:

- As a replication, Knox Prep's budget is based on a model that has been highly successful and fiscally viable.
- As a newly opening school, Knox Prep must make an upfront investment in the infrastructure, technology, and systems that will support the school's mission.
- Knox Prep benefits from the initial investments made by the founders and the Chatt Prep in terms of purchasing facilities, paying for facilities renovations, and covering the cost of initial school furnishings. This will enable Knox Prep to make critical investments in school staffing from the beginning.

- In order to attract and retain instructional staff and school leadership of the highest caliber, Knox Prep must offer competitive salaries and benefits.
- Knox Prep 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 2024 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 Knox Prep. Salaries are budgeted to be competitive with regional norms, and a 1% annual escalation rate has been built into salary projections. See Attachment N, *Year 1-5 Staff Assumptions* for details.

CATEGORY	NOTES
ADMINISTRATIVE STAFF	This personnel category includes competitive salaries for school leadership personnel including the Principal and Deans of Faculty and Students. These positions will be filled as rapidly as possible during the planning year. Within the context of the budget form (Attachment N), the Dean of Faculty is listed under the heading "Curriculum" and the Dean of Students is listed under the heading "Assistant Principal." These three critical positions will remain consistent throughout the initial 5-year start-up period. A school counselor will be added in year 3.
INSTRUCTIONAL STAFF	Faculty will be recruited and selected during the planning year and will have a start date of July 1, 2024. Thus, no funds have been budgeted for faculty during the planning year. 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. Instructional staffing will ramp up each year as students matriculate to the next grade level.
NON-INSTRUCTIONAL STAFF	This staff category includes non-academic Leadership Team staff including the Director of Finance, Director of Operations & HR, Director of Development, and Community Outreach Coordinator; clerical staff; custodial staff; a school-based social worker, and attendance manager. Budgeted salaries are commensurate with similar positions in our community.
EXTENDED LEARNING STAFF	Chattanooga Prep's budget includes funds to staff the extended learning time offered to students and for academic coaches, interventionists, and part-time academic support staff.

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 N, *Year 1-5 Staff Assumptions* for details.

Contracted Services: Operating the school and meeting the needs of all students within Knox Prep's small school model will make it more cost-effective to secure the following services via contractual agreements. As documented in Attachment N, some costs are anticipated to escalate as the school population grows while others will remain constant.

- Copiers / Printing
- Phone System
- Software
- Audit Services
- Grant writing Services
- Speech Therapy
- Student Transportation
- Educational / Professional Development Consultants
- Cafeteria / Food Services
- Athletic Officials and Fees

Supplies & Materials: Knox Prep is fortunate that the founding sponsor PREP Public Schools is funding the facilities renovation, so those significant one-time costs are not reflected in the school budget. Funds for ongoing routine maintenance and replacement of furnishings and technology components are incorporated into the operating budget. Operating the school will require funding for supplies and materials. Budget projections include funds for the following:

- Postage
- Operational Supplies
- Educational Supplies
- Instructional Technologies
- Staff Technology Resources

Facility-Related Expenses: The school facilities will be purchased and owned by the Friends of Chattanooga Prep for use by the Knoxville Preparatory School with no rental costs.
Additional facility-related costs are incorporated into the budget and include the following:

- Fire & Security Monitoring
- Pest Control
- Phone & Internet Service
- Custodial Supplies & Equipment
- Utilities

- Facility Repair & Maintenance
- Trash Collection

Other Costs: Additional costs include Liability Insurance and a modest allocation for employee travel for meetings and training sessions.

(e) *the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;*

Knox Prep 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. Knox Prep will follow all applicable state laws and regulations and will be guided by the *Tennessee Internal School Uniform Accounting Policy Manual*[1] 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 Chattanooga Prep's financial viability.

Financial Oversight

The Knox Prep Principal 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

[1] http://tennessee.gov/assets/entities/education/attachments/loc_fin_internal_sch_uniform_acct_policy.pdf

- 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.

(f) *how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;*

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 Knox Prep'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 Knox Prep.

Upon completion, the financial audit will be reviewed by the Finance Committee and Knox Prep 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 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 Knox Prep 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 Knox County Department of Education, the State Special Joint Oversight Committee on Education, the State Commissioner of Education, and the State Comptroller of the Treasury.

(g) *the different roles and responsibilities of the proposed school's administration and governing board for school finances;*

The PREP Public School's Board has the ultimate responsibility for the school's financial viability.

The financial management and oversight roles of the Board, Finance Committee, and school leadership are summarized in the chart below and represent the best practices of the division of responsibilities among these three entities.[2]

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	Provide required information and records to auditing firm. If necessary, respond to auditor's management letter and take corrective actions as directed by Board.

[2] Adapted from the Boys and Girls Clubs of America's Governance Reference Guide, 1999.

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.
	leadership and auditor.	
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 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:*** Knox Prep 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:*** Knox Prep 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:*** Chattanooga Prep 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 Knox Prep 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:*** Knox Prep 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 Knox Prep'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

PREP Public Schools 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 Knox Prep Charter Application.

(h) *if there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;*

Outsourcing

Knox Prep 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.

(i) *the level of financial expertise of the proposed school's internal and external team members;*

Financial Expertise

The CEO Brad Scott, has extensive experience in managing school budgets. His experience in working with Chatt Prep and charter school operations will be integral to the school's capacity for success. Many of the PREP Public Schools 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 form will ensure robust financial oversight and fiscal responsibility. In addition the organization has hired experienced finance staff and consultants to assist with budgets and processing.

(j) *the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;*

Contingency Plans

PREP Public Schools has already secured 4.75 million in private funds to support Knox Prep during its start-up period. 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 Chatt Prep the budget includes realistic funding for students with disabilities. These assumptions are aligned with Chatt Prep's actual experiences in serving a similar student demographic.

(k) *the Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and*

The projections have already been secured, but any loss of revenue will be compensated by the fundraising entity..

(l)) *how one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.*

Knox Prep is committed to serving all students. In the case one or more high-needs students with disabilities enrolls, appropriate board, network and school leadership team members will review and revise the budget to address the needs while protecting mission-aligned priorities. As stated in section 3.3, Knox Prep is supported by generous supporters, proving us with flexibility to effectively meet our young men's needs.

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Attachment P: Network Financial Plan

Home Office	FY23-24	FY24-25	FY25-26	FY26-27	FY27-28	FY28-29	FY29-30	FY30-31
Total Enrollment	**539**	**737**	**859**	**978**	**1,311**	**1,616**	**1,914**	**2,217**
CMO Surplus/(Deficit)	$ -	$ 480,242	$ 529,433	$ 180,268	$ 613,991	$ 576,832	$ 231,502	$ 135,165
Consolidated Surplus/(Deficit)	**$ 201,456**	**$ 785,131**	**$ 1,029,406**	**$ 142,614**	**$ 1,165,125**	**$ 1,437,548**	**$ 1,535,864**	**$ 1,773,907**
Margin	0.0%	22.1%	22.7%	7.1%	19.0%	15.6%	5.4%	2.8%
Total Revenue Per Student	$ -	$ 2,947	$ 2,716	$ 2,606	$ 2,469	$ 2,283	$ 2,223	$ 2,187
Enrollment								
6	102	207	207	207	417	420	420	420
7	100	100	202	202	202	406	409	409
8	100	98	98	197	197	197	395	398
9	82	104	102	102	205	205	205	411
10	79	79	101	99	99	199	199	199
11	76	76	76	98	96	96	193	193
12	-	73	73	73	95	93	93	187
Enrollment Total	**539**	**737**	**859**	**978**	**1,311**	**1,616**	**1,914**	**2,217**
FTE Summary								
Central - Exec	0.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0
Cental - Academic	0.0	3.0	3.0	5.0	5.0	6.0	8.0	9.0
Central - Ops	0.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Central - Admin	0.0	1.0	1.0	1.0	1.0	2.0	2.0	3.0
Central - Finance	0.0	1.0	1.0	2.0	2.0	2.0	2.0	3.0
Central - Other Directors	0.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0
Total FTE	0.0	**10.0**	**10.0**	**13.0**	**13.0**	**15.0**	**19.0**	**22.0**
Student: Staff Ratios								
Students : Central - Exec	0.0	737.0	859.0	978.0	1,311.0	1,616.0	957.0	1,108.5
Students : Cental - Academic	0.0	245.5	286.5	195.5	262.0	269.5	239.5	246.5
Students : Central - Ops	0.0	368.5	429.5	489.0	655.5	808.0	957.0	1,108.5
Students : Central - Admin	0.0	737.0	859.0	978.0	1,311.0	808.0	957.0	739.0
Students : Central - Finance	0.0	737.0	859.0	489.0	655.5	808.0	957.0	739.0
Students : Central - Other Directors	0.0	368.5	429.5	489.0	655.5	808.0	638.0	739.0
Student: Total Staff	***0.0x***	***73.7x***	***85.9x***	***75.2x***	***100.8x***	***107.7x***	***100.7x***	***100.8x***
Revenue								
44900 Contributions & Gifts	$ -	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ 1,000,000
Home Office Contribution - Chatt Prep	n/a	$ 952,664	$ 1,008,728	$ 1,067,000	$ 1,127,555	$ 1,157,022	$ 1,190,818	$ 1,225,579
Home Office Contribution - Knoxx Prep Boys	n/a	$ 219,566	$ 324,405	$ 481,240	$ 647,255	$ 837,073	$ 1,030,638	$ 1,227,885
Home Office Contribution - Knoxx Prep Girls	n/a	$ -	$ -	$ -	$ 231,066	$ 347,811	$ 516,705	$ 697,023
Home Office Contribution - Chatt Prep II	n/a	$ -	$ -	$ -	$ 231,066	$ 347,811	$ 516,705	$ 697,023
Total Revenue	**$ -**	**$ 2,172,230**	**$ 2,333,133**	**$ 2,548,240**	**$ 3,236,943**	**$ 3,689,718**	**$ 4,254,866**	**$ 4,847,510**

Home Office	FY23-24	FY24-25	FY25-26	FY26-27	FY27-28	FY28-29	FY29-30	FY30-31
Total Enrollment	**539**	**737**	**859**	**978**	**1,311**	**1,616**	**1,914**	**2,217**
CMO Surplus/(Deficit)	$ -	$ 480,242	$ 529,433	$ 180,268	$ 613,991	$ 576,832	$ 231,502	$ 135,165
Consolidated Surplus/(Deficit)	**$ 201,456**	**$ 785,131**	**$ 1,029,406**	**$ 142,614**	**$ 1,165,125**	**$ 1,437,548**	**$ 1,535,864**	**$ 1,773,907**
Margin	0.0%	22.1%	22.7%	7.1%	19.0%	15.6%	5.4%	2.8%
Total Revenue Per Student	$ -	$ 2,947	$ 2,716	$ 2,606	$ 2,469	$ 2,283	$ 2,223	$ 2,187
Philanthropy as % of consolidated revenue			*7%*	*6%*	*4%*	*4%*	*3%*	*3%*
Expenses								
Salaries & Wages	**$ -**	**$ 939,437**	**$ 967,142**	**$ 1,334,300**	**$ 1,372,838**	**$ 1,582,478**	**$ 2,121,150**	**$ 2,468,079**
Central - Exec	$ -	$ 133,900	$ 137,917	$ 142,055	$ 146,316	$ 150,706	$ 310,454	$ 319,767
Cental - Academic	$ -	$ 309,000	$ 318,270	$ 546,364	$ 562,754	$ 695,564	$ 955,242	$ 1,106,886
Central - Ops	$ -	$ 206,000	$ 212,180	$ 218,545	$ 225,102	$ 231,855	$ 238,810	$ 245,975
Central - Admin	$ -	$ 41,200	$ 42,436	$ 43,709	$ 45,020	$ 92,742	$ 95,524	$ 147,585
Central - Finance	$ -	$ 66,893	$ 69,569	$ 180,929	$ 186,357	$ 191,948	$ 197,706	$ 305,456
Central - Other Directors	$ -	$ 144,200	$ 148,526	$ 152,982	$ 157,571	$ 162,298	$ 250,751	$ 258,274
Tutors/After-School	$ -	$ 21,370	$ 21,370	$ 27,781	$ 27,781	$ 32,055	$ 40,603	$ 47,014
Stipends	$ -	$ 7,989	$ 7,989	$ 10,385	$ 10,385	$ 11,983	$ 15,178	$ 17,575
Bonuses/Supply Stipend	$ -	$ 8,885	$ 8,885	$ 11,551	$ 11,551	$ 13,328	$ 16,882	$ 19,547
Employee Benefits								
51200 Employee Benefits	$ -	$ 163,672	$ 166,945	$ 221,370	$ 225,797	$ 265,746	$ 343,343	$ 405,507
51300 Payroll Taxes	$ -	$ 71,867	$ 73,986	$ 102,074	$ 105,022	$ 121,060	$ 162,268	$ 188,808
Total Employee Benefits	**$ -**	**$ 235,539**	**$ 240,932**	**$ 323,443**	**$ 330,819**	**$ 386,805**	**$ 505,611**	**$ 594,315**
Non-Personnel Expenses								
Recurring Public Revenue	$ -	$ 406,396	$ 483,143	$ 561,076	$ 767,159	$ 964,549	$ 1,165,266	$ 1,376,730
54000 Supplies & Materials	$ -	$ 53,506	$ 54,576	$ 72,368	$ 73,816	$ 86,875	$ 112,243	$ 132,565
55000 Insurance	$ -	$ 14,622	$ 14,570	$ 19,320	$ 19,707	$ 23,193	$ 29,966	$ 35,391
57000 Equipment	$ -	$ 9,247	$ 9,432	$ 12,507	$ 12,757	$ 15,014	$ 19,398	$ 22,910
59000 Dues, License, Fees, Misc	$ -	$ 30,162	$ 30,765	$ 40,795	$ 41,611	$ 48,972	$ 63,272	$ 74,728
53100 Travel	$ -	$ 3,079	$ 3,140	$ 4,164	$ 4,247	$ 4,999	$ 6,458	$ 7,628
Total Non-Personnel Expenses	**$ -**	**$ 517,012**	**$ 595,627**	**$ 710,229**	**$ 919,296**	**$ 1,143,602**	**$ 1,396,603**	**$ 1,649,952**
Total Epenses	**$ -**	**$ 1,691,988**	**$ 1,803,700**	**$ 2,367,973**	**$ 2,622,952**	**$ 3,112,886**	**$ 4,023,364**	**$ 4,712,345**
Accrual Net Income / (Loss)	**$ -**	**$ 480,242**	**$ 529,433**	**$ 180,268**	**$ 613,991**	**$ 576,832**	**$ 231,502**	**$ 135,165**

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Attachment Q: Student Achievement / Growth Results

ACADEMIC ANALYSIS

High Level Summary:

Chattanooga Prep (Chatt Prep) serves an all-boys student population with 80% students who qualify for free or reduced price lunch and 96% students of color (including 60% Black students and 33% Latino students). In 2021-2022, students at Chatt Prep experienced very strong student growth, both on Tennessee's state test and on the NWEA-MAP exam. Chatt Prep received the highest score (5, on a 1-5 scale) on the state's school composite growth measure (TVAAS), and Chatt Prep boys are now performing at a higher level than the portfolio's median on an absolute basis in math on the NWEA MAP exam.

Chatt Prep has the highest proficiency levels of the 10 middle schools educating more than 90% students of color in Hamilton County (Chattanooga) and students are performing close to or on par with other CSGF portfolio schools educating a similar student population in Tennessee. While Chatt Prep's absolute performance is not yet exceeding the district or state average, our hope is Chatt Prep can capitalize on the momentum they have built this past year to continue to drive absolute proficiency levels and set their young men up for continued growth and success.

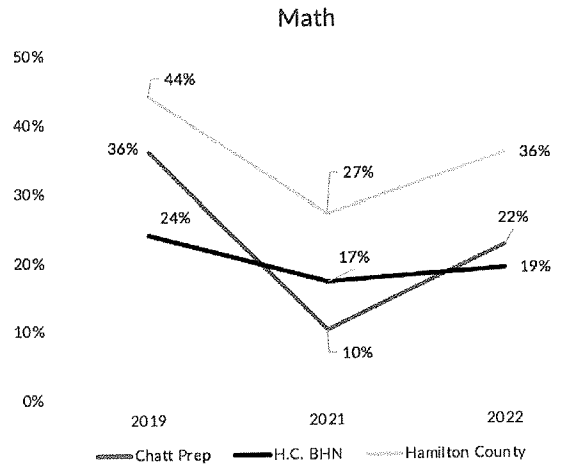
Note: We have limited meaningful student outcome data for Chatt Prep; the school was founded in 2018-19, prior to the current school leader and CEO joining, and then the pandemic resulted in no state test in the spring of 2020. Therefore, during diligence this past year, we spent more time diving into Chatt Prep's academic and school model, including reviewing videotape of classes, data reviews, and curriculum reviews.

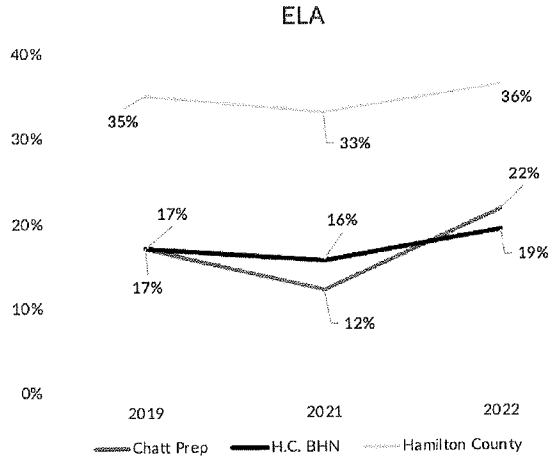
Please also note that the state reported %ED for Chatt Prep was incorrectly reported for 2021 so we are unable to pull valid student proficiency data for ED students on the state test.

Absolute Achievement:

Absolute Proficiency on TNReady - Year over Year

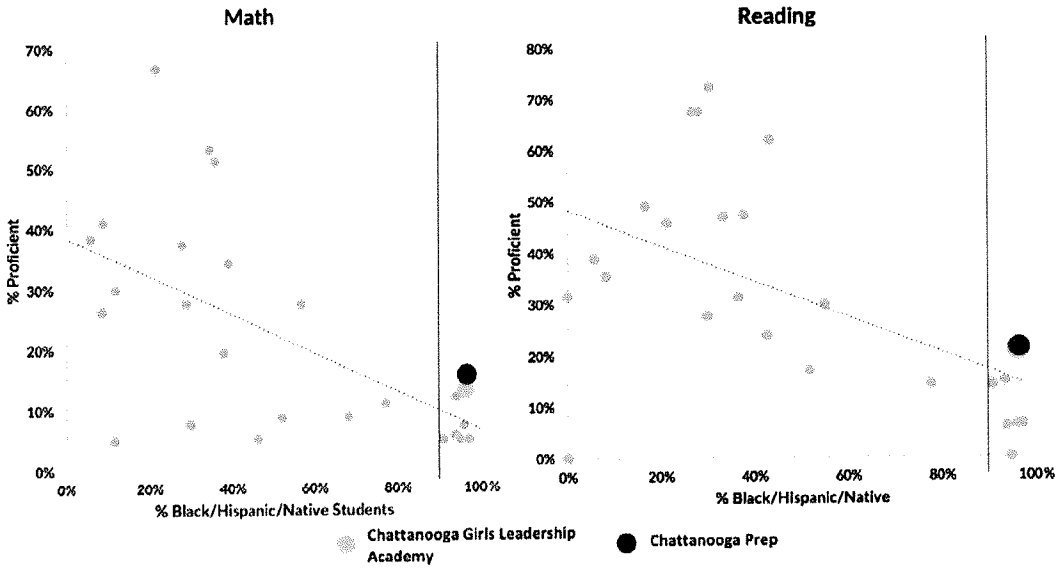
The pandemic had a significant impact on the proficiency rates of students of color in Hamilton County. Chatt Prep made more growth (+12 math, +10 ELA) than Hamilton Co. students of color (+2 math; +3 ELA). Black/Hispanic/Native (BHN) students at Chatt Prep and in the county are still underperforming the county average for all students. Chatt Prep students are experiencing faster growth emerging from the pandemic than students of color in Hamilton County Schools.





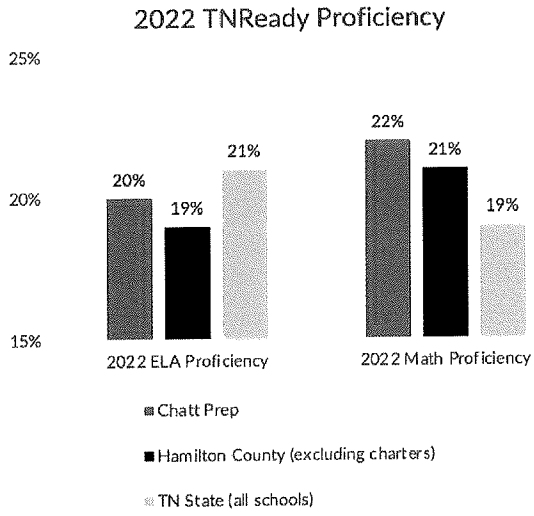
Absolute Proficiency on TNReady across Hamilton County Middle Schools for Black/Hispanic/Native students

Students at Chatt Prep are performing at higher rates on the TN state test than other middle schools in Chattanooga serving more than 90% students of color. The adjoining girls charter school, CGLA, is on par.



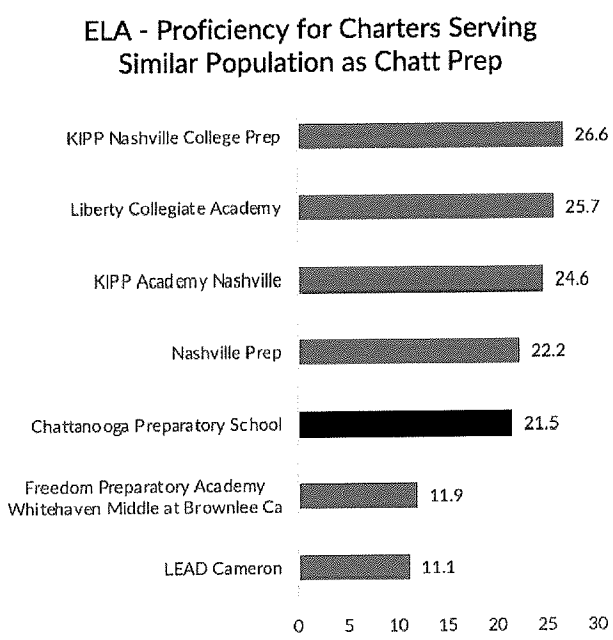
Black/Hispanic/Native students' Absolute Proficiency on TNReady for Chatt Prep vs. County vs. TN

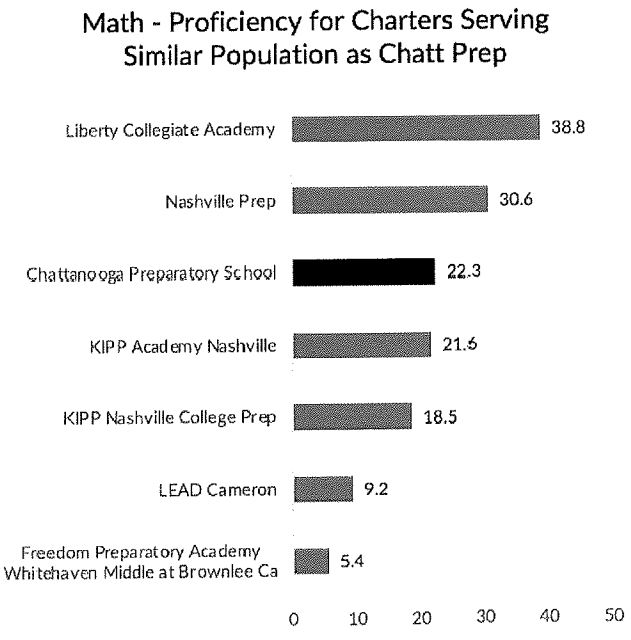
In ELA, Chatt Prep's proficiency for Black/Hispanic/Native (BHN) students is higher than Hamilton County's BHN proficiency (with charters excluded) but below TN state's BHN proficiency. In math, Chatt Prep's proficiency for BHN students is higher than both Hamilton County's and TN state's BHN proficiency.



TN Ready Proficiency Rates, Grades 3-8, in Comparable CSGF Portfolio Schools Serving 90%+ Students of Color

Chatt Prep is performing nearly as well as high-performing Nashville charter schools that serve similar student populations.





Growth Achievement:

TVAAS Growth Metric - Chatt Prep vs. Hamilton County vs. Surrounding Schools Serving >90% Students of Color

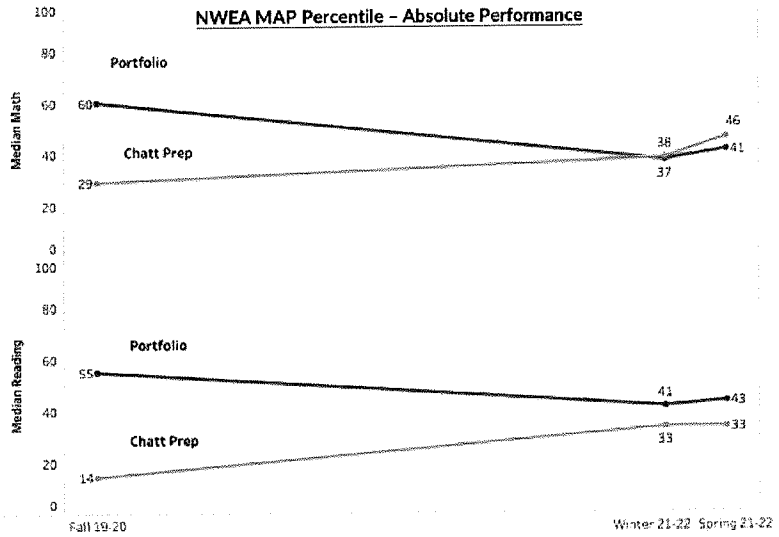
Chatt Prep received the highest score (5, on a 1-5 scale) on the state's school composite growth measure (TVAAS). Hamilton County (the district where they are located) received a 1 composite growth score. Compared to other surrounding schools that serve more than 90% students of color, Chatt Prep and the adjoining girls school, Chattanooga Girls Leadership Academy (SEED school), have the highest growth composite and subject scores.

School Name	Overall Composite	Literacy Composite	Numeracy Composite	Literacy and Numeracy Composite	Science Composite	Social Studies Composite
Hamilton County (district)	1	1	1	1	1	4
Chatt Prep	5	5	3	4	3	5
Brown Middle School	3	3	3	3	3	4
Chattanooga Charter School of Excellence Middle	1	2	1	1	2	2
Chattanooga Girls Leadership Academy	5	3	5	5	3	3
Dalewood Middle School	1	2	5	3	1	1
East Lake Academy Of Fine Arts	2	2	3	3	1	n/a
Howard Connect Academy	1	1	1	1	1	1
Orchard Knob Middle	1	2	1	1	2	n/a
Tyner Middle Academy	1	1	3	1	1	5

Growth and Absolute Achievement: NWEA MAP Exam

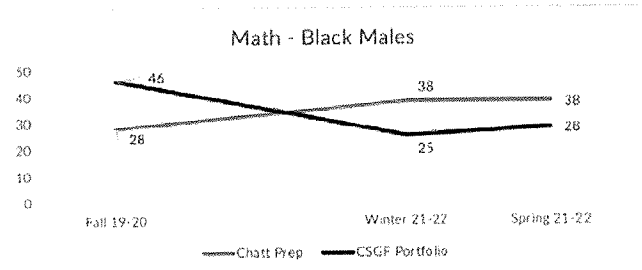
Absolute performance on NWEA MAP, fall 2019 to spring 2022.

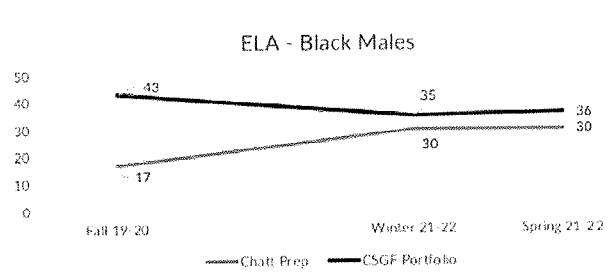
Chattanooga Prep students have shown strong growth over time and within the 2021-22 school year on the NWEA MAP exam. In math, Chatt Prep students improved by 17 points from SY19 to SY21 and are now outperforming the CSGF portfolio. In reading, Chatt Prep students improved by 19 points since SY19 but are still underperforming the CSGF portfolio average.

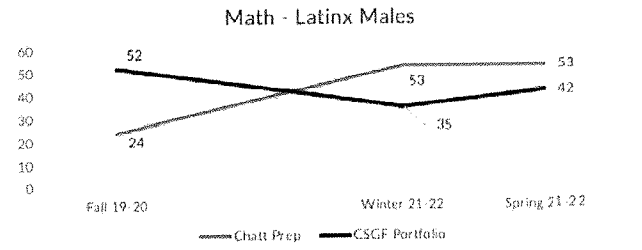


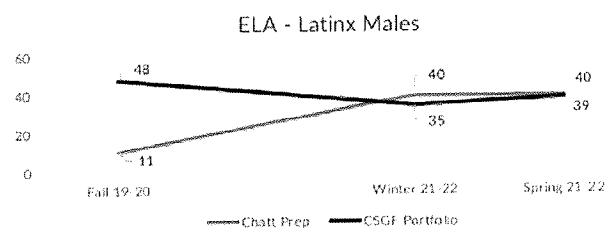
Absolute performance on NWEA MAP, fall 2019 to spring 2022 - Black and Latinx Males

The absolute performance of Latino and Black male students at Chatt Prep has increased significantly in math; they now outperform the CSGF portfolio average. In ELA, Chatt Prep's Black and Latino students are performing on par with CSGF portfolio students. Chatt Prep's Black and Latino students also made strong improvements in ELA. The gap between Black and Latino students at Chatt Prep is smaller in ELA than in math.



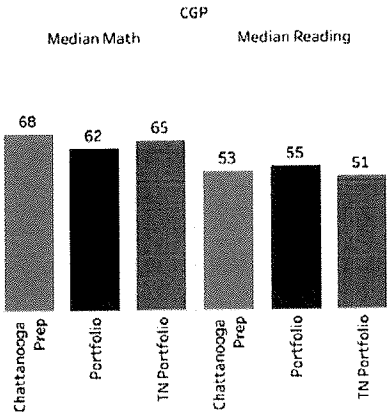






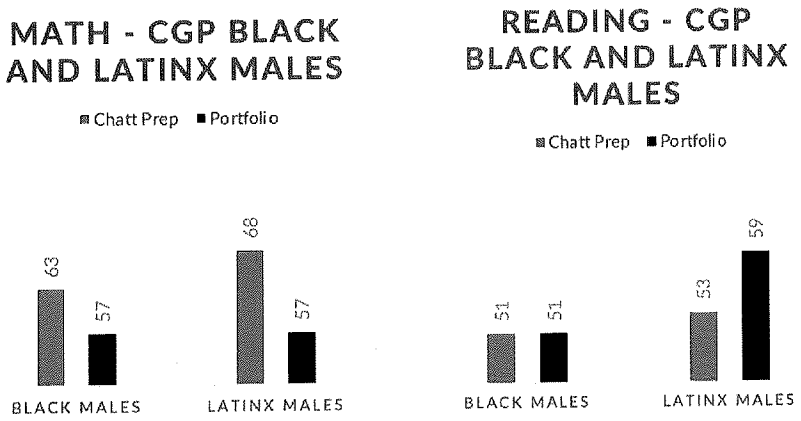
NWEA MAP - Median Conditional Growth Percentile (CGP) - Winter to Spring 2022

Chatt Prep did not administer the MAP test in Fall 2021 so all growth comparisons are winter to spring only. In math, Chatt Prep made more within year growth than the portfolio and TN portfolio schools. In reading, Chatt Prep students had more growth than TN portfolio schools but trailed behind the whole portfolio.



Black and Latinx Males - NWEA MAP - Median Conditional Growth Percentile (CGP) - Winter to Spring 2022

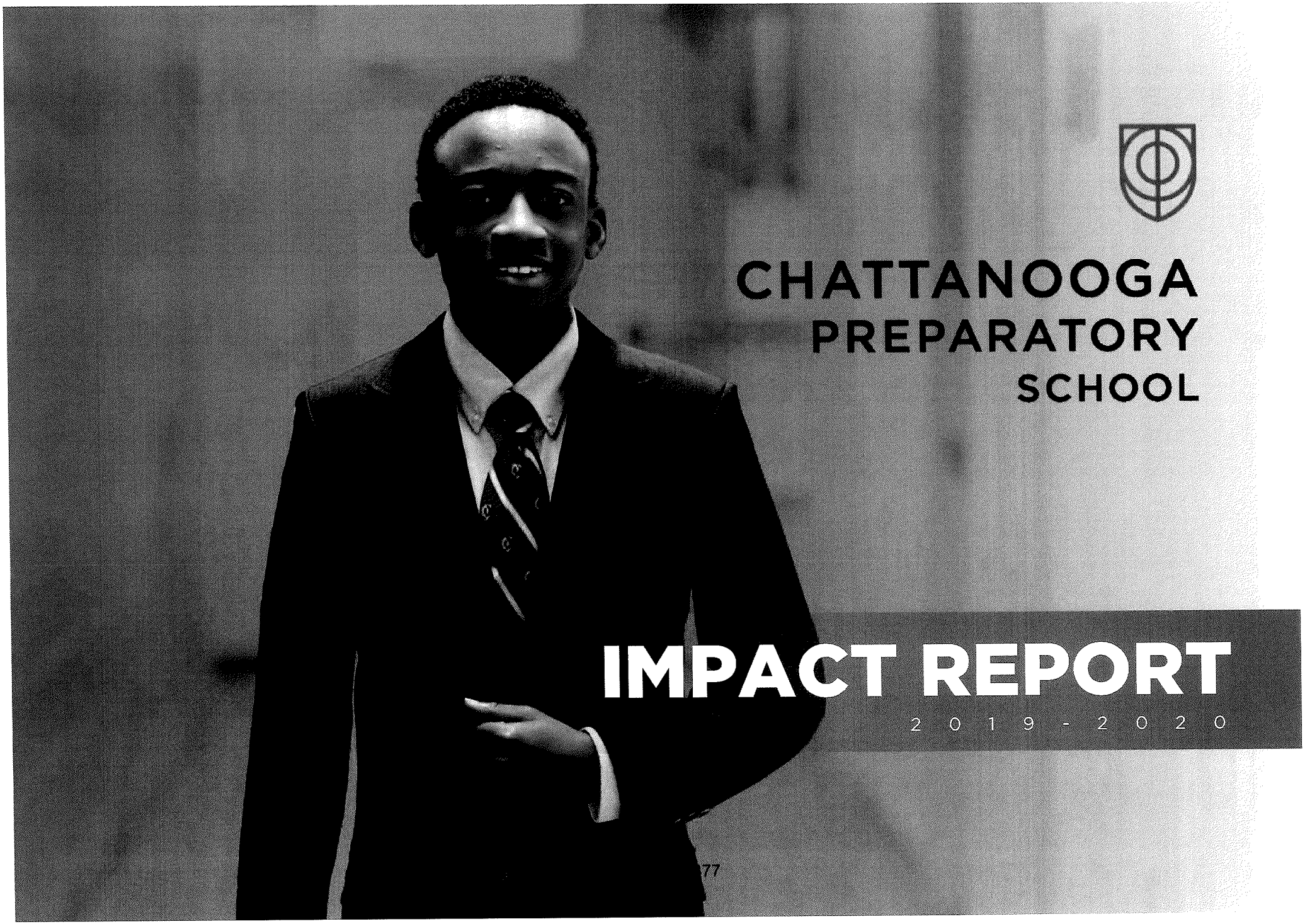
In math, Chatt Prep's Black and Latinx males showed more within year growth than Black and Latinx males across the portfolio in 2021-22. In reading, Chatt Prep's Black males grew at a similar rate to their peers across the CSGF portfolio; their Latinx males grew at a slightly lower rate.



About the Data:

The Tennessee Comprehensive Assessment Program (test is called TNReady) is designed to measure student achievement in English Language Arts (ELA), Mathematics, Science, and social studies. Students in grades 3–8 will take assessments in math, English language arts (ELA), social studies, and science. The TNReady is broken into 4 Achievement Levels: Exceeding Expectations, Met Expectations, Approaching Expectations, and Below Expectations. Proficiency in this Diligence report is defined by the percentage of students who scored in the levels Met Expectations and Exceeded Expectations. For our analysis, TNReady data was reported at the school level with grade level, student race, and ethnicity, as well as student populations of interest (such as economically disadvantaged, English language learners, and students with disabilities). TNReady does not report school level data by gender.

The Tennessee Value-Added Assessment System (TVAAS) measures student growth year over year, regardless of whether the student is proficient on the state assessment. In calculating a TVAAS score, a student's performance is compared relative to the performance of his or her peers who have performed similarly on past assessments.

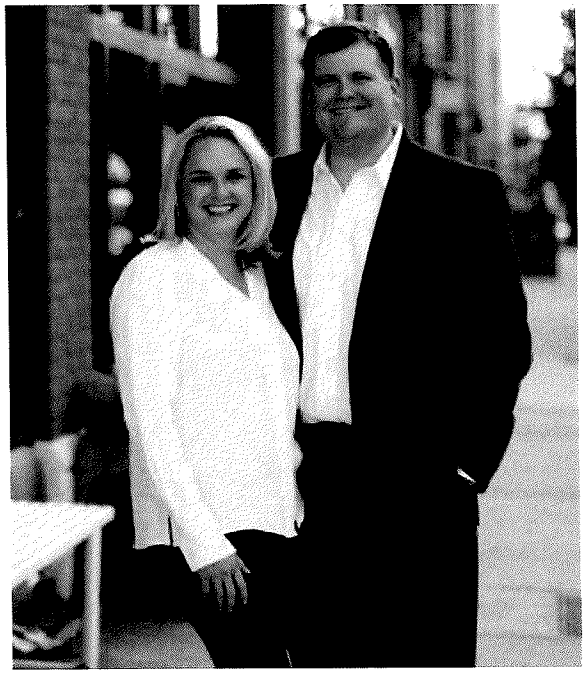


CHATTANOOGA PREPARATORY SCHOOL

IMPACT REPORT

2019-2020


STATE
LEVEL 5 SCHOOL
2018-2019
This school earned
the TOP rating
for student academic
growth.
Hamilton County Schools



FROM OUR FOUNDERS

INVEST IN EDUCATION

As we sit in our home with our children and digest 2020 and all it has brought, we remember those that are facing unemployment, time of uncertainty, losing loved ones in this pandemic, and the inequities that for too long have been covered up and ignored. We strongly hope this letter finds you well and healthy because we know each of you are battling your own version of 2020. Now more than ever, we know one thing is for certain, education is the root that can make or break a community. Chattanooga Prep continues to be the best investment we have ever made in this community, in our children, and in our own lives.

Our teachers and staff are preparing for a new year in the midst of trial, but no matter what the year brings, our students will learn. The safety of our students and staff is number one.

We continue to work on ourselves and our community to build generations of students that thrive on diversity and inclusion.

It is because of donors and supporters like you that the Chattanooga Prep dream has come to fruition. And it is because of the future donors and supporters that it will continue to build on its legacy – a legacy rooted in inclusion, diversity, and integrity.

Join us. Be a part of our family. And give to Chattanooga Prep today.

We are so grateful for your steadfast and faithful support.

TED AND KELLY ALLING
Co-founders of Chattanooga Preparatory School

SENTINEL SUMMARY

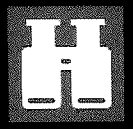
DO MORE. ACHIEVE MORE.

Chattanooga Preparatory School is an all-boys public charter school located in Chattanooga, Tennessee. We believe that our students have gifts and talents that have been underserved and the families and young men of Chattanooga deserve greater opportunity and choice. In August 2019, Chattanooga Prep launched its second school year with 142 young men in grades 6 and 7, and we will continue to add a grade each year until we reach full enrollment of 500 students in grades 6-12.



MISSION

Chattanooga Prep engages young men in a rigorous, yet supportive, learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers.



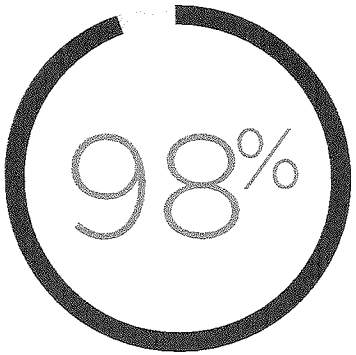
VISION

To inspire and empower young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifelong learning and success.

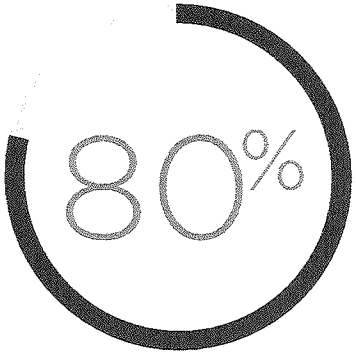


PURPOSE

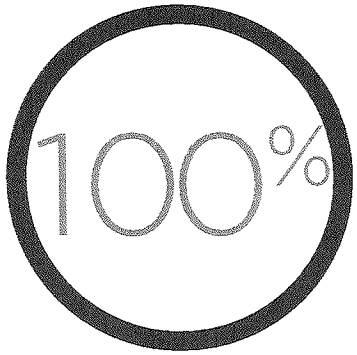
The purpose of Chattanooga Prep is to change the lives of young men who potentially face multiple challenges through the attainment of academic success.



RATE OF ATTENDANCE 2019-2020



LOW INCOME FAMILIES



STUDENTS THAT TOOK PRACTICE ACT

STUDENT DEMOGRAPHICS

	%
African American/ Black	61.43
Hispanic	30.71
Caucasian/White	6.43
Two or more races	1.43

57 MIL
WORDS READ

With a constant push for improved literacy, our students have developed a love for reading. During the 19-20 school year, they read a combined total of 57 million words.

16 : 1
STUDENT TO TEACHER RATIO

We attribute much of our success to the relationships our teachers are able to build with each student. These relationships allow us to meet each student where they are.

3
ATHLETIC PROGRAMS

We currently offer JV and Varsity basketball, soccer, and cross country. We will begin a football program Fall 2020.



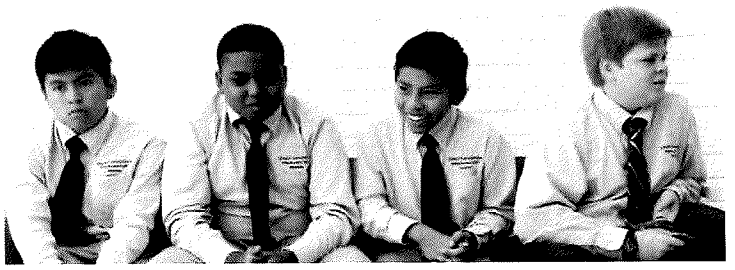


33X

In Hamilton County, TN, African-American and Hispanic students are 33 times more likely to attend one of the lowest performing schools in TN than their Caucasian counterparts.

38%

Only 38% of Hamilton County residents have some form of post-secondary credential and only 33% of students in public schools are on track to obtain this level of education.



OUR OPPORTUNITY

BUILDING A BETTER COMMUNITY

Chattanooga is a city with a boundless capacity for innovation, transformation, and economic prosperity. Unfortunately, these opportunities are not accessible for all members of our community, especially young men in urban core neighborhoods who are disproportionately impacted by poverty and educational inequity. It is our sincere belief that our students have gifts and talents that have been underserved in education. The families and young men of Chattanooga deserve greater opportunity and choice. Our aim is to build the men of tomorrow in the hopes that their success will create generational change seen in the communities from which they come.

Following the completion of our second academic year, it is evident that our students and school have been embraced by the community. We have seen students not only grow academically, but also improve social-emotional intelligence. From a qualitative perspective, we can conclude that this combined growth has led to students becoming budding leaders throughout the school and in the community. From speaking with parents, coaches, and community members, we can tell that our Sentinels are beginning to set examples for others to follow. And while we know there is still much work to be done, we are confident that we are headed in the proper direction.

THE CHALLENGES OF 2020

DISRUPTING THE SYSTEM. DEMANDING CHANGE.

Just as with many similar events, the actions involving George Floyd's death are inexcusable. As we are reminded of the work that still needs to be done in our community and our justice system, Chattanooga Prep strives to educate our students so that they are not complicit in times like these - but empowered to enact change.

Chattanooga Prep was founded with a mission to nurture reslience, inspire leadership, and prepare critical thinkers. We find ourselves more focused and determined to commit to teaching in a way that totally disrupts and dismantles the system of oppression while upholding our founding principles.

While our hearts are hurting, the words of James Baldwin remain true: "Not everything that is faced can be changed, but nothing can be changed until it is faced." Today we face all that needs to be changed with love and our students at the forefront of our thoughts.

Moving forward, Chattanooga Prep will provide our students with a safe space for conversations as well as a renewed energy to do our part in empowering students to become the voice of their generation.

PROACTIVE DURING A PANDEMIC

As the COVID-19 pandemic began its disruption of public health, household incomes, and education in the US, Chattanooga Prep quickly reacted. We distributed chromebooks, ensured families had internet access, and provided access to food and other necessary items. The outpouring support from our community, supporters, and volunteers during this time of crisis was heartwarming. Because of them and our dedicated staff members, we were able to create some form of normalcy for our families by removing barriers to education and basic household needs.

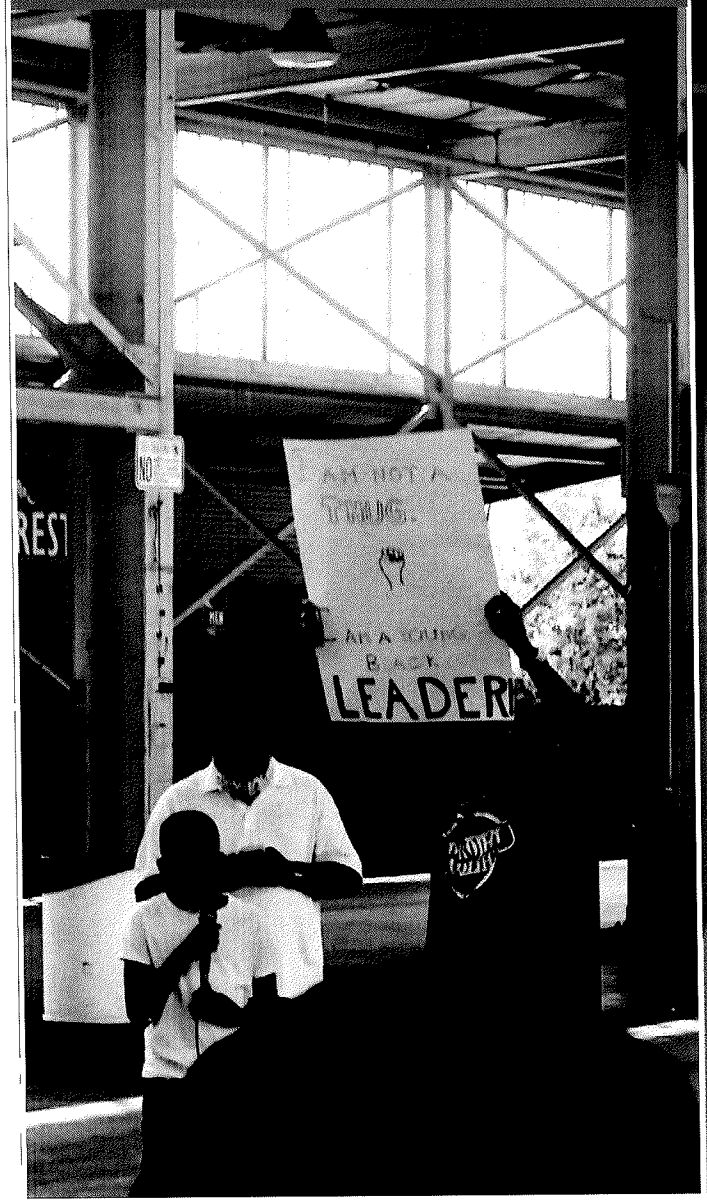


SPEAK LIKE A KING

7th grade student, [redacted] performs a written piece during our 2nd Annual Speak Like a King event in which we honor Dr. Martin Luther King, Jr. through traditional art, photography, and spoken word among other art forms.

CHATTANOOGA YOUTH MARCH

Chattanooga Prep students participated in the Chattanooga Youth March - a peaceful protest that provided the area's youth with a platform to speak up against police brutality and other systematic issues plaguing their communities.



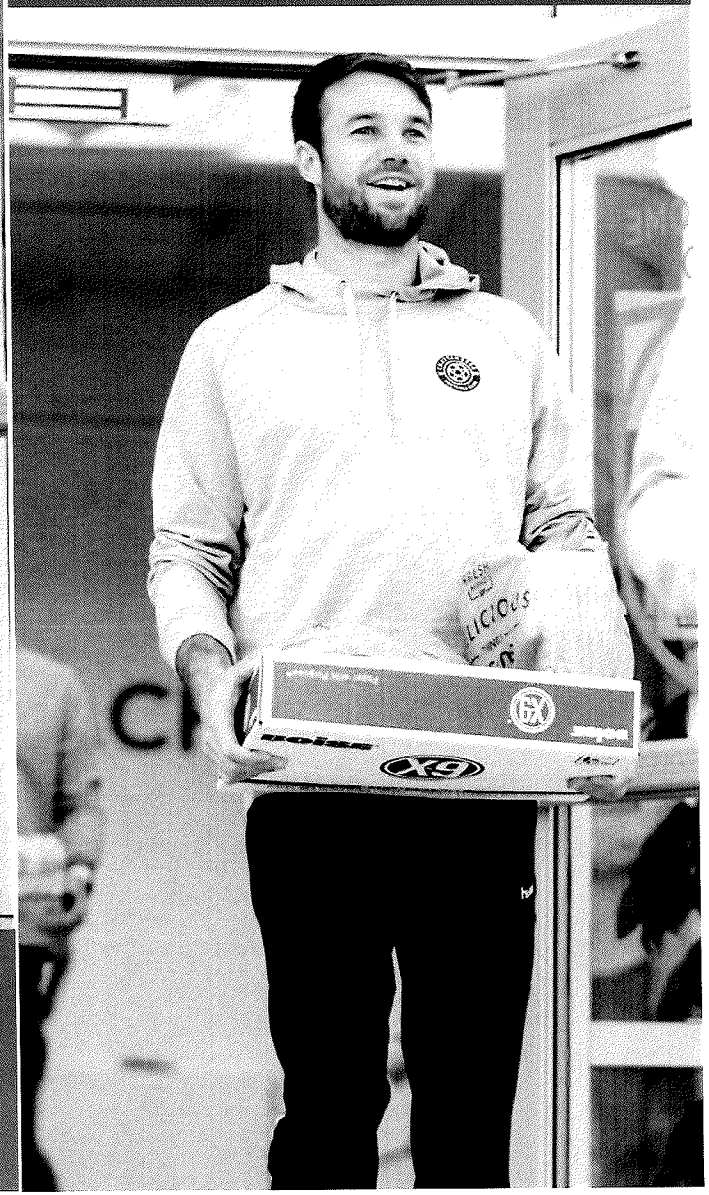


FAMILY FOOD DISTRIBUTION

As a result of generous donors, our staff was able to coordinate food delivery and food pick-up programs to accomodate families in need during the early stages of the pandemic.

SPRINTING TO THE RESCUE

Local footballers from the Chattanooga Football Club joined our team to help sort, pack, and deliver meals to students during the COVID-19 pandemic. These local celebrities brought smiles to the faces of their fans each trip.



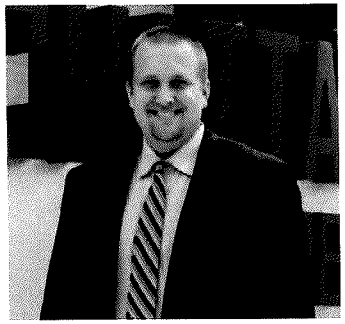
MORE THAN JUST A TEACHER

Chattanooga Prep would not have seen the level of academic success it has if it weren't for the team of innovative, caring, and energetic educators that lead our classrooms. In addition to engaging students with exciting and interactive lessons, they also ensure each student is learning through differentiated instruction.

Outside of the classroom, each Chattanooga Prep teacher is a leader and role model. They coach athletics, lead student clubs, teach life skills, build solar-powered cars and more. These multiple points of interaction allow for the creation of strong relationships with their students.

POWERFUL TEACHING.

POWERFUL LEARNING.



BRAD SCOTT

HEAD OF SCHOOL

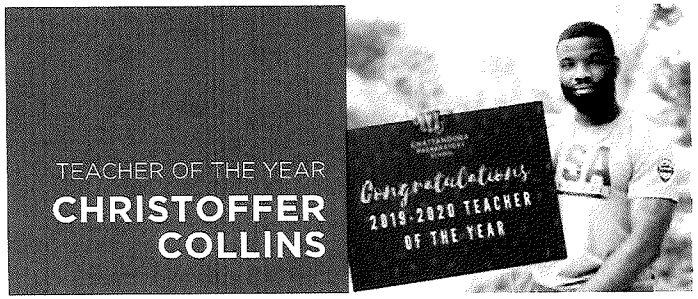
Congratulations to our entire school community on a successful school year! Chattanooga Preparatory continues to lead in college-preparatory education for young men in our community. In 2025 our first graduating class will be entering into college prepared with advanced leadership and academic skills to help ensure their future successes. The growth mindset established in our school community has helped us face challenges and ensured our mission continued stronger than ever throughout the 2019-2020 school year. Academic rigor and empowering the leaders of tomorrow will continue to build our school community as we strive to prepare our Prepsters for college and beyond.

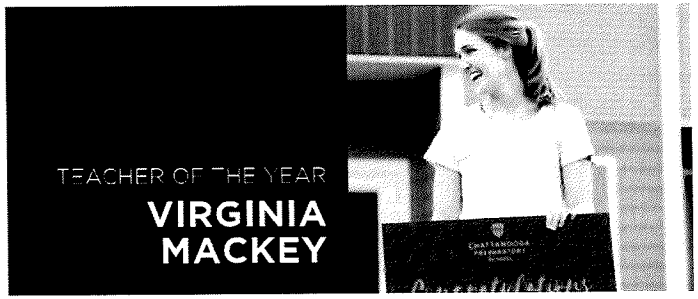


DIAMOND KELLEY

PRINCIPAL

When asked what draws me to Chattanooga Prep each day, my response is the mission. Everyday, I have the pleasure of working with mission minded individuals. We all strive to bridge the achievement gap for the 140 unique and talented personalities entrusted to us daily. We expose students to a wide range of multifaceted people and places. We give them a safe space to build relationships and synthesize new learning, because of the flexibility for creating and following a mission- driven curriculum. I know that these young men will create the future narrative for the city of Chattanooga.



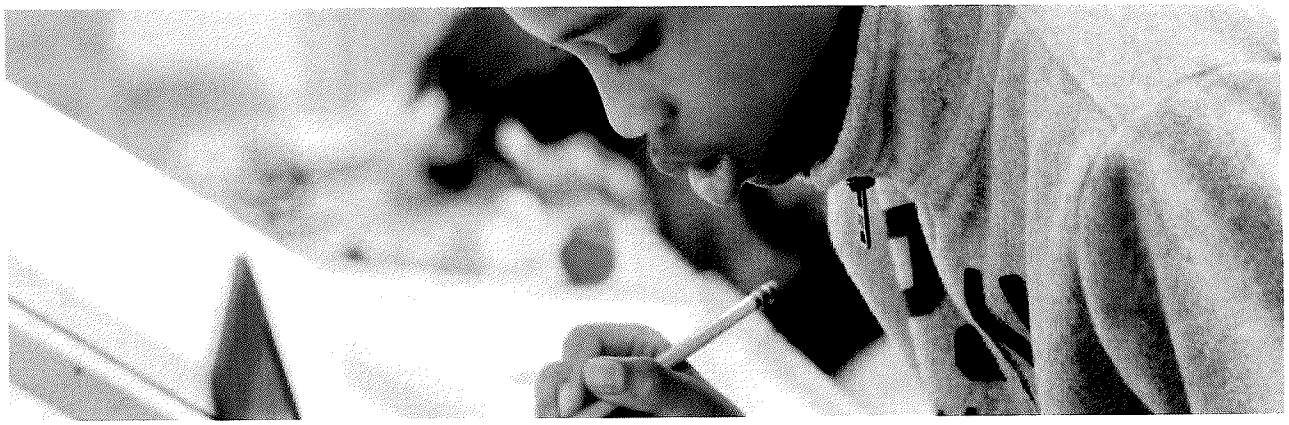


FACULTY

Julien Amorelli | History
Katherine Archambeault | Librarian
E. Joe Banks | Dean of Students
Felix Beasley | Science
Molly Brown | Exceptional Education
Christoffer Collins | Physical Education
Michelle Hassler | Literacy Coach
Jennifer Huskins Ed.D | Guided Reading
Megan Leonard | Science
Virginia Mackey | English Language Acquisition
Bryan Mann | Math
Megan Miklusicak | Guided Reading
Carissa Parker | English Language Acquisition
Matthew Rogers | History
Tiffany Williams | Guided Math
Emma Wright | ESOL

STAFF

Emily Aikins, LMFT | Counseling Coordinator
Montrell Besley | Dir. of Community Engagement
Kelsey Cannon | Staff Accountant
Ingrid Martinez | Administrative Assistant
Angel McGee-Ulmer | Human Resources Specialist
Micah Reed | Operations Coordinator
Colten Romans | Information Technology Specialist
Kate Thompson | Volunteer Coordinator
Elizabeth Williams | Director of Development



ACADEMIC SUCCESS

COLLEGE BOUND

Our students have shown academic improvement from the 2018-19 school year to now. Following each in-house comprehensive assesment we administer, we see more and more students scoring higher and demontrating mastery. Their success on these benchmark assessments shows that our students are on pace to score well on state administered standardized testing. This is a testiment to the rigorous teaching that occurs each day.

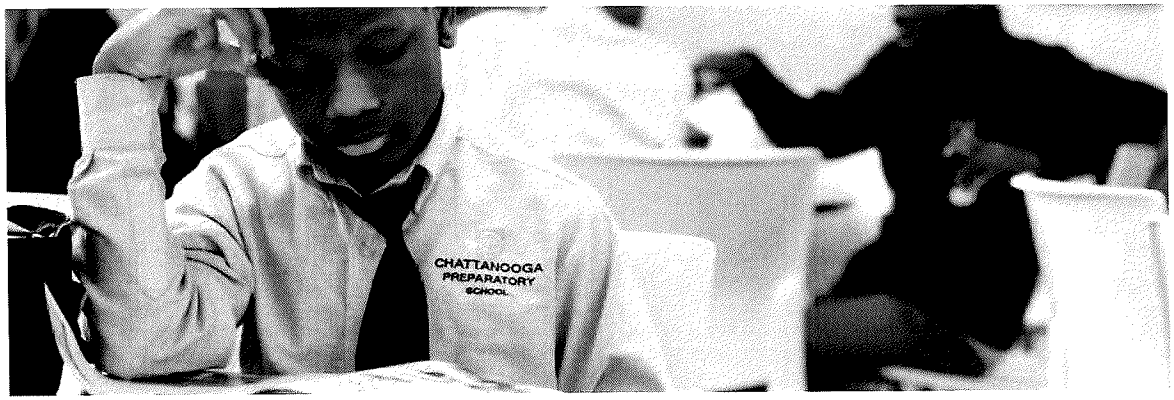
Beyond state assessments, we administer ACT testing for all students. While we know they are only in middle school, we want to push our students to become acquainted with college preparatory testing early. This builds our college-bound culture in addition to teaching resolve, persistence and discipline.

GRIT SPEAKER SERIES

We recognize that if we are really looking to create strong leaders, we must provide additional opportunities for inspiration and insight. For this reason, we created the GRIT Speaker Series. This series brings in leaders, innovators, and change-makers to speak to our students and motivate them to become the best versions of themselves.







+57 MILLION WORDS READ BY STUDENTS IN 19-20 ACADEMIC YEAR

Reading is a culture at Chattanooga Prep! To boost literacy, the school created the Royal Readers program which celebrates reading milestones for individual students. During the 19-20 academic year, 30% of our students read more than 2 million words, and our top reader for the year read 5,033,460 words.



STEM FOCUSED PROGRAMMING FOR STUDENT SUCCESS

Chattanooga Prep believes in the power of STEM education. The incorporation of science, technology, engineering, and math in our curriculum promotes crtical thinking and improves a student's ability to solve problems creatively. Outside of the traditional math and science classes, Chattanooga Prep offers programs in electric car building, coding, and a new rocketry program launching in 2020-2021!



AFTERSCHOOL ENGAGEMENT

Statistics have shown that a student's participation in afterschool activities significantly improves their academic success. For this reason, Chattanooga Prep offers a robust afterschool program that provides opportunities for involvement beyond the normal school day. 57% of our students regularly participate in our program which includes tutoring, homework help, chess, art, guitar, choir, book club, athletics and more.







CHESS MASTERS

Since Chattanooga Prep opened its doors, our founders knew that having a competitive chess program would have a profound impact on students. Our program has evolved from having first time players to hosting our own local tournaments and sending several successful competitors to state competitions.

Chess has become so popular that it is looked at as a sanctioned athletic team by our school community. Our competitors don their chess apparel with pride and are celebrated because of their competitive intellect.



1. Soccer | We completed our first full season of competitive middle school soccer as a part of the Hamilton County Athletic Association.

2. Art Club | Students participated in an afterschool art program as they prepared to reveal their creations during our annual Speak Like a King event in honor of MLK Day.

3. Green Car Club | Sponsored by corporate and non-profit partners, students and mentors teamed up to build an electric car to race in a local competition.

REAL RELATIONSHIPS. IMPACTFUL OUTCOMES.

A COMMITMENT TO CHATTANOOGA

When a mentor signs up to become part of our program at Chattanooga Prep, they are committing to more than providing guidance, leadership, and insight for our students. They commit to transforming Chattanooga's youth and thus the future for our city.

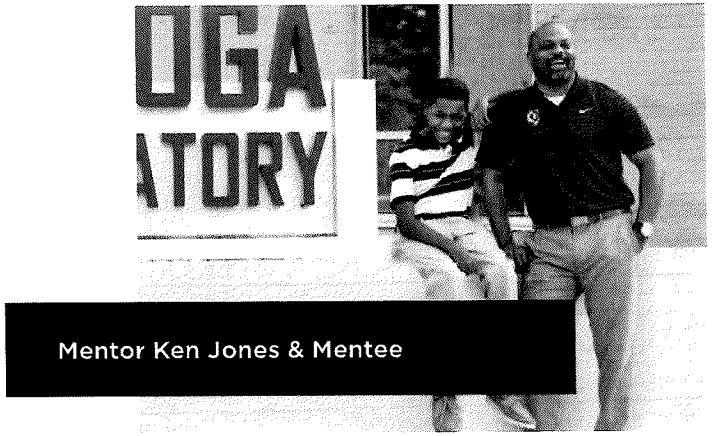
We ask our mentors for an initial three-year commitment, which can turn into a relationship that lasts a lifetime. As of July 2020, we have over 170 diverse mentors who have committed to serving our prepsters. These mentors are sources of strength, guidance, and links to resources that would otherwise be unavailable to many of our students. The mentoring program is one of the keys to achieving the audacious expectations that have been set for our students: fulfilling their promise and leading them to college graduation and beyond.

DAVID NICHOLS

MENTOR TO [redacted]

"Making a commitment to mentor [redacted] was no different than making a commitment to my own children. I see them in him. Whether it's parenting or mentoring, it's not a chore. It is a privilege. Any of us would sacrifice for our own. It's critical that we do the same for others. Our children are the future in a world that needs love and compassion more than ever. To feel like I can be a part of that legacy means more to me than anything else.

The pandemic has been a challenge. We have maintained contact through curbside visits and some FaceTiming, but we have definitely missed our time together. The distance has really shown just how strong our relationship has become."



Mentor Ken Jones & Mentee

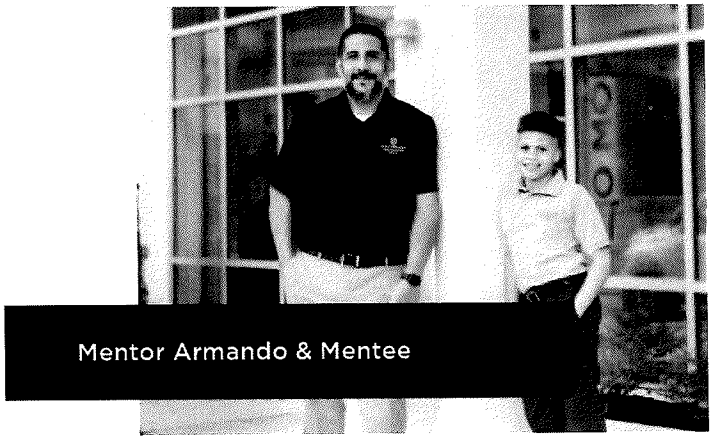
BRENDON WILSON

MENTOR TO THE [redacted]

"Mentoring has been a great experience. As a father to a [redacted] I have involved them in the process. It has been so nice to see how everyone interacts. When we get together, we usually hang out and just have a great time. [redacted] are such little gentlemen. They treat my kids as if they are sisters and vice versa.

The afterhours events like game nights that the school puts on are a great idea. Those are a lot of fun. The most memorable time so far was our night at the aquarium together! We all enjoyed working together as a team to find all of the items during the scavenger hunt.

Overall, I am so glad I chose to mentor. It's taught me things about myself. It has also presented several teaching opportunities that have taught lessons to them and my kids. This program is a terrific idea and I am thankful to be involved."



Mentor Armando & Mentee

YOU CAN TRANSFORM LIVES.

BE OUR PARTNER. SECURE THEIR FUTURE.

We believe education has the power to transform lives. Our school doors are open thanks to the generosity of people who fully believe in the transformative power of education to create a brighter future for our students, their families, and the city of Chattanooga. Destiny is calling for our boys. And as we add more students each year who share our values and aspirations, we need your help to continue to provide access to a world-class public education, regardless of background or zip code. Will you become a Chattanooga Prep donor, and partner with us to inspire a new generation of young men to be leaders?



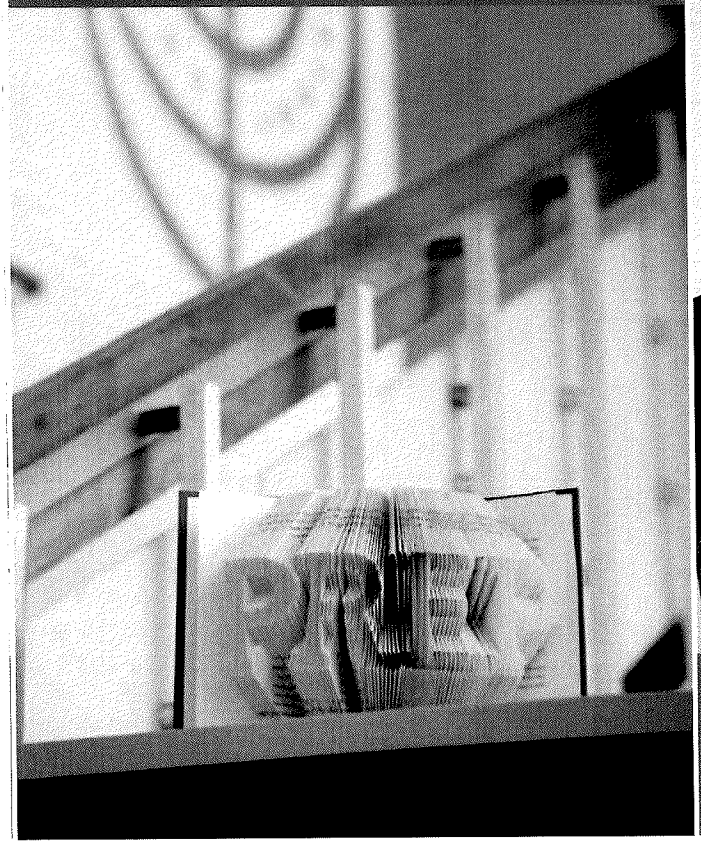


ATHLETIC UNIFORMS

Our athletic program provides safe spaces for our students to grow as well as add to our overall school pride. We look for your support as we add sports such as our football program beginning Fall 2020.

CLASSROOM LIBRARIES

Our students have developed a love for reading. Keeping our classroom libraries stocked with new, diverse and challenging books is a responsibility we embrace.



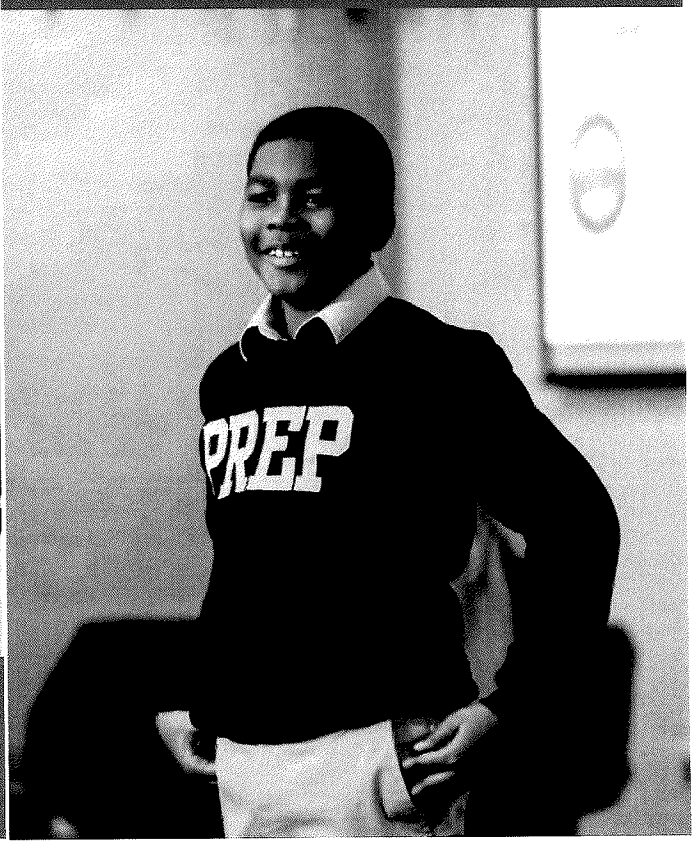


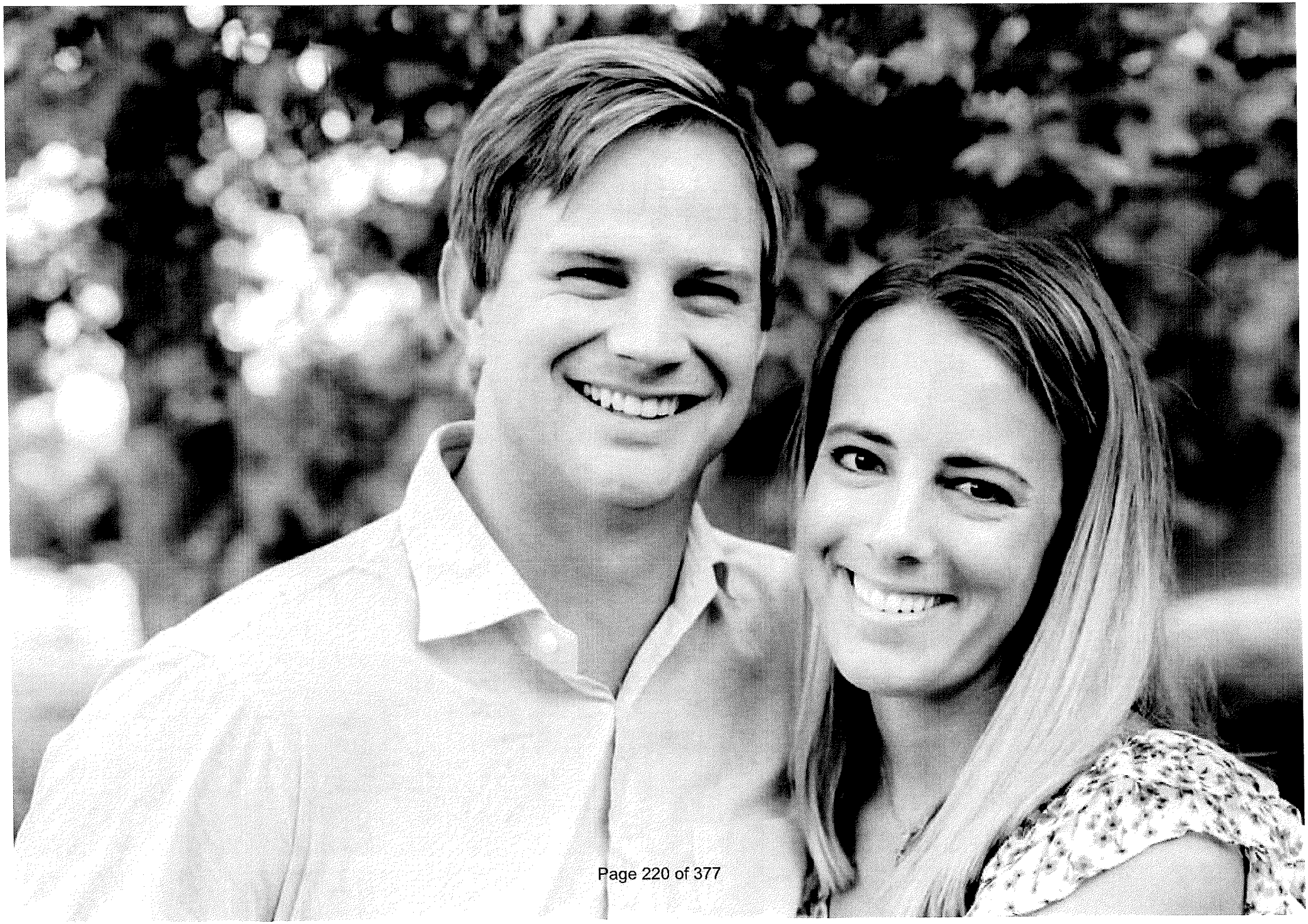
OPERATIONAL SUPPORT

We would not have a school if it wasn't for our ability to provide a building, utilities, safety equipment or any of the most basic needs many take for granted.

SCHOOL UNIFORMS

There should not be any barriers that provide a roadblock to a great education; uniforms being one. When our students wear their shirt and tie along side their peers, they do so with pride and excitement.





WHY WE GIVE.

"Hannon and I were there when Ted and Kelly Alling decided to start Chatt Prep— ok, maybe we weren't there for the lightbulb moment, but I assure you we heard about it within 24 hours! We knew this school would be special, and have seen their vision manifest into the remarkable change agent for education that it is today. [redacted] my mentee has become a dear friend and is an enormous blessing for our family. Watching him grow up in the Chatt Prep environment has given us so much joy, and we can't imagine a better place to prepare him for college."

Cam & Hannon Doody

OUR WORLD. OUR FUTURE.

BUILDING A BETTER COMMUNITY

The 2020-2021 school year will be full of challenges and opportunities. While we don't know exactly what it will look like, we stay committed to our values and mission. As a school, we will be onboarding a new class of incoming 6th grade students and their initial experience will certainly be different than our previous classes. But we are here to ensure we provide the same energy, innovation, and attention to detail for this group of students just as we have for our rising 7th and 8th grade students during their first years as Sentinels.

As we increase our student population to more than 210 for the upcoming school year, one thing is certain: Chattanooga Prep will be ready. Ready to teach virtually, operate hybrid classrooms, and continue to teach leadership skills that will be essential in our current social climate.



TECHNOLOGY

We will harness technology such as 1 to 1 device distribution to ensure all students have the tools necessary to continue learning while minimizing contact with others not in their households.



INSTRUCTION

Our teachers will make use of innovative and appropriate instructional methods such as live virtual teaching to encourage student engagement and maximize academic outcomes.



RESOURCES

Support staff will work to eliminate barriers to instruction by ensuring each family has internet access. They will also continue the coordination of food and resource deliveries/pick-up.


STATE
LEVEL 5 SCHOOL
2018-2019
This school earned
the TOP rating
for student academic
growth.
Hamilton County Schools

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1849 Union Avenue
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SOCIAL MEDIA
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Facebook | @chattprep
Twitter | @prepchattanooga

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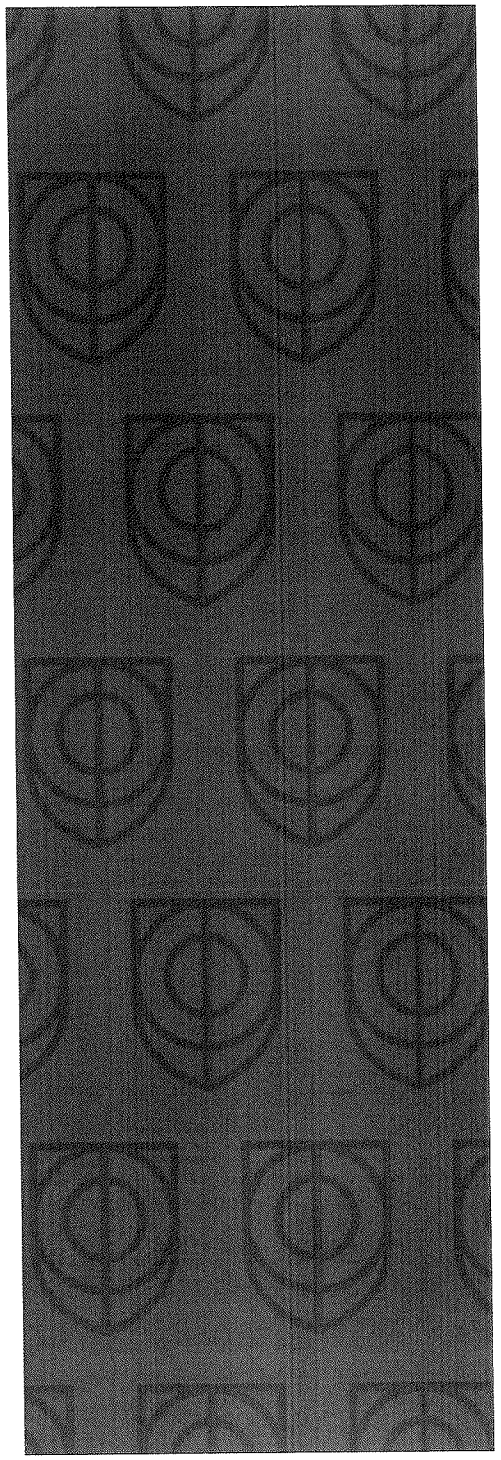
Ted Alling | Chair
Kelly Alling | Vice Chair
David Caines | Treasurer
Edna Varner, EdD | Secretary
Ashley Atkins
Wonjen Bagley, LMSW
Moise Baptiste, PhD
David Bhattacharya, MD
Ward Davenport
Shewanee Howard-Baptiste, PhD
Natalie Jackson, MEd
Susan Maclellan
Joe Martin, EdD
Daniel Pack, PhD
David Rice, MD
Armando Rodriguez
Aaron Webb, JD
Sue Anne Wells, PhD




IMPACT REPORT
2020-2021
CHATT PREP
SENTINELS
CHATTANOOGA
PREPARATORY
SCHOOL



Chief Executive Officer
BRAD SCOTT

As we share our Impact Report for the 2020-2021 school year, I would like to personally thank you for your support and generosity during a very challenging school year. The last year has been the most unusual in Chattanooga Preparatory School history. From a global pandemic to navigating virtual learning to bringing students and staff back to campus, the period since March 2020 has been one for the record books.

COVID-19 has exposed glaring challenges and inequities that students everywhere face. In the community that our school serves, many families have relied on access to our free meal bundles to feed their children. To keep children connected during virtual learning, particularly in our highest poverty areas, our operations team distributed devices and ensure wi-fi connectivity.

Through it all, our Team & Family have gone above and beyond to provide our Prepsters and their families with the tools and resources needed to thrive and succeed.

After an unprecedented year that has greatly impacted each of us and changed how we live, work, and learn, I am immensely thankful for the extraordinary work of our organization and the remarkable ways we have collectively overcome every challenge to ensure our Prepsters continued to learn and grow.

While the pandemic was a challenge for schools across the United States, I am confident that Chattanooga Prep is ready to welcome all scholars back to campus safely for full five days a week in-person learning in August. We wholeheartedly believe that our health and safety protocols have been key in mitigating the spread of COVID-19 in our school and communities. We will continue to offer COVID-19 testing through our community health partners to staff, encourage immunization of all employees, and encourage families to help boost personal safety measures off campus.

Each day, we continue to educate, inspire, and empower young men in Hamilton County. I want to thank our teachers, campus leaders and staff, board members, community supporters, and our families, for their resilience, creativity, collaboration and commitment to excellence. I am proud of the work we have accomplished together and am grateful for every member of our Team & Family.

Our team looks forward to beginning a new academic school year, with the same passion and focus to ensure Chattanooga Preparatory School remains the best place for Prepsters to learn and a great place for our staff to work.

BRAD SCOTT
CEO



OUR FOUNDERS

Message

As we embark upon our fourth year at Chattanooga Preparatory School, we are coming into the school year with a lot of positive momentum even through the pandemic. Our team at Chattanooga Preparatory has led our school safely and heroically through the past tumultuous year. Our teachers and staff quickly innovated their teaching practices and were determined to not have a learning loss by adapting to virtual education. It was absolutely fascinating watching the boys continue to learn from home and climb to new heights. The world changed in 2020, and our young men are learning to learn and lead in a new way.

The leadership team just returned from a summer stepback retreat, and our CEO, Brad Scott brilliantly led the meeting. It was a great way to look back at the past year and refocus for this fall. The theme was "Infinite vs. Finite Thinking." Mr. Scott wanted us to think about how we can build a sustainable school that will help lead future boys for generations to come. We did vision boards and imagined what the future news headlines would be in 5-10 years. Some of our favorite potential headlines were "Colleges and Universities Can't Get Enough of CPS", "Disney World of Schools", "Ten Chattanooga Prep Alumni Return to Donate $10 million dollars", "Chatt Prep Graduates Defer College Admissions for a Year to Launch Tech Startups", "Chatt Prep- First Graduating Class Receives 100% Paid Tuition to Top Universities", "Chatt Prep has the Most National Merit Scholars in the City". It was great to dream big with our devoted team.



Thanks to all of our supporters that make this school a reality. Our team couldn't do this important work without your support. We are so very thankful for you helping us to build an amazing school that is changing a lot of young people's trajectories in life. We are so pumped to start our first high school class!

TED & KELLY ALLING
FOUNDERS

MISSION

Chattanooga Prep engages young men in a rigorous, yet supportive, learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers.

VISION

To inspire and empower young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifelong learning and success.

PURPOSE

The purpose of Chattanooga Prep is to change the lives of young men who potentially face multiple challenges through the attainment of academic success.



OUR SCHOOL

Chattanooga Preparatory School is an all-boys public charter school located in Chattanooga, Tennessee. We believe that our students have gifts and talents that have been underserved and the families and young men of Chattanooga deserve greater opportunity and choice. In August 2020, Chattanooga Prep launched its third school year with 217 young men in grades 6 through 8, and we will continue to add a grade each year until we reach full enrollment of 500 students in grades 6-12.

TOTAL STUDENTS 215

18 : 1
STUDENT TO TEACHER RATIO

13
AP STUDENTS

The 2020-2021 academic year brought about many changes for our students, one of which was the introduction of an Advance Placement (AP) course. While many schools offer AP courses to their high school students as a means of providing opportunity to earn college credits early, we decided to make an AP class available to our 8th grade students.



STUDENT DEMOGRAPHICS

AFRICAN AMERICAN/BLACK	61%
HISPANIC/LATINO	33%
CAUCASIAN/WHITE	5%
MULTIRACIAL	1%

80%
LOW INCOME FAMILIES

98%
ATTENDANCE RATE

OUR TEAM

Do More. Achieve More.

As we continue to add a grade level each year, our team of faculty and staff members grows. And while quantity is important, we are much more thankful for the quality of each individual that decides to embark on the journey of educating our students. Their individual attributes add to the greatness of our collective team. We look forward to continuously working on creating the best support system for our students.



BRYAN MANN

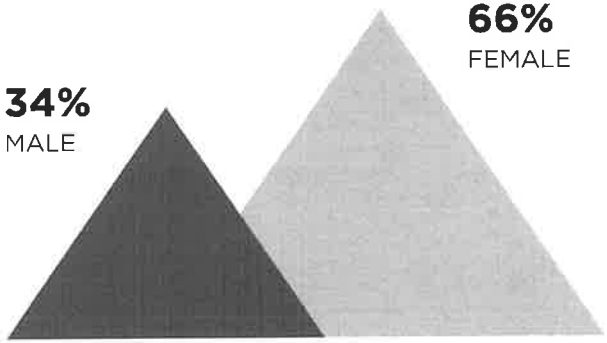
TN Charter School Teacher of the Year



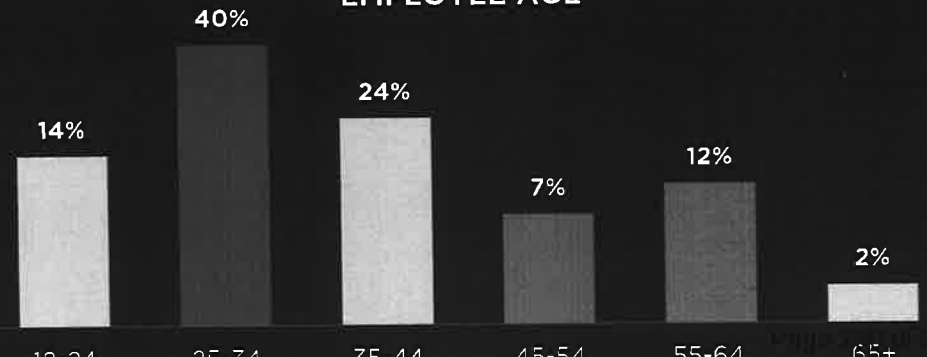
MEGAN LEONARD

Chatt Prep Teacher of the Year

EMPLOYEE GENDER



EMPLOYEE AGE



EMPLOYEE DEMOGRAPHICS

AFRICAN AMERICAN/BLACK	36%
HISPANIC/LATINO	5%
CAUCASIAN/WHITE	57%
MULTIRACIAL	2%

2020 -2021

FACULTY & STAFF

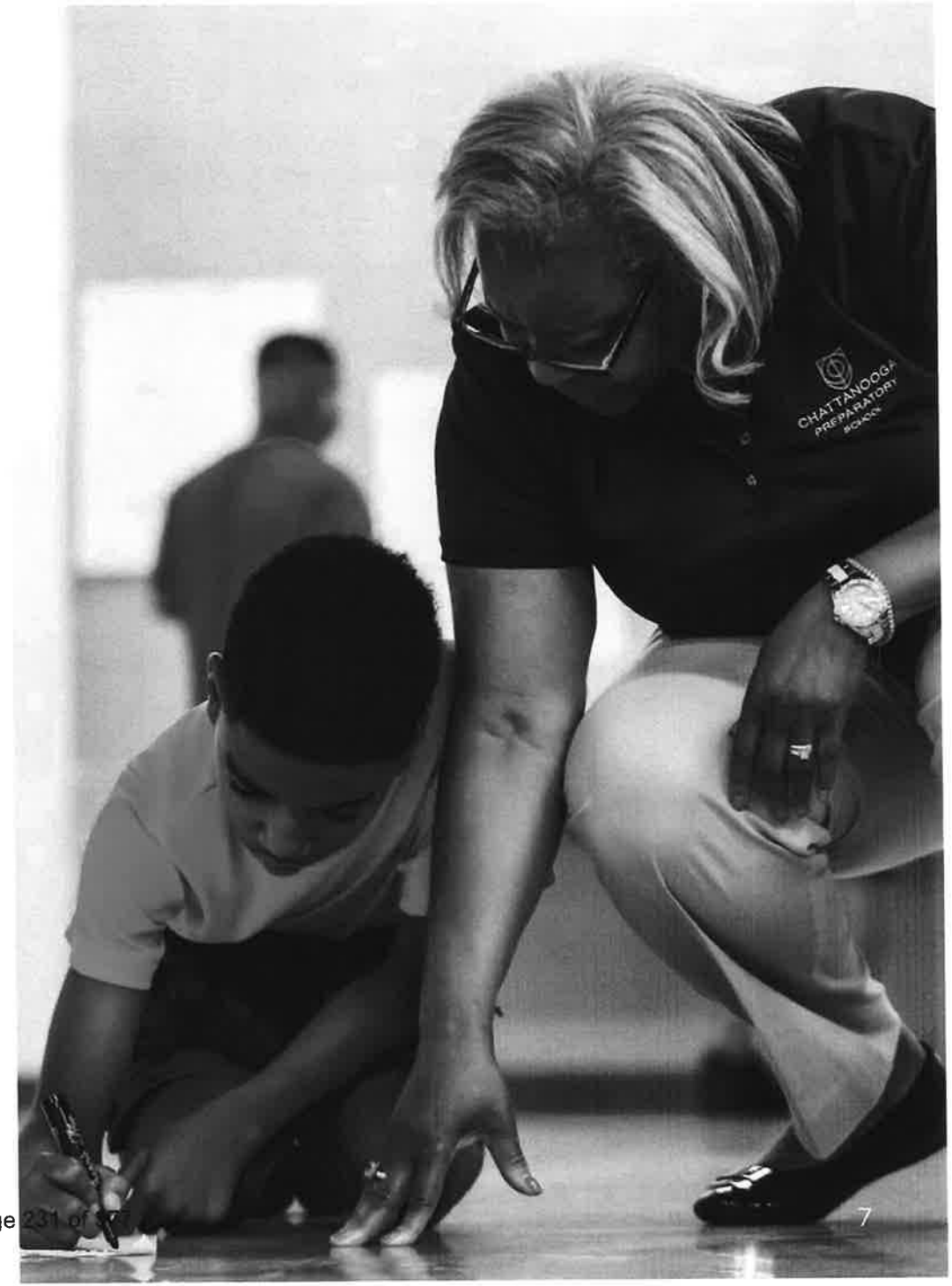
FACULTY

Ethan Albright | Social Studies
Julien Amorelli | Social Studies
Felix Beasley | Science
Christoffer Collins | Physical Education
Nicole Dyer | Spanish
Mindy Haworth | Guided Reading
Michael Howard | Creative Arts
Megan Leonard | Science
Virginia Mackey | English Language Arts
Bryan Mann | Math
Laura Moon | English Language Arts
Sarah Moon | STEAM
Brandie Morgan | Exceptional Education
Cassidy Mullis | Math
Cynthia Neal | Exceptional Education
Haile Nottage | Guided Math
Micah O'Hara | Social Studies
Abigail Ortega | ESOL
Carissa Parker | English Language Arts
Oliver Parks | Math
Lauren Pruitt | Physical Education
Madison Stewart | Science
Micah Wilkins | Guided Reading
Emma Wright | ESOL

STAFF

E. Joe Banks | Dean of Students
Montrell Besley | Dir. of Community Engagement
C. Brianne Birdsong | Development Intern
Kelsey Cannon | Finance Manager
Michelle Hassler | Dean of Instruction
Diamond Kelley | Principal
Ingrid Martinez | Administrative Assistant
Micah Reed | COO
Colten Romans | IT Director
Brad Scott | CEO
Kate Thompson | Volunteer/Events Coordinator
Angel McGee Ulmer | Human Resources Specialist
Elizabeth Williams | Director of Development







Principal

DIAMOND KELLEY

This has been an amazing year. You may be asking yourself... amazing how so? During the 2020 - 2021 school year we learned the true definition of resilience. The Sentinel faculty, staff, parents, and students sustained school closures, switching between remote learning to hybrid learning, the inability to "hang out with friends," additional responsibilities in the home, multiple quarantines, adapting to new technology and so much more.

We made it! I am so proud of our Sentinels' ability to recover quickly from these difficult times. The 2020-2021 Impact Report will remind not only us, but others that CPS will DO MORE, to ACHIEVE MORE.

Our mission will drive us to continue to focus on our long term strategic goals: Academic reward status each year (based on TNReady scores), 100% college acceptance (beginning with our inaugural graduating class in 2025), AP scholars in each graduating class, and Chattanooga Preparatory School ranked as one of the best high schools in Tennessee.

During this time of reflection, we want you to draw strength in knowing that we are ALL IN. Our faculty, staff, and administration are committed, more than ever, to ensuring that our Prepsters are successful. We will continue to STRIVE FOR EXCELLENCE in an environment cultivated by JOY. With your help, all Prepsters will get to and through college. Thank you for aiding us in our efforts. We know that we are BETTER TOGETHER.

And together we are building the MEN of TOMORROW.

DIAMOND KELLEY
PRINCIPAL





TO HIGH SCHOOL WE GO

Inaugural Year

Chattanooga Prep is excited to add high school this next school year with our founding ninth grade Prepsters. As the Class of 2025 advances, so will the grades until we reach our full capacity at twelfth grade. The purpose of our entire organization is to change the lives of young men who potentially face multiple challenges through the attainment of academic success.

Our mission to engage young men in a rigorous, yet supportive, learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers will continue.

The vision of inspiring and empowering young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifetime learning and success will be achieved through the following four aims:

AIM 01 | ADVANCED PLACEMENT

Provide 16 advanced placement courses that lead to earning college credits.

AIM 02 | WORK STUDY

Connect students with high-quality work-study opportunities to provide real world experience.

AIM 03 | POST-SECONDARY PLAN

Design individualized post-secondary plans that fit the needs and goals of each student.

AIM 04 | COLLEGE & COMMUNITY

Ensure 100% of students are accepted into college and have completed community service hours.

SOCIAL EMOTIONAL LEARNING | STEAM | ATHLETICS | LEADERSHIP | INTERNSHIPS | CLUBS & TUTORS | COLLEGE READINESS | COMMUNITY SERVICE | ADVANCED PLACEMENT | BROTHERHOOD

YEAR IN REVIEW

Academic Adjustments

While a great deal of learning took place online during the 2020-2021 academic year, we still realized a high level of student attendance and participation. The relationships between the students and teachers did not pause just because there was a pause of in-person learning.



The 2020-2021 school year brought the first year for our full middle school. Every student was engaged in reading, writing, math, science, history, and even some unique class choices. Our 8th-grade students were given the opportunity to take AP Spanish Language and Culture and took the exam in May. The 8th-grade students also took Creative Arts as a supplement to their ELA course. Mr. Howard used theater, music, and performance to emphasize the ELA standards and gave the students additional opportunities to practice their skills. All 7th and 8th graders took Introduction to Spanish. They enjoyed learning another language and sharing food from other cultures. In ELA class the students continued to engage with challenging and diverse texts. Short stories from Poe, Fahrenheit 451, The Giver, and Animal Farm challenged our students to think critically. Our world gave history teachers many opportunities to bring current events into the classroom to make connections to our past and think about how to create a better future. Even though the pandemic made engaging science experiments more difficult, the students were still able to experiment outside and in the hallways. In our math department, several 8th graders took Algebra I in order to get ahead of their high school coursework.

The pandemic school closures were difficult on students and created some missed opportunities for learning. To help counteract this, Chattanooga Prep set up afterschool tutoring (online and in-person) to help students catch up on missed content, have additional practice, and ask questions. Our students had support along the way to help them through this difficult time.

All of these challenges and opportunities led up to the TNReady state test which was suspended last year.







Literacy and reading have become cornerstones of a Chattanooga Prep education. Celebrating academic successes fuel our students' desire to learn and improve.

To make the test preparation season more exciting, students were placed into teams and played a school-wide game of The Amazing Race. Each team competed in academic challenges to score points and advance in the competition. The game pushed students to try their best in the last couple of weeks leading up to the exam.

Chattanooga Prep concluded the year with a BIG celebration of our top readers. Students who read over a million words were invited to our Royal Reader event. At the event, students were given a special shirt and jacket. They also took a limo ride to Dave & Buster's where they enjoyed lunch and played games. As one student said, "It pays to work hard!"

Even though much of this year was challenging and created obstacles, our students were still able to have a successful academic year. The faculty and staff worked hard to remove barriers to online learning, kept a focus on the standards, and worked to create moments of joy.

VIRTUAL & IN-PERSON CLUBS

Student Engagement

The pandemic restrictions and requirements did not allow for in-person clubs during the first semester. We quickly realized that our students needed the enrichment more than ever and launched our virtual clubs. It was a new experience for all, including the club instructors, but everyone adjusted their programs and worked together to make it a successful program for our students.

To support student academic success, we also launched a virtual tutoring program. We had close to 20 consistent tutors which included college students, graduate students, retired engineers and nursing students.



Chess Club

A staple of our afterschool program is Chess Club. Our students played in person and virtually during the 20-21 school year.

Student Clubs

- AP Spanish
- Art & Design
- Chess
- Cooking
- Electric Car
- Fitness
- Guitar
- Leadership
- Media
- Own Your History
- Piano
- Prep Society
- Rocketry Club



Electric Car Club

Students worked together to build and race a solar-powered electric car.









Media Club

Students in media club design, create, and curate newsletters and podcasts that are shared with families and other friends of the school.



Own Your History

In partnership with McCallie Middle School, this multi-week program provided an opportunity for our students to dialogue, share, and learn more about themselves, their community and country. Together they found ways to bridge differences, gain personal awareness and develop leadership skills.

Rocketry Club

Rocketry instructor, Andrew Voss, a former Space X engineer, navigated the online experience and taught all the fundamentals of rocketry online. During the second semester, our students were ready for the in-person experiences of building and launching rockets.





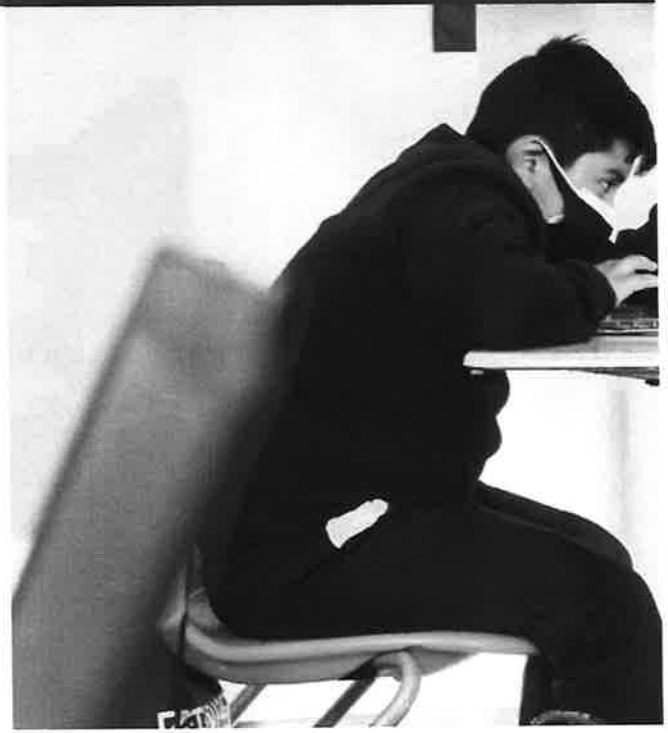
Year of Firsts



2020-2021 Additions

Much like everyone else, our school, students, faculty, and parents experienced a great deal of 'firsts'. These helped to ensure that our students continued to learn at a high level in a safe environment.

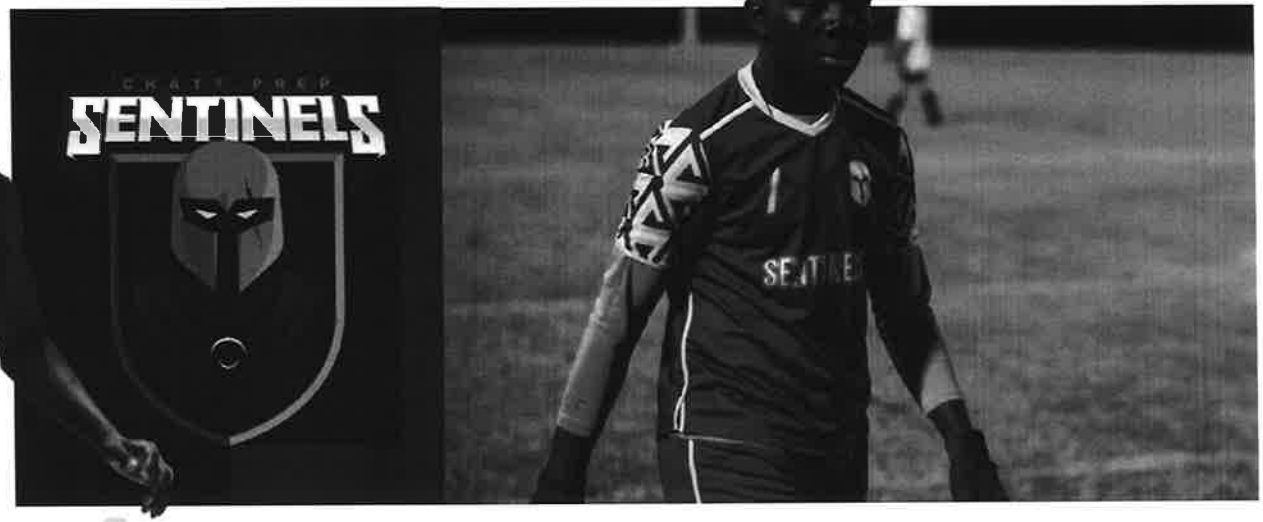
- ✔ Hosted bilingual Zoom meetings to address questions from parents concerning the school year
- ✔ Hosted 3 first days of school for hybrid and virtual learners
- ✔ Assigned all students a Google Chromebook
- ✔ Ensured all student households had high-speed internet access through EPB
- ✔ Enacted mask policy for all
- ✔ Reconfigured classrooms and installed desk shields to promote social distancing
- ✔ Created a Wednesday remote schedule to allow for building sanitizing
- ✔ Students, staff, teachers, and visitors completed daily temperature checks
- ✔ Virtual mentor introductions
- ✔ Virtual campus tour video
- ✔ Virtual social justice townhall

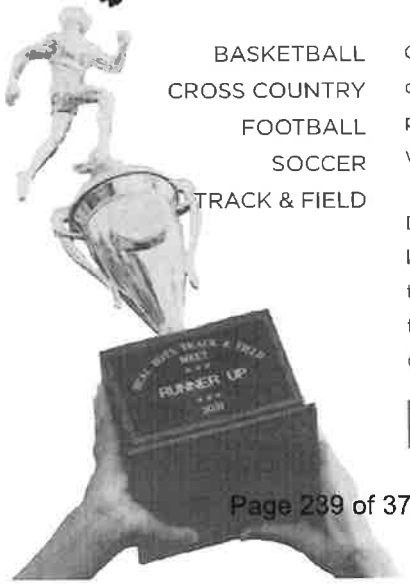


ATHLETICS

Growing Our Programs







BASKETBALL
CROSS COUNTRY
FOOTBALL
SOCCER
TRACK & FIELD

Our goal is to create a competitive athletic program that focuses on building high-character student-athletes. We want to create a culture in which our athletes are prepared to not only compete on the field and in the classroom, but also in the real world.

During our short athletic history, we have competed at the highest middle school levels and are proud to have accomplished such feats as earning the opportunity to play in the Tennessee Middle School Athletic Association (TMSAA) basketball tournament and winning second place in the Hamilton County Athletic Conference (HCAC) Track & Field Tournament.

SUPPORTING OUR STUDENTS

Building Community

When the families of our students win, we all win. Rather than simply serving as just an educational partner, we look to become an extension of our Chattanooga Prep families. We do our best to try and help remove barriers that may hinder a student from learning or focusing on the attainment of their own life goals. From holiday meals and parent appreciation events to counseling services and mentoring opportunities, we strive to accommodate the entire student.

Counseling Services

Richmont Graduate University has partnered with Chattanooga Preparatory School to assist in their holistic approach of educating and training boys by providing specific social and emotional support through counseling and coaching. The program is free to students and guardians, only needing guardian consent for the student to participate in regular counseling sessions. Blake Feagans, a licensed professional counselor and mental health service provider in Tennessee, coordinates the program and works directly with students, guardians, and staff of the school alongside his graduate level interns. The counselors work with students on a wide array of issues, including but not limited to: anxiety, depression, ADHD, OCD, trauma, grief, academic/learning concerns, and other behavioral/social issues.

The 2020-21 school year provided its own obstacles due to COVID-19, but below are some of the highlights of the program from this past school year:

- Counselors provided virtual sessions for students that were "distance learners" or to supplement meetings when students were engaged in remote learning
- Counselors worked with a consistent caseload of students throughout the year as well as provided "as needed" meetings for any student in need
- Counselors led a community presentation for the school on the importance of mental/emotional health during this season
- At the administration's request, counselors attended disciplinary meetings to provide extra support and solutions for students
- Counselors worked closely with staff to identify students in need as well as provide extra support for teachers during the difficult season



Holiday Gift Delivery



Holiday Food Pickup

COMMITTED MENTOR

IT TAKES A VILLAGE

As you can imagine, creating our regular opportunities for one on one mentoring interactions was difficult during a pandemic. Despite the inconvenience of masks, virtual learning, limited in-person connections, etc. our mentors still found a way to ensure their mentees had what they needed to remain successful, even if was just a simple conversation. The transformative bonds created between both parties have been a consistent and unwavering.

GENESIS + [redacted]

"I would not be here if it wasn't for the consistent love and encouragement that I received from my parents, family, and friends. I grew up believing if I put my mind to it, and stayed spiritually in tune, I could do anything. Having that type of creative confidence in my humble opinion, for anyone (especially young growing minds), is incredibly important. So when I got the chance to offer my time and support to Chattanooga Prep in that effort, I jumped at the opportunity."



Artist Genesis the Greykid, shown with his mentee [redacted] is both a mentor and donor.



FUND OUR FUTURE

As we launch our high school programs, we are in need of financial support from our community to continue our mission to engage young men in a rigorous, yet supportive, learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers. If you feel led to give, we can assure you that every dollar will go towards ensuring each of our young men receives an excellent education.

CHATTANOOGA
PREPARATORY
SCHOOL

BOARD MEMBERS

2020-2021 BOARD ROSTER

TED ALLING | *Chair*
KELLY ALLING | *Vice Chair*
DAVID CAINES | *Treasurer*
EDNA VARNER, EdD | *Secretary*
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WONJEN BAGLEY, LMSW
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ARMANDO RODRIGUEZ
AARON WEBB, JD
SUE ANNE WELLS, PhD



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Facebook | @chattprep
Twitter | @prepchattanooga

IMPACT REPORT

2020-2021



2021-2022

IMPACT REPORT

BEST YEAR YET. Message from the CEO

In the 2022 issue of our IMPACT report, we celebrate the incredible Team & Family at PREP. Since the founding, we have witnessed a tremendous amount of growth and have achieved many accolades. Our achievements would not be possible without your hard work, commitment to excellence, and your generous support of our scholars and schools.

PREP would not be where we are today without the overwhelming support of our network of donors and supporters who invest their time, talent, and resources to our mission. From local businesses to national foundations, your financial support has enabled us to expand our impact, serve more students and new communities, and provide our students the kinds of opportunities they need to be successful.

Chattanooga PREP and all future PREP schools places so much stock in College because we know a college degree changes a life trajectory. It's the single-most-important factor in combating poverty in America, and it's the precursor to achieving The American Dream.

The American Dream – it's a glamorous notion, but also an elusive one. For me, The American Dream means you can be whatever you want to be, and do whatever you want to do.

PREP Schools is making this a reality for every student we serve and will serve both in Chattanooga and Knoxville. It's what makes honors like the Level 5 TVAAS accountability rating or our future College Signing Day events so special – they're reflections of the work we do for our students. We believe that every child, no matter their background race, or income, should be able to dream their most ambitious dreams and then go out and achieve them.

None of this success would be possible without our teachers and leaders. Our people are our greatest asset – we aim to attract, select, train, develop, and retain the best teachers and leaders. Retaining staff members is a top priority at PREP, we are dedicated to ensuring our employees are the healthiest, happiest, best trained, and most supported in the country. This past July, we made additional strides to ensure our organization is a sustainable for our employees by offering paid maternity leave for up to eight weeks to all eligible staff members. We're proud to be the outlier in a country where private corporations only provide paid leave to 12% of Americans.

Not only maintaining, but expanding PREP's team and family is so important because of our future plans. By 2030, we will educate 2,500 students across East Tennessee. As we grow, we've shown no signs of compromising our effectiveness. In fact, as we open more new campuses and instruct more new students, our achievement results only grow. This will continue to be the case as Prep Schools expands to Knoxville and in Chattanooga. Why? Because wherever we go, we take the best educators, the most rigorous curriculum, and an unwavering commitment to every student we serve with us.

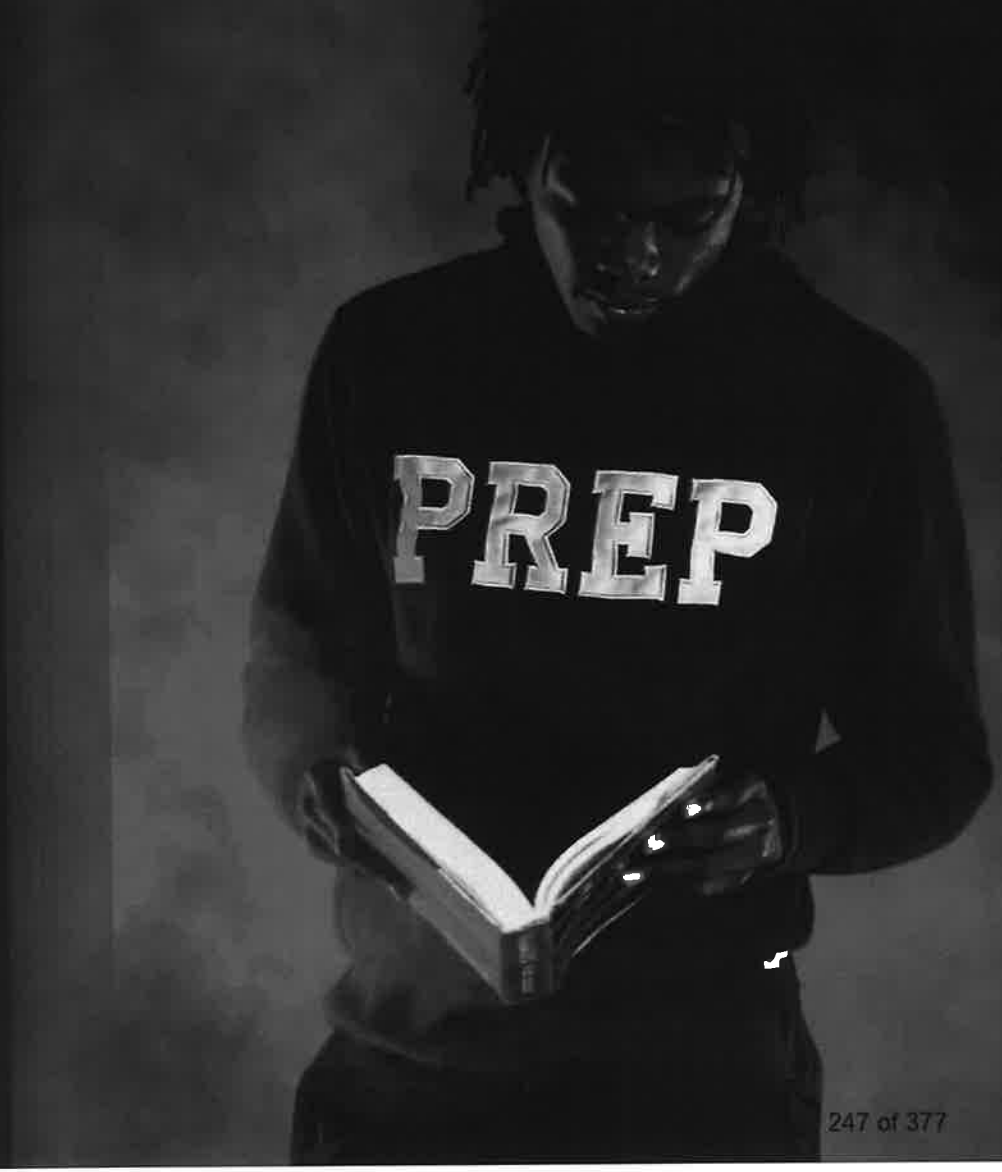
Just as every one of our scholars is on the road to college, we too, as an organization, are on the road to maintaining our status as one of the best charter networks in Tennessee. Read on to learn more about our organization's most successful year yet.

Carpe Diem.

CEO

BRAD SCOTT
Chief Executive Officer





TVAAS

LEVEL 5 SCHOOL

TN CHARTER SCHOOL OF THE YEAR FINALIST

MISSION

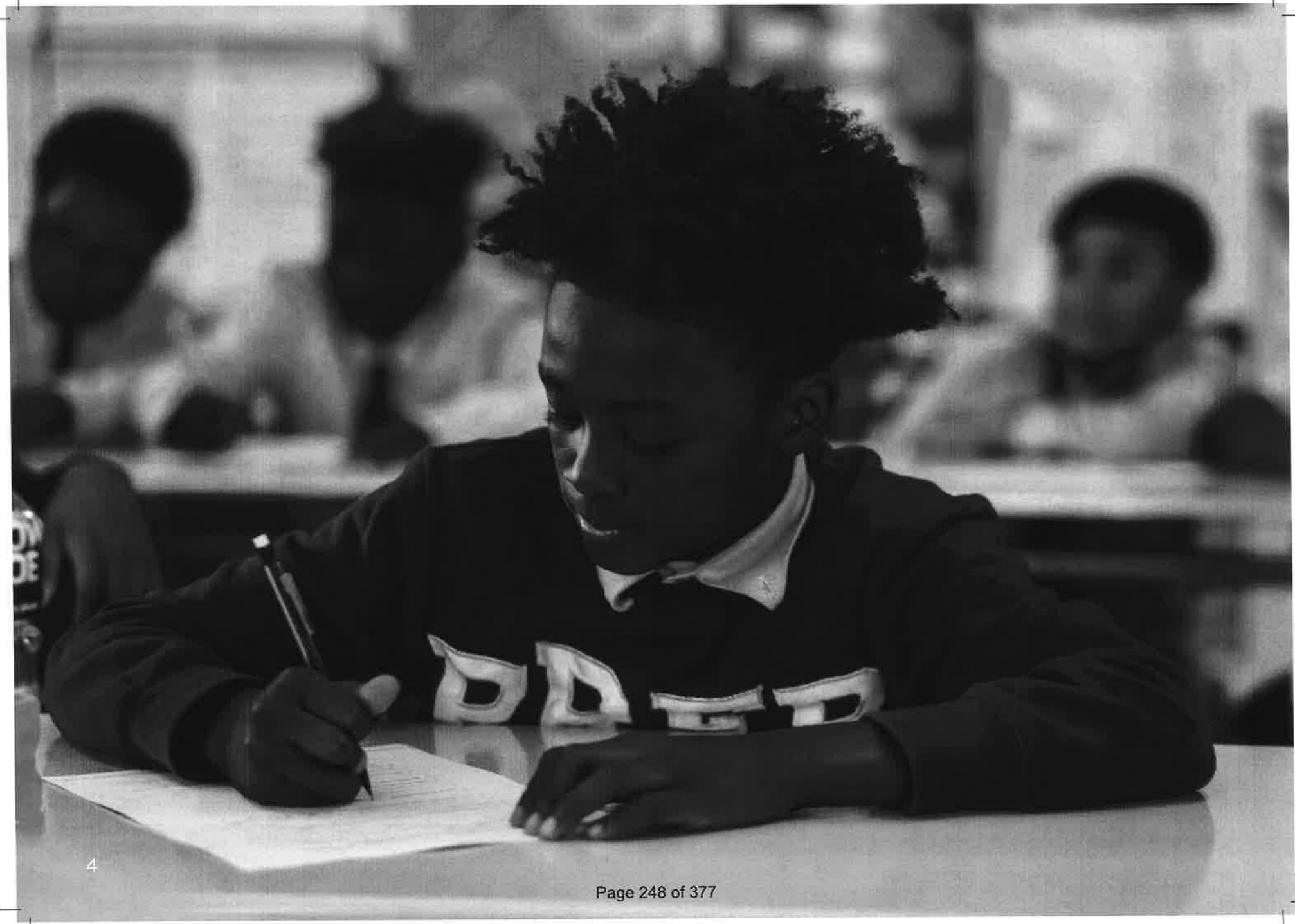
Chattanooga Prep engages young men in a rigorous, yet supportive, learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers.

VISION

To inspire and empower young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifelong learning and success.

PURPOSE

The purpose of Chattanooga Prep is to change the lives of young men who potentially face multiple challenges through the attainment of academic success.







Message from our Founders

FIVE YEARS AGO...

we opened Chattanooga Prep with a daring vision for local education. As 60 boys walked onto campus as our school's inaugural 6th grade class, we proclaimed to the world that Chatt Prep could educate, empower and equip young men regardless of zip code, color or circumstance.

Today, we believe this more than ever.

Since 2018, we have witnessed that history-making 6th grade class grow and mature in immeasurable ways. Today? They're sophomores, leaders and mentors to 323 other Prepsters in grades 6th through 9th. Our students have received national attention, earned perfect AP scores, won chess championships, advanced deep in the state basketball tournament and, above all, gained countless victories large and small.

Our robust faculty of award-winning and devoted educators continues to grow. So does our building, recently renovated into a beautiful, welcoming, state-of-the-art space even as we make plans to expand our downtown campus.

We're also starting a second school.

In 2024, Knoxville Preparatory will open its doors, meeting the undeniable demand by Knoxville families for the type of education we provide.

We all know the dire statistics. Compared to girls, our boys – especially young men of color – are less likely to graduate high school or attend college and more likely to suffer overall difficulty in school. Yet, day by day, lesson by lesson, mentor by mentor, we are reversing those numbers, telling the world a different, more promising story. Our values – joy, courage and service – are ever-present as we guide, educate and mentor these Prepsters into young men with tough minds and tender hearts. This is no easy time to be a teenager, yet they remain on the path to become gentlemen and scholars.

This is because of you.

As we continue to grow and transform, your support remains vital. Thank you for helping us make history.

With love and gratitude,

TED & KELLY ALLING
Co-Founders



FOUNDERS



SENTINEL SUMMARY

Chattanooga Preparatory School is an all-boys public charter school located in Chattanooga, Tennessee. We believe that our students have gifts and talents that have been underserved and the families and young men of Chattanooga deserve greater opportunity and choice. In August 2021, Chattanooga Prep launched its fourth school year with 280 young men in grades 6 through 9, and we will continue to add a grade each year until we reach full enrollment of 550 students in grades 6-12.

STUDENT DEMOGRAPHICS	
AFRICAN AMERICAN/BLACK	59%
HISPANIC/LATINO	36%
CAUCASIAN/WHITE	4%
TWO OR MORE RACES	1%

98%

RATE OF ATTENDANCE
2021-2022

80%

LOW INCOME
FAMILIES

100%

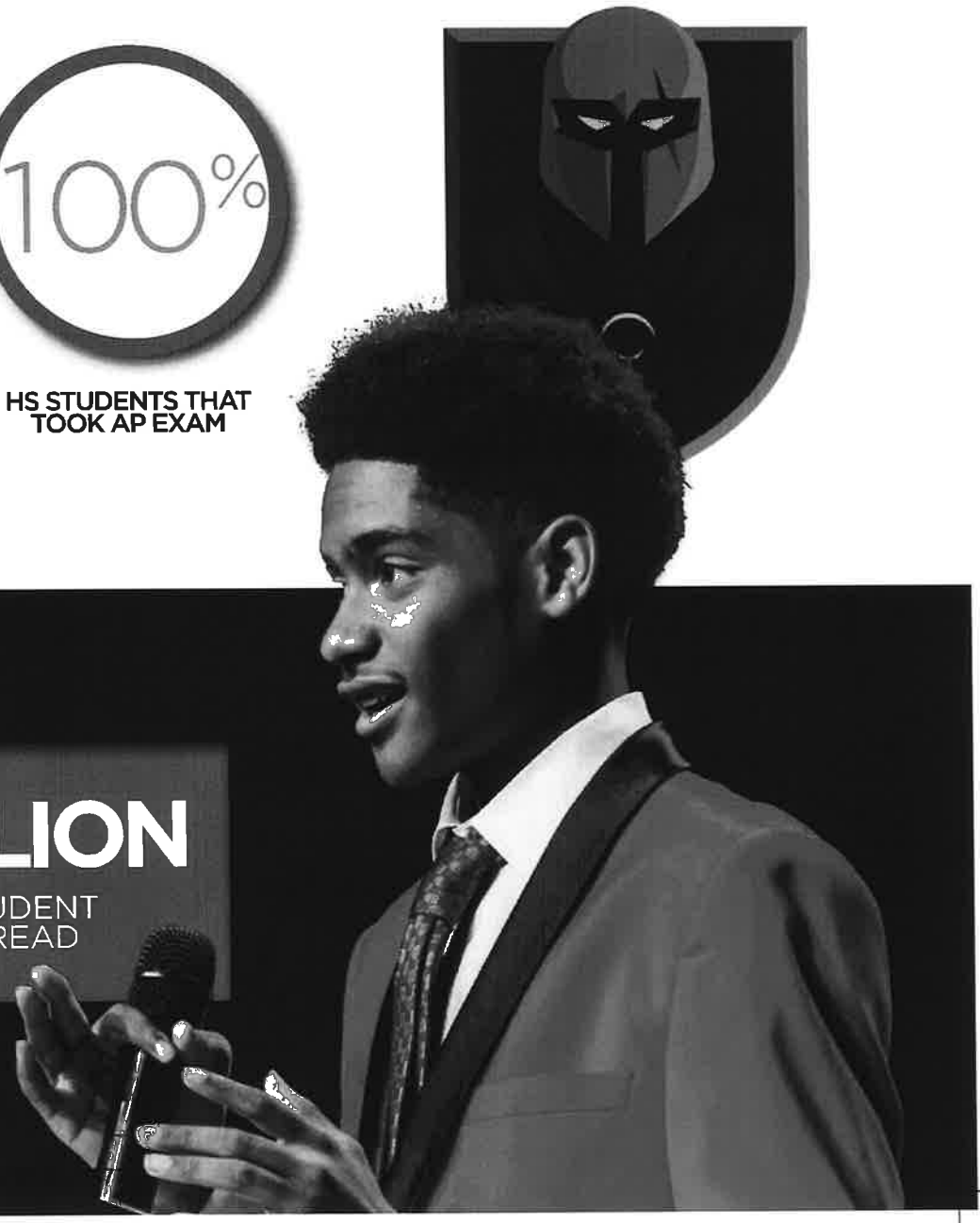
HS STUDENTS THAT
TOOK AP EXAM

18 : 1

STUDENT TO
TEACHER RATIO

21 MILLION

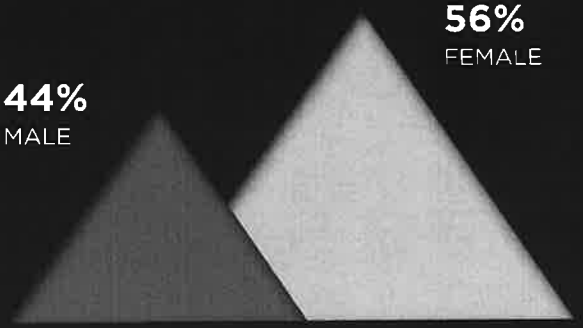
TOTAL STUDENT
WORDS READ



2021-2022 FACULTY & STAFF

Juan Aguinaga | Chief Academic Officer
Ingrid Ambrocio-Martinez | Administrative Assistant
Riley Arendt | Social Studies
Eugene Banks | Dean of Students
Felix Beasley | Science
Montrell Besley | Dir. of Community Engagement
Brianne Birdsong | Development Intern
Kelsey Cannon | Finance Manager
Christoffer Collins | Physical Education
Veronica Green | Special Education
Michelle Hassler | Dean of Instruction
Aldo Heredia | ESOL
Michael Howard | Creative Arts
Santino Jerke | Academic Tutor
Diamond Kelley | Principal
Joshua Leonard | Math
Megan Leonard | Science
Bryan Mann | Math
Russel McBride | AP Human Geography
Laura Moon | English Language Arts
Sarah Moon | Afterschool Coordinator
Brandie Morgan | Special Education
Garrett Morris | Biology
Cassidy Mullis | Math
Cynthia Neal | Exceptional Education
Mary Nelson | Bible Hiistory
Jennifer New | Social Studies
Haile Nottage | Guided Math
Micah O'Hara | History
Abigail Ortega | Spanish
Carissa Parker | English Language Arts
Oliver Parks | Math
Kelly Pennell | English Language Arts
Micah Reed | COO
Colton Romans | IT Director
Lauren Pruitt | Physical Education
Madison Stewart | Science
Micah Wilkins | Guided Reading
Emma Wright | ESOL
Bradly Scott | CEO
LeBron Stinson | Math
Kate Thompson | Director of College Advising
LaKesha Thompson | Science
Angel McGee Ulmer | Human Resources Specialist
Katherine Warwick | Guided Reading
Kevin Wilkes | English Language Arts
Micah Wilkins | English Language Arts
Elizabeth Williams | Director of Development
Emma Wright | ESOL

EMPLOYEE GENDER



EMPLOYEE DEMOGRAPHICS	
AFRICAN AMERICAN/BLACK	39%
HISPANIC/LATINO	7%
CAUCASIAN/WHITE	52%
TWO OR MORE RACES	2%



LAURA MOON
2021-2022
Teacher of the Year





OUR TEAM

For many schools across the country, the 2021-2022 academic year was framed as a rebound from the effects of COVID-19. Now, more than ever, teachers, administrators, and communities learned the importance of coming together to close the widening opportunity gap exacerbated by the pandemic. Early in the year, through MAP testing, we identified that many of our Prepsters were coming back with significant gaps in math and English language arts. Regardless of the hurdles, we were happy to see our Prepsters back on campus and eager to learn.

Despite nationwide pandemic learning losses, teachers focused on moving forward by providing students with grade-level rigorous academic work and filling key foundational concepts when needed. It was not always easy this past year, but even when teachers and staff were exhausted, they continued to be present for their Prepsters. Seeing them in class collaborating, articulating ideas, and engaging with rigorous academic work, further ignited our inspiration and belief that together we could accelerate learning. In return, our Prepsters stepped up, showing us time and time again that they're willing and eager to meet and exceed the goals and expectations we have for them. Together with their teachers, Chattanooga Preparatory earned the highest TVAAS ranking awarded by the Tennessee Department of Education - level five, indicating our Prepsters showed more growth than expected!

We cannot express how proud we are of our Prepsters and teachers for their accomplishments. Moving into this year, remember that no journey is straightforward; success requires sacrifice, struggle, and a devoted team. Congratulations, Chattanooga Preparatory team, family, and community, on another banner year, and we look forward to continued success.

CHIEF ACADEMIC OFFICER

JUAN AGUINAGA

Chief Academiic Officer



COMMON PURPOSE

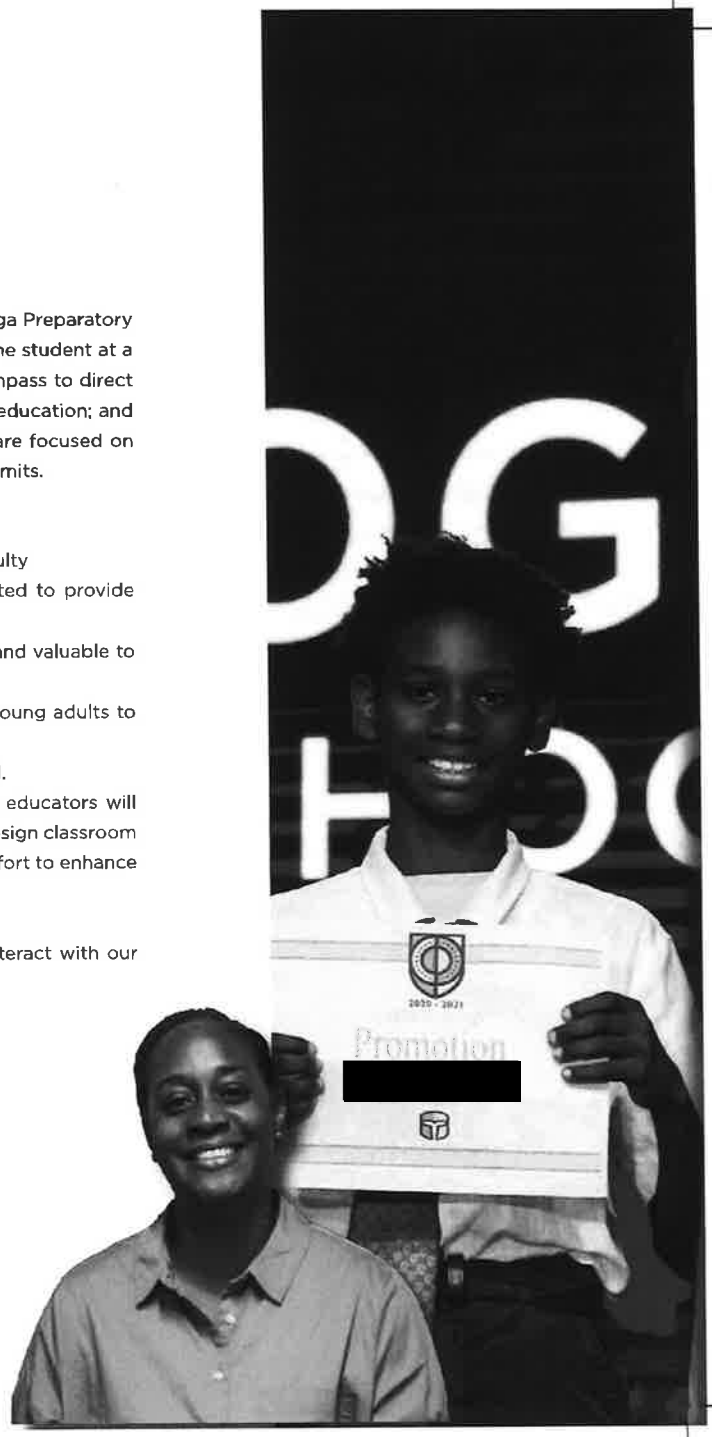
This Annual Report showcases some of the outstanding ways in which students, teachers, and staff members at Chattanooga Preparatory School are acting out our common purpose. Their achievements are evidence of the consistently improving state of CPS. One student at a time, we are bringing about change by using our mission as a basis for everything we do and the SENTINEL spirit as a compass to direct us. Literacy instruction in EVERY class; college preparatory experiences for every student; social justice and student voice education; and an upbeat atmosphere for both teachers and pupils are our four priorities. We are prepared to face new challenges. We are focused on establishing ways of living and working that are more sustainable. Together, we are bringing into existence a world with no limits.

I am proud to lead a team that is committed to:
Fostering an atmosphere that conveys a high regard for students through encouraging the professional development of faculty
Impact positively on student outcomes through the adoption of research-based approaches that have been demonstrated to provide academic growth opportunities for students of all levels, including those who require remediation.
Incorporating chances for self-reflection and interpersonal relationships into our daily experiences so that kids feel valued and valuable to the school community and to one another.
Continue the establishment of community collaborations that give additional opportunities for high school students and young adults to explore college and career options.
Empower students to play a leadership role within the school community that extends into the Highland Park neighborhood.
I expect our pupils to put forth their utmost effort in order to achieve their educational objectives. I anticipate that our educators will support these initiatives by making themselves available to educate beyond the standard by utilizing student outcomes to design classroom experiences. I anticipate that my administrative staff will provide instructional leadership to our teachers in a collaborative effort to enhance student performance and academic advancement.

I adhere to the African adage "It Takes a Village to Raise a Child" and strive to instill this philosophy in all those who interact with our students. I support the CPS mission. Our most precious asset, our students, best exemplifies our objective.

Thank you for allowing us to share our annual report card with you and for supporting our efforts to provide our students with an elite education. We believe that our accomplishments will continue to increase during the school year 2022-2023!

PRINCIPAL **DIAMOND KELLEY**
PRINCIPAL





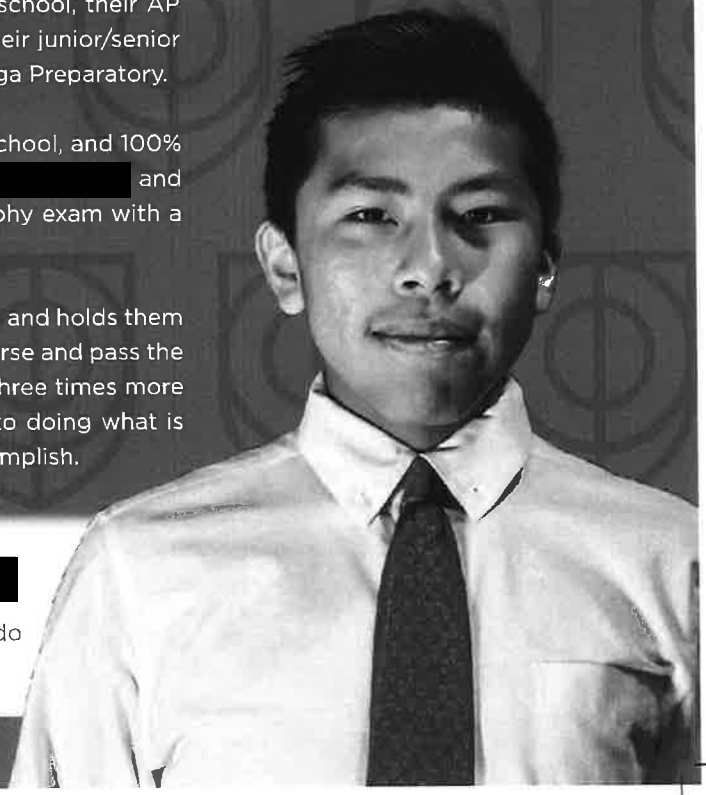
AP FOR ALL

From the moment a family enrolls their child at Chattanooga Preparatory, a powerful commitment is formed; we call this the PREP Promise. We guarantee that all our Prepsters will graduate high school and attend a college or university.

Our Prepsters are expected to take AP courses, succeed, and flourish in college preparatory experiences that will equip them for college. Starting in middle school, Prepsters are exposed to Pre-AP level coursework and opportunities to prepare and practice for the ACT exam. Some, starting in eighth grade, even participate in their first Advanced Placement (AP) class, AP Spanish Language and Culture, and take the exam in May for free. Once a Prepster reaches high school, their AP courseload incrementally increases to a full AP schedule during their junior/senior year - there are no differentiated tracks for students at Chattanooga Preparatory.

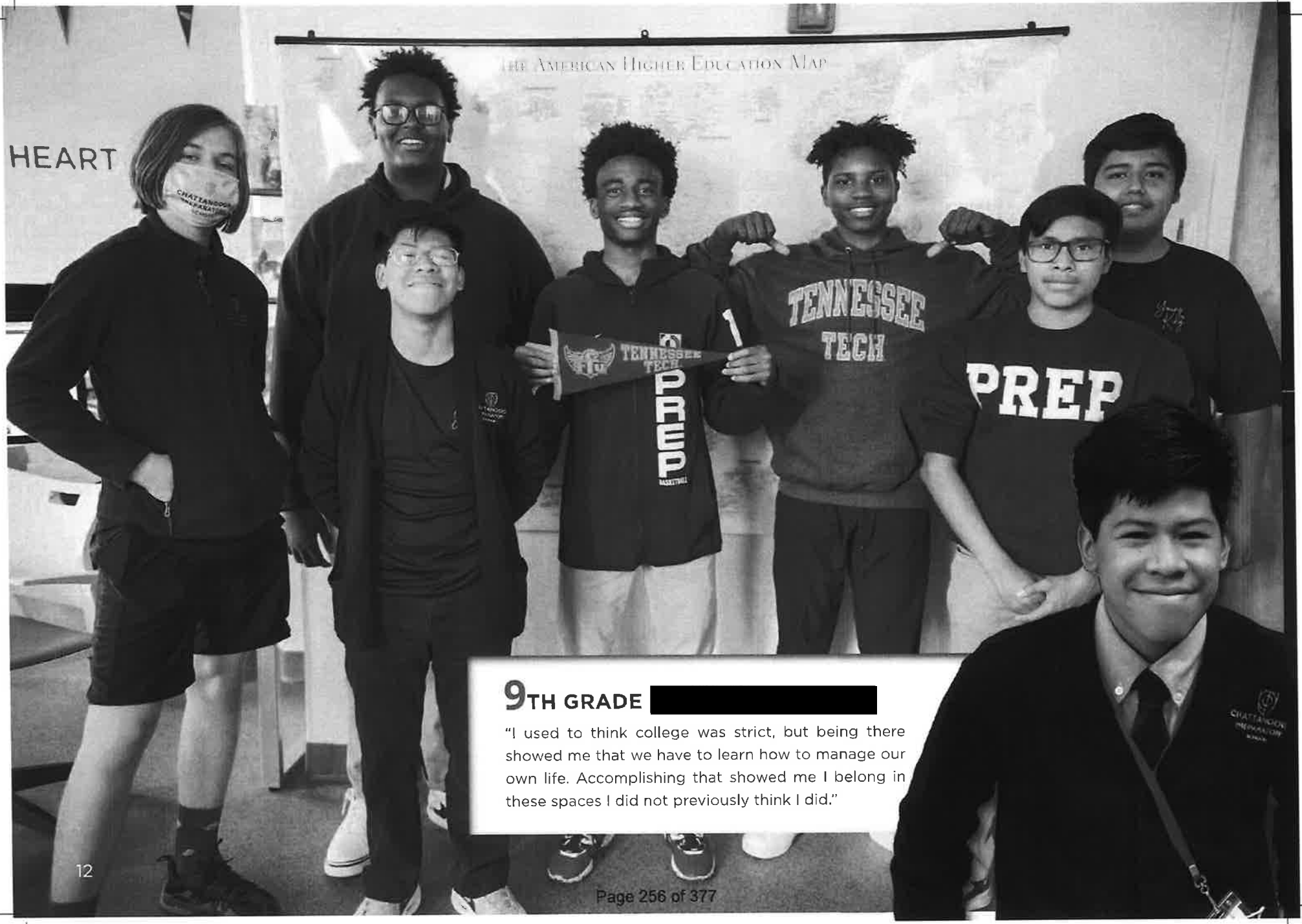
This past year, our founding sixth-grade class launched the high school, and 100% took their first-ever AP class and exam for free. One student, [redacted] and his family were excited to learn he passed his AP Human Geography exam with a perfect score - a five.

Chattanooga Preparatory's AP for All Program challenges students and holds them to collegiate-level expectations. Students who take a single AP course and pass the exam are six times more likely to graduate from high school and three times more likely to graduate from college. PREP will always be committed to doing what is best for students, not creating ceilings on what students can accomplish.



9TH GRADE [redacted]

"Passing the exam helped me realize that I can do high-level work and earned me college credit,"



9TH GRADE [redacted]

"I used to think college was strict, but being there showed me that we have to learn how to manage our own life. Accomplishing that showed me I belong in these spaces I did not previously think I did."

COLLEGE FOR ALL

Since our founding, we have channeled our students' and families' hopes and dreams every day in pursuit of our mission - ensuring every child attends a college or university. Before reaching that milestone in their life, Chattanooga Preparatory takes all Prepsters on yearly trips to local, state, and nationally recognized colleges or universities.

Not only do Prepsters participate in college tours, but they are also required to apply and attend a college summer away program before senior year. This summer, seven freshmen were accepted to Explorations in Engineering and Computing Summer Camp, a week-long program at Tennessee Tech University. [redacted] comments, "I used to think college was strict, but being there showed me that we have to learn how to manage our own life. Accomplishing that showed me I belong in these spaces I did not previously think I did." [redacted] will be the first in his family to attend and graduate college. [redacted] is eager to find a college summer away program focusing on computer science at the University of Tennessee.

When we visit a college campus, we want our Prepsters to envision themselves as future proof points of the community and nation that anything is possible. Our collaborative work is not just about getting Prepsters to and through college - it is about transforming Chattanooga and Hamilton County.



[redacted] an eighth-grader at Chattanooga Preparatory School, recounts his most recent visit with his peers to the University of Tennessee, "The environment I was around when I was there was encouraging. I saw myself studying some type of science or art. Being able to go and see these things encourages me to pursue those fields, pushes me to go the extra mile and reach what I want to achieve". [redacted] passion for the arts led him to launch and runs his Podcast, where he has interviewed celebrities and politicians.

STUDENT

INVOLVEMENT

Providing students with meaningful extracurricular opportunities continues to serve as a vital part of a Chattanooga Prep education. Extending the school day allows for students to feel more connected to our faculty and staff, all while building and strengthening pride within our school and within themselves. With more than 60% of our students participating in afterschool activities, we feel as though it is safe to say they are also having fun!









STUDENT ORGANIZATIONS

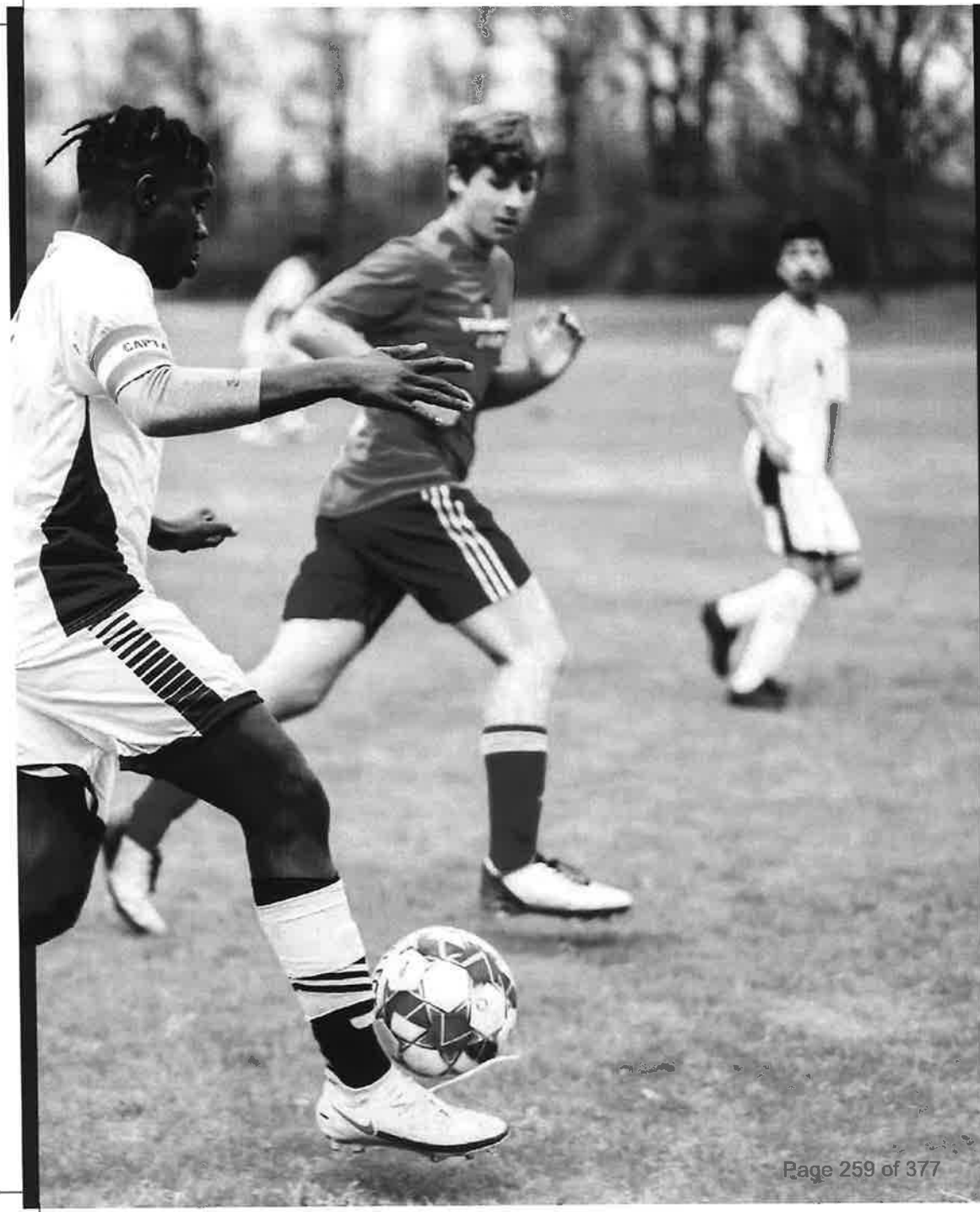
Art Club
Coding
Chess Club
Electric Car Club
Fitness Club
Media Club
Robotics Club
Keyboarding

ATHLETICS

Basketball (middle & high school)
Cross Country (middle school)
Football (middle & high school)
Soccer (middle & high school)
Track & Field (middle & high school)

"Chatt Prep is a very unique school because they have multiple after school activities and clubs to be a part of."

- [redacted] Grad









MENTORING MAKES A DIFFERENCE

When a mentor signs up to become part of our program at Chattanooga Prep, they are committing to more than providing guidance, leadership, and insight for our students. They commit to transforming Chattanooga's youth and thus the future for our city.



[redacted] & COREY
MATCHED FOR 2 YEARS

"Having Corey as a mentor has benefited my life tremendously. Since he's been in my life, he's helped me improve physically, emotionally, and mentally. He has placed opportunities in front of me that no one else has, and I am proud to have a mentor like Corey."

[redacted]



[redacted] & CAM
MATCHED FOR 5 YEARS

"I met my mentee [redacted] when he was [redacted] Watching him grow up over the last 4 years and being there to root him on is one of the coolest and most impactful experiences of my life, and I'm thankful for that."

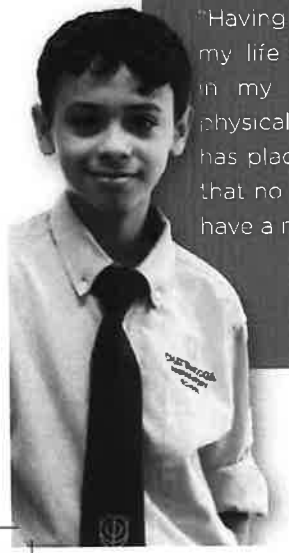
- Cam Doody (Mentor)



[redacted] & PAUL
MATCHED FOR 2 YEARS

"Mentoring is one of the best things that could've happened to me. Mentoring has helped me stay positive and get on the right path. My mentor Paul has also pushed me to set goals and finish strong in life. Chatt Preps mentoring program has provided the extra push we need in the classroom and in life."

- [redacted] Grade)



MENTORING MAKES A DIFFERENCE



[redacted] & EDWARD
MATCHED FOR 3 YEARS

"Having Mr. Ellis as my mentor has impacted my life. He has been with me through my lowest and present during my highs. Mr. Edward has been in my life since I was in the kindergarten, and has been active. He talks to me, spends time with me, and asks me how my day has been. We need more people like him around."

- [redacted]



[redacted] & MATT
MATCHED FOR 4 YEARS

"My life drastically changed when Matt entered. Things like college ideas, more sports opportunities have come into play. Overall Matt is more than just a mentor, he is family."

- [redacted]



[redacted] & MICKEY
MATCHED FOR 2 YEARS

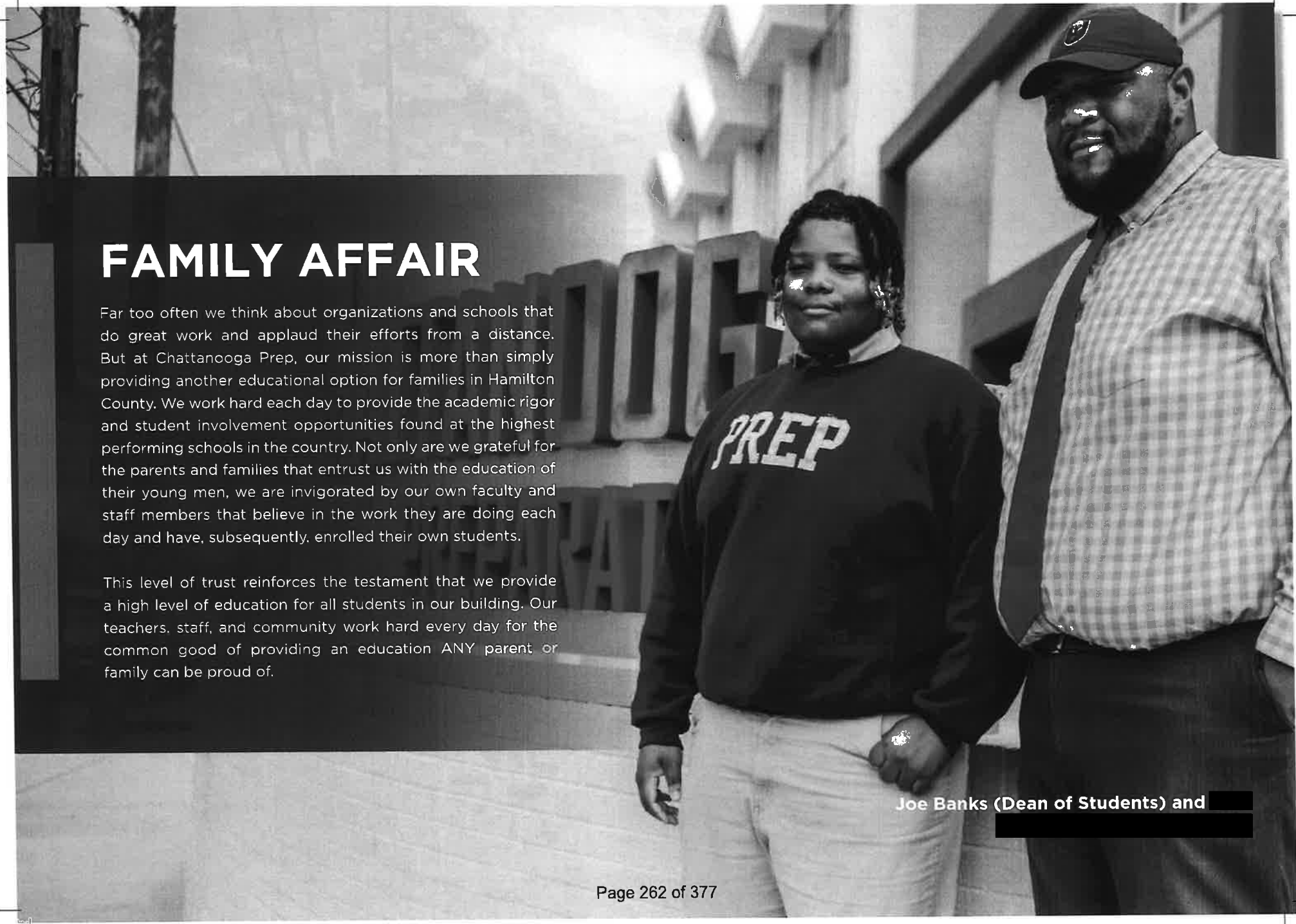
"Mentoring [redacted] has been such an incredible experience because he's so smart, curious and eager to soak in new experiences. I'm excited to watch him continue to grow as a student and a man -- the sky's the limit for him."

- Mickey Cloud (Mentor)

FAMILY AFFAIR

Far too often we think about organizations and schools that do great work and applaud their efforts from a distance. But at Chattanooga Prep, our mission is more than simply providing another educational option for families in Hamilton County. We work hard each day to provide the academic rigor and student involvement opportunities found at the highest performing schools in the country. Not only are we grateful for the parents and families that entrust us with the education of their young men, we are invigorated by our own faculty and staff members that believe in the work they are doing each day and have, subsequently, enrolled their own students.

This level of trust reinforces the testament that we provide a high level of education for all students in our building. Our teachers, staff, and community work hard every day for the common good of providing an education ANY parent or family can be proud of.



Joe Banks (Dean of Students) and [redacted]



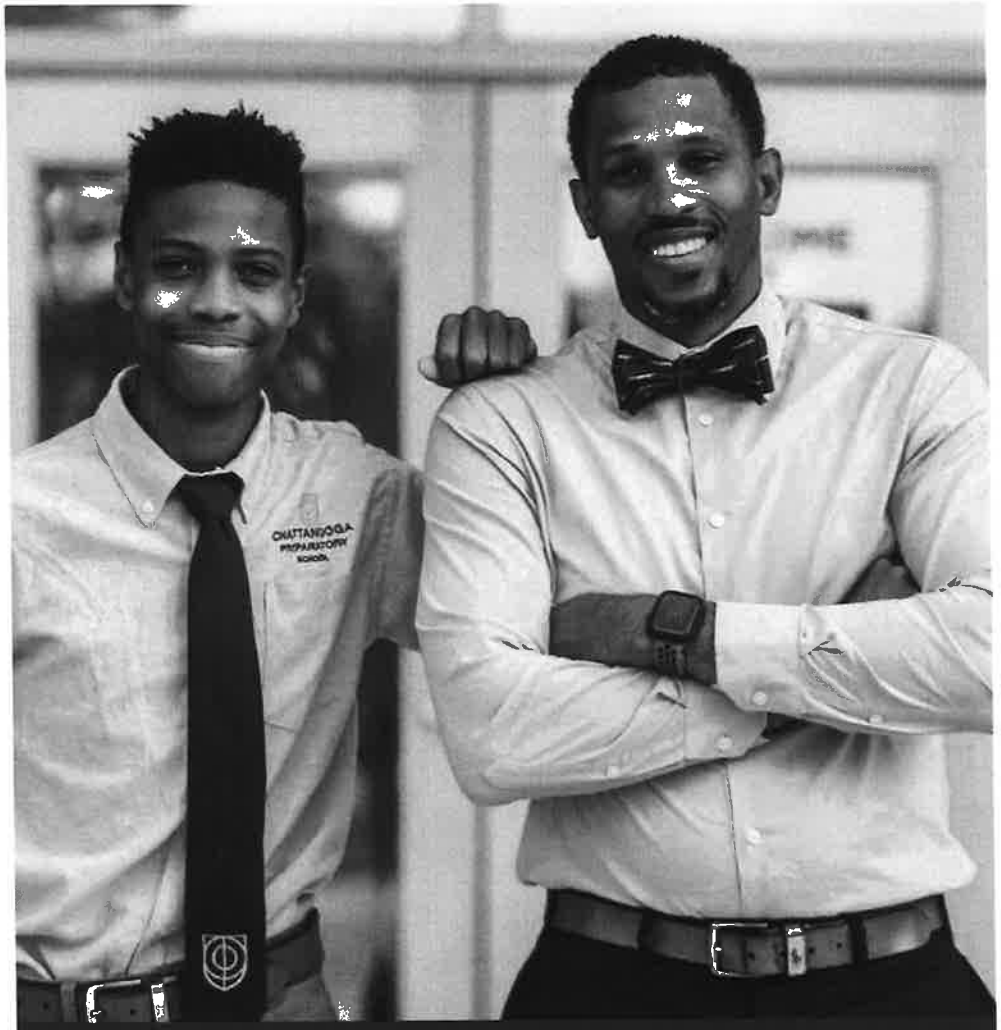
Christian & [redacted]
with brother/uncle Christoffer Collins



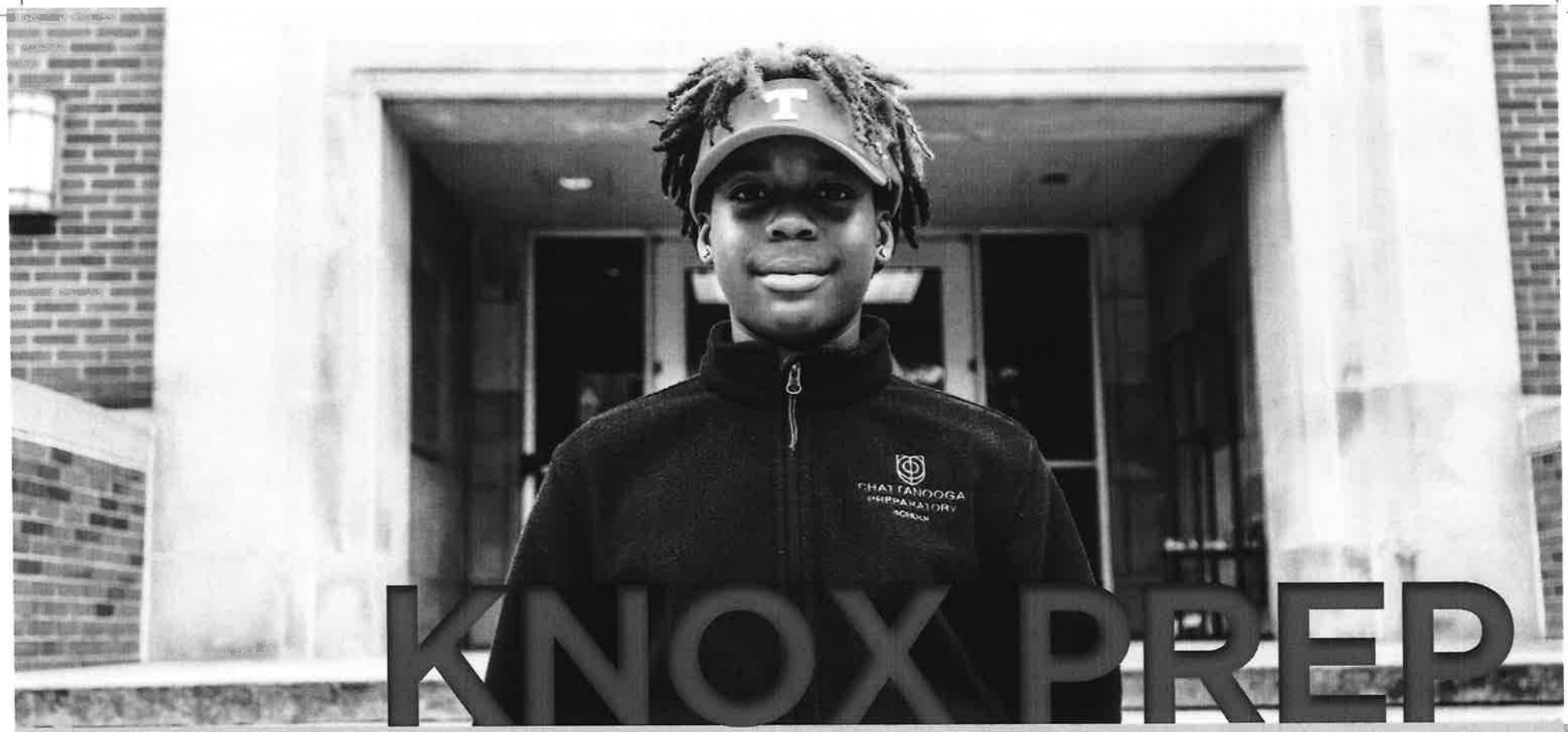
Veronica Green (Ex. Ed Teacher) and
son [redacted]



Brandie Morgan (Ex. Ed Teacher) and
[redacted]
and [redacted]



Montrell (Director of Community Engagement) and
[redacted]



GROWING OUR MODEL

Over the past 5 years, Chattanooga Prep has been able to serve students and families in the Chattanooga community at a high level. Our innovative practices and pronounced student outcomes have led to an expansion of our school model to a city in need of an additional public school option for families in search of something more effective for their students.

KNOXVILLE PREPARATORY SCHOOL

Knoxville is a city with a rich history and a bright future—a community with boundless capacity for innovation, transformation, and economic prosperity. Unfortunately, these opportunities are not accessible for all members of our community, especially in urban neighborhoods where young men are disproportionately impacted by poverty and educational inequity.

Knoxville Preparatory School (Knox Prep), opening fall 2024, has unique positioning to offer Knox County families school choice with the county's first all-boys public school aimed to "build the men of tomorrow. "Knox Prep will meet the unique educational and social/emotional needs of young men who have faced a multitude of challenges in a rigorous yet supportive environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers.



GROWING OUR LEGACY

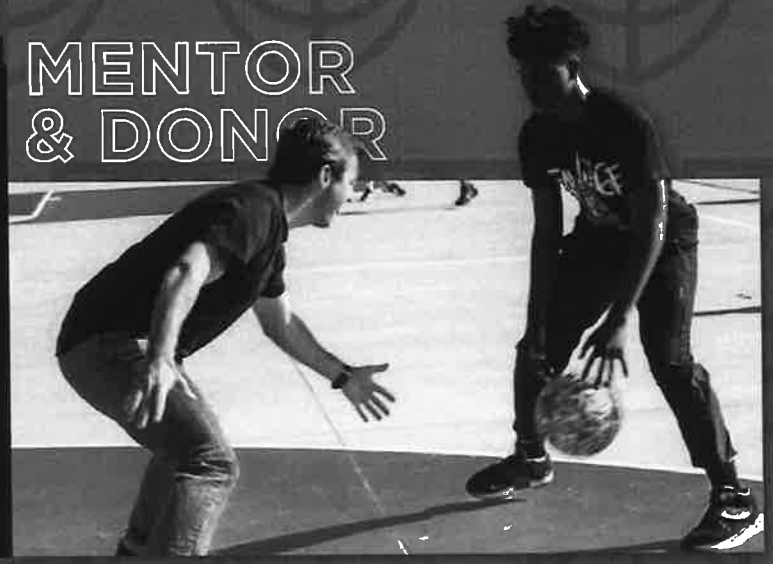
As we look to continue our growth locally with the transformation of our gymnasium into a multiuse facility and into other cities with the opening of Knoxville Prep, we are in need of your support. The great deal of success we have experienced to this point can be attributed to the immense support we have receieved from our families, community members, those who hold public office, and donors. This community of team members has helped to provide our students with resources and opportuniities that will help them to reach their full and limitless potential.

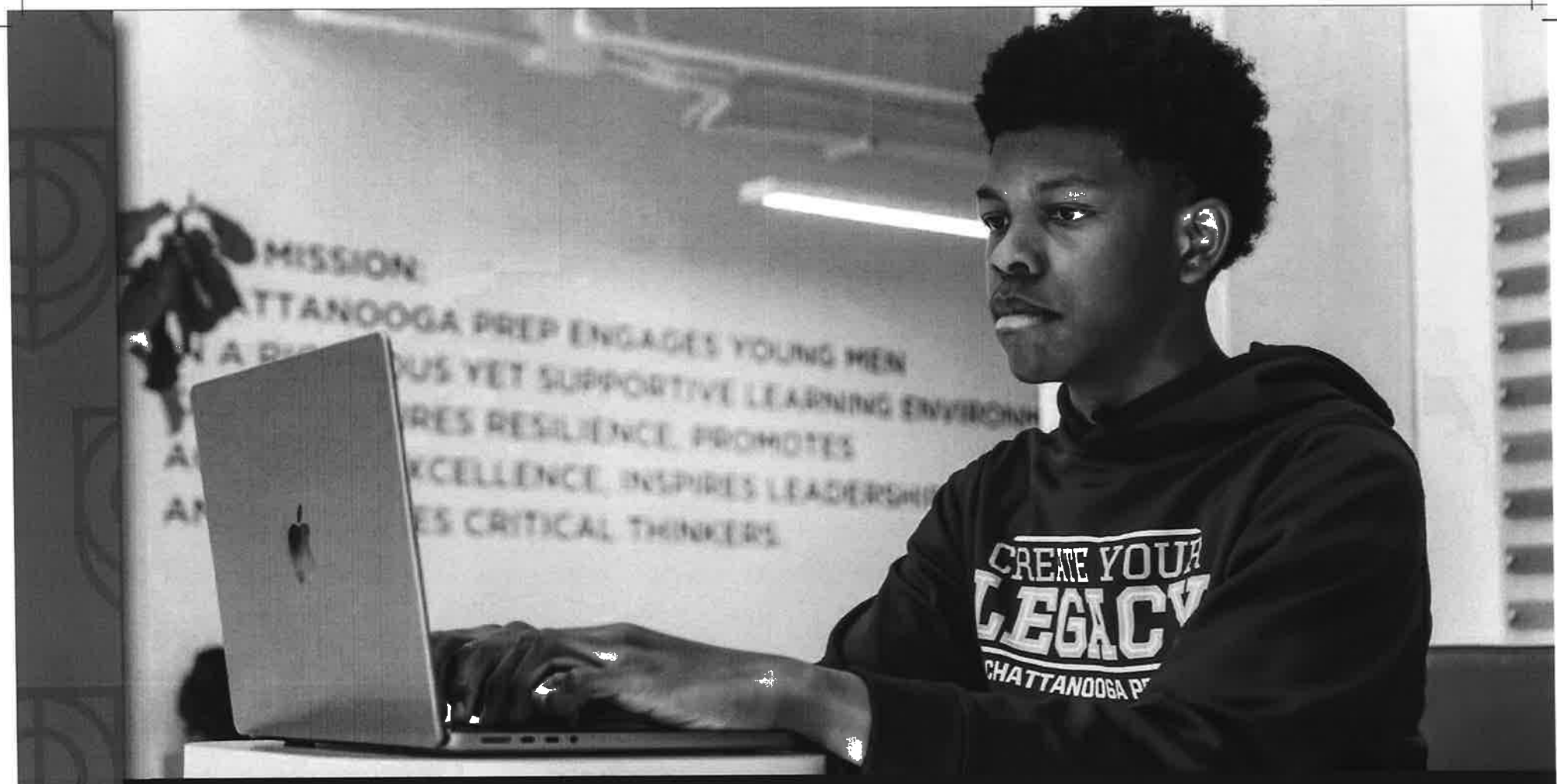
As we reflect upon the previous school year and kick off a new one, we ask for your continued support. We need your help pushing foward with the goal of providing a world-class education and life-changing opportunities for all of our students. Help spread our message that all students deserve a rigorous education and supportive environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares the next great wave of critial thinkers.

MATT PATTERSON

MENTOR & DONOR

"Being involved in [redacted] life has been such an honor for my family and me. Witnessing this wonderful kid turn into a young adult with great grades, a job, participating in sports has been nothing short of incredible and he's enriched our lives watching him stay on the right path and poised for success."





BOARD MEMBERS 2021-2022

TED ALLING | *Chair*
KELLY ALLING | *Vice Chair*
DAVID CAINES | *Treasurer*
EDNA VARNER, EdD | *Secretary*
ASHLEY ATKINS
WONJEN BAGLEY, LMSW
MOISE BAPTISTE, PhD
DAVID BHATTACHARYA, MD
WARD DAVENPORT
SHEWANEE HOWARD-BAPTISTE, PhD
NATALIE JACKSON, MEd
JOE MARTIN, EdD
DANIEL PACK, PhD
DAVID RICE, MD
ARMANDO RODRIGUEZ
AARON WEBB, JD
SUE ANNE WELLS, PhD



SENTINELS

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chattanoogaprep.com

SOCIAL MEDIA
Instagram | @chattanoogaprep
Facebook | @chattprep
Twitter | @prepchattanooga

KNOXVILLE
PREPARATORY
SCHOOL

Attachment R: School Reports/Authorizer Evaluations



Annual Authorizer Report

Hamilton County Schools

January 2023

Kelly Coffelt

Charter Schools Coordinator

COFFELT_KELLY@HCDE.ORG

(423) 498-6569

Introduction

Hamilton County Schools has approved and authorizes nine charter schools in the district. Each school has a unique approach and strives to educate some of the district's most vulnerable students. For the past year, the newly added Charter Schools Coordinator has worked to develop close working relationships with each school's leadership team. Through open communication and transparency, there is a clear line from each charter to the supports they need in the various district departments.

- One Charter School Received Reward Status from the state for the 21-22 school year.
- Two Charter Schools Received Level 5 TVAAS scores for the 21-22 school year.
- One charter school expanded to add a feeder elementary school in 2022
- One charter school expanded to add a feeder high school in 2022

Office of Access and School Choice – Charter Schools Office Mission Statement

The HCS Charter Schools Office will practice rigorous charter school authorization, provide meaningful support, and protect school choice in order to uphold high academic standards, create fair and equitable opportunities, and improve outcomes for students and families in Hamilton County.

Section 1

Chatt Academy Community School

Address:	Not Available
Telephone:	(423) 258 - 5595
School Leader(s):	Nolan McDaniel, Founder/CEO
School Leader(s) Email Address:	nolan.mcdaniel@chattacademy.org
Operating Status:	(A) Approved but not yet open
Contracted Services:	None

Chattanooga Charter School of Excellence Elementary

Address:	2029 E. 23rd Street Chattanooga, TN 37404
Telephone: Fax:	(423) 710-1121 (423) 710-3180
School Leader(s):	Dr. Marcia Griffin, Founder/CEO Jennifer Huskins, Principal
School Leader(s) Email Address:	mgriffin@chattanoogacharter.com jhuskins@chattanoogacharter.com
Operating Status:	(B) Open and operating
Contracted Services:	None

Chattanooga Charter School of Excellence Middle

Address:	1912 S. Willow Street Chattanooga, TN 37404
Telephone: Fax:	(423) 777-4603 (423) 777-4075
School Leader(s):	Dr. Marcia Griffin, Founder/CEO Renee Krehl, Interim Principal
School Leader(s) Email Address:	mgriffin@chattanoogacharter.com rkrehl@chattanoogacharter.com
Operating Status:	(B) Open and operating
Contracted Services:	None

Chattanooga Charter School of Excellence High

Address:	1912 S. Willow Street Chattanooga, TN 37404
Telephone: Fax:	(423) 777-4603 (423) 777-4075
School Leader(s):	Dr. Marcia Griffin, Founder/CEO Renee Krehl, Interim Principal
School Leader(s) Email Address:	mgriffin@chattanoogacharter.com rkrehl@chattanoogacharter.com
Operating Status:	(B) Open and operating FIRST YEAR 22-23
Contracted Services:	None

Chattanooga Girls Leadership Academy

Address:	1802 Bailey Avenue Chattanooga, TN 37404
Telephone: Fax:	(423) 702-7230 (423) 386-3005
School Leader(s):	Dr. Elaine Swafford, Executive Director Sylvia Davis, Principal
School Leader(s) Email Address:	elaineswafford@cglaonline.com sylviadavis@cglaonline.com
Operating Status:	(B) Open and operating
Contracted Services:	None

Chattanooga Preparatory School

Address:	1849 Union Ave Chattanooga, TN 37404
Telephone: Fax:	(423) 602-7737 (423) 541-6003
School Leader(s):	Brad Scott, Chief Executive Officer Diamond Kelley, Principal
School Leader(s) Email Address:	bradscott@chattanoogaprep.com diamondkelley@chattanoogaprep.com
Operating Status:	(B) Open and operating
Contracted Services:	None

Ivy Academy

Address:	8520 Dayton Pike Soddy Daisy, TN 37379
Telephone: Fax:	(423) 305-7494
School Leader(s):	Holly Slater, Executive Director Angie Markum, Director of Development Rachel Swafford-Cook, High School Principal Matt Raper, Middle School Principal
School Leader(s) Email Address:	hslater@ivyacademychattanooga.com amarkum@ivyacademychattanooga.com Rscook@ivyacademychattanooga.com mraper@ivyacademychattanooga.com
Operating Status:	(B) Open and operating
Contracted Services:	None

Montessori School at Highland Park

Address:	700 S. Hawthorne Street Chattanooga, TN 37404
Telephone:	(423) 541-9822
School Leader(s):	Dr. Elaine Swafford, Executive Director Gwen Howard, Principal
School Leader(s) Email Address:	elaineswafford@cglaonline.com gwenhoward@mehp.org
Operating Status:	(B) Open and operating
Contracted Services:	None

Ivy Academy's Skillern Elementary

Address:	P.O. Box 39 Soddy Daisy, TN 37384
Telephone:	(423) 654-7308
School Leader(s):	Angie Markum, Founder and CEO Laura Day, Head of School Ryan Dixon, Assistant Principal
School Leader(s) Email Address:	amarkum@skillernelementary.com lday@skillernelementary.com rdixon@skillernelementary.com
Operating Status:	(B) Open and operating FIRST YEAR 22-23
Contracted Services:	None

Section 2

Academic Performance

Using the scoring rubric from the Tennessee Charter School Performance Framework, the school scores in academic performance are in the table below.

Academic Achievement Scores, TVAAS and District Comparison

1. Falls Far Below Standard
2. Does Not Meet Standard
3. Meets Standard
4. Exceeds Standards

School	English	Math	Science	School-Wide TVAAS	Chronic Absenteeism
CCSE Elem	1	1	1	4	1
CCSE Middle	1	1	1	4	1
CGLA 6-12	4	2	1	4	4
Chatt Prep 6-9	2	2	1	4	4
Ivy Academy 6-12	3	1.5	2.5	2	3
Montessori 5th only	2	1	1	4	4
HCS District All Students	3	2	2	1	2

Color Key: Yellow - performed below authorizing district
Green - performed above authorizing district

School Culture

School	Suspension Rate	Student Attrition Rate	Teacher Retention Rate
CCSE Elem	37%	9%	87%
CCSE Middle	28%	9%	37.5%
CGLA 6-12	0.0%	13%	59.5%
Chatt Prep 6-9	1%	5.5%	85%
Ivy Academy 6-12	9%		82%
Montessori	0%	17%	75%

Chattanooga Charter School of Excellence Elementary

Financial Performance
Information for the financial standing is drawn from the annual audit results submitted by the charter school at the completion of the fiscal year.

FY22 Audit Information has not been received and will be entered at a later date.

Near Term Indicators	Performance
a. Current Ratio	
b. Unrestricted Days Cash	
c. Enrollment Variance	
E. Default	
Sustainability Indicators	**Performance**
a. Total Margin	
b. Debt to Asset Ratio	
c. Cash Flow	
d. Debt to Service Coverage Ratio	

Organizational Performance
Through site visits and interviews with students, staff, parents and board members, the health of the operational aspects of the charter school can be ascertained. These visits along with performance oversight are considered below.

1. Education Program -Students with Disabilities Rights -English Language Learner Rights	Meets Standards
2. Financial Management and Oversight	Meets Standards
3. Governance and Reporting	Meets Standards
4. Students and Employees	Meets Standards
5. School Environment	Meets Standards
6. Additional Obligations	Meets Standards

Chattanooga Charter School of Excellence Middle

Financial Performance
Information for the financial standing is drawn from the annual audit results submitted by the charter school at the completion of the fiscal year.

FY22 Audit Information has not been received and will be entered at a later date.

Near Term Indicators	Performance
b. Current Ratio	
c. Unrestricted Days Cash	
d. Enrollment Variance	
E. Default	
Sustainability Indicators	**Performance**
b. Total Margin	
c. Debt to Asset Ratio	
d. Cash Flow	
e. Debt to Service Coverage Ratio	

Organizational Performance
Through site visits and interviews with students, staff, parents and board members, the health of the operational aspects of the charter school can be ascertained. These visits along with performance oversight are considered below.

2. Education Program -Students with Disabilities Rights -English Language Learner Rights	Meets Standards
3. Financial Management and Oversight	Meets Standards
4. Governance and Reporting	Meets Standards
5. Students and Employees	Meets Standards
6. School Environment	Meets Standards
7. Additional Obligations	Meets Standards

Chattanooga Girls' Leadership Academy

Financial Performance
Information for the financial standing is drawn from the annual audit results submitted by the charter school at the completion of the fiscal year.

FY22 Audit Information has not been received and will be entered at a later date.

Near Term Indicators	Performance
c. Current Ratio	
d. Unrestricted Days Cash	
e. Enrollment Variance	
E. Default	
Sustainability Indicators	**Performance**
c. Total Margin	
d. Debt to Asset Ratio	
e. Cash Flow	
f. Debt to Service Coverage Ratio	

Organizational Performance
Through site visits and interviews with students, staff, parents and board members, the health of the operational aspects of the charter school can be ascertained. These visits along with performance oversight are considered below.

3. Education Program -Students with Disabilities Rights -English Language Learner Rights	Meets Standards
4. Financial Management and Oversight	Meets Standards
5. Governance and Reporting	Meets Standards
6. Students and Employees	Meets Standards
7. School Environment	Meets Standards
8. Additional Obligations	Meets Standards

Chattanooga Preparatory School

Financial Performance
Information for the financial standing is drawn from the annual audit results submitted by the charter school at the completion of the fiscal year.

FY22 Audit Information has not been received and will be entered at a later date.

Near Term Indicators	Performance
d. Current Ratio	
e. Unrestricted Days Cash	
f. Enrollment Variance	
E. Default	
Sustainability Indicators	**Performance**
d. Total Margin	
e. Debt to Asset Ratio	
f. Cash Flow	
g. Debt to Service Coverage Ratio	

Organizational Performance
Through site visits and interviews with students, staff, parents and board members, the health of the operational aspects of the charter school can be ascertained. These visits along with performance oversight are considered below.

4. Education Program -Students with Disabilities Rights -English Language Learner Rights	Meets Standards
5. Financial Management and Oversight	Meets Standards
6. Governance and Reporting	Meets Standards
7. Students and Employees	Meets Standards
8. School Environment	Meets Standards
9. Additional Obligations	Meets Standards

Ivy Academy

Financial Performance
Information for the financial standing is drawn from the annual audit results submitted by the charter school at the completion of the fiscal year.

FY22 Audit Information has not been received and will be entered at a later date.

Near Term Indicators	Performance
e. Current Ratio	
f. Unrestricted Days Cash	
g. Enrollment Variance	
E. Default	
Sustainability Indicators	**Performance**
e. Total Margin	
f. Debt to Asset Ratio	
g. Cash Flow	
h. Debt to Service Coverage Ratio	

Organizational Performance
Through site visits and interviews with students, staff, parents and board members, the health of the operational aspects of the charter school can be ascertained. These visits along with performance oversight are considered below.

5. Education Program -Students with Disabilities Rights -English Language Learner Rights	Meets Standards
6. Financial Management and Oversight	Meets Standards
7. Governance and Reporting	Meets Standards
8. Students and Employees	Meets Standards
9. School Environment	Meets Standards
10. Additional Obligations	Meets Standards

Montessori School at Highland Park

Financial Performance
Information for the financial standing is drawn from the annual audit results submitted by the charter school at the completion of the fiscal year.

FY22 Audit Information has not been received and will be entered at a later date.

Near Term Indicators	Performance
f. Current Ratio	
g. Unrestricted Days Cash	
h. Enrollment Variance	
E. Default	
Sustainability Indicators	**Performance**
f. Total Margin	
g. Debt to Asset Ratio	
h. Cash Flow	
i. Debt to Service Coverage Ratio	

Organizational Performance
Through site visits and interviews with students, staff, parents and board members, the health of the operational aspects of the charter school can be ascertained. These visits along with performance oversight are considered below.

6. Education Program -Students with Disabilities Rights -English Language Learner Rights	Meets Standards
7. Financial Management and Oversight	Meets Standards
8. Governance and Reporting	Meets Standards
9. Students and Employees	Meets Standards
10. School Environment	Meets Standards
11. Additional Obligations	Meets Standards

KNOXVILLE
PREPARATORY
SCHOOL

Attachment S: School Financials

CHATTANOOGA PREP, INC.

CHATTANOOGA, TENNESSEE

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

Year Ended June 30, 2022

JOHNSON, HICKEY & MURCHISON, P.C.
Certified Public Accountants
Chattanooga, Tennessee

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INTRODUCTORY INFORMATION

CHATTANOOGA PREP, INC.
ROSTER OF BOARD MEMBERS
JUNE 30, 2022

BOARD MEMBERS FOR YEAR ENDED JUNE 30, 2022

Ted Alling	Chair
Kelly Alling	Vice Chair
David Caines	Treasurer
Edna Varner	Secretary
Ashley Atkins	Board Member
Wonjen Bagley	Board Member
Moise Baptiste	Board Member
David Bhattacharya	Board Member
Ward Davenport	Board Member
Shewanee Howard-Baptiste	Board Member
Natalie Jackson	Board Member
Joe Martin	Board Member
Daniel Pack	Board Member
David Rice	Board Member
Amando Rodriguez	Board Member
Aaron Webb	Board Member
Sue Anne Wells	Board Member

FINANCIAL SECTION

JOHNSON HICKEY MURCHISON
CERTIFIED PUBLIC ACCOUNTANTS • SINCE 1977

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Chattanooga Prep, Inc.

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of the governmental activities and each major fund of Chattanooga Prep, Inc., as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Chattanooga Prep, Inc.'s basic financial statements as listed in the table of contents.

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 Chattanooga Prep, Inc., as of June 30, 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Chattanooga Prep, Inc., and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Chattanooga Prep, Inc.'s ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Chattanooga Prep, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Chattanooga Prep, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and TCRS pension plan schedules, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Chattanooga Prep, Inc.'s basic financial statements. The accompanying schedule of expenditures of federal and state awards and notes to the schedule of expenditures of federal awards, as listed in the table of contents, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the procedures performed as described above, the schedule of expenditures of federal and state awards, and notes to the schedule of expenditures of federal and state awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the introductory section and roster of board members but does not include the basic financial statements and our auditors' report thereon. Our opinion on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued our report dated January 19, 2023, on our consideration of Chattanooga Prep, Inc'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 Chattanooga Prep, Inc's 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 Chattanooga Prep, Inc's internal control over financial reporting and compliance.

Johnson, Nickey & Meacham, P.C.

Chattanooga, Tennessee
January 19, 2023

Chattanooga Prep, Inc.
Management's Discussion and Analysis
For the Year Ended June 30, 2022

Management's discussion and analysis provides an objective and easily readable analysis of Chattanooga Prep, Inc's (the School) financial activities. The analysis provides summary financial information for Chattanooga Prep, 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 only has one fund as of the year ended June 30, 2022: the General Fund.

The School's funds are categorized as a "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 fund(s), 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.

Friends of Chatt Prep, Inc. (the Foundation) has been a blended component unit until this fiscal year. The Foundation now supports more than one school so it does not qualify as a component unit for the School. Data is shown for 2022 since prior years are not an accurate comparison due to prior years being blended.

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 $3,235,315. The School's net position is available to meet the School's ongoing activities.

As of June 30, 2022, the School had a net investment of $305,614 in capital assets. This investment includes building improvements, instructional and support furniture and fixtures, instructional computers and laptops, vehicles and maintenance equipment. The School expects additional property and equipment investments in the 2022-2023 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.

A schedule of the School's net position as of June 30, 2022, is as follows:

	2022
NET POSITION	
Cash	$ 1,052,753
Grants receivable	787,086
Promises to give	642,485
Other receivables	23,746
Prepaid expenses	87,769
Net pension asset	606,586
TCRS stabilization reserve trust asset	110,531
Capital assets	305,614
Total assets	3,616,570
Deferred outflows of resources - pensions	267,021
Total deferred outflows	267,021
Current liabilities	(64,413)
Total liabilities	(64,413)
Deferred inflows of resources - pensions	(583,863)
Total deferred inflows	(583,863)
Net position	$ 3,235,315
Summary of net position	
Invested in capital assets	305,614
Restricted for	
TCRS stabilization reserve trust	110,531
Net pension asset	606,586
School programs	72,729
Unrestricted	2,139,855
	$ 3,235,315

A schedule of the School's changes in net position as of June 30, 2022, is as follows:

	2022
CHANGES IN NET POSITION	
Program revenues	$ 6,241,839
General revenues	793,496
Expenses	6,004,765
Change in net position	1,030,570
NET POSITION	
Beginning, as previously reported	7,020,155
Transition of Friends of Chatt Prep, Inc.	(4,815,410)
Beginning, as restated	2,204,745
Ending	$ 3,235,315

FINANCIAL ANALYSIS OF THE SCHOOL'S FUND(S)

The School's fund(s), as presented on the Balance Sheet on page three, reported a fund balance of $2,639,957. All of the School's funds are in the General Fund, which is the chief operating fund of the School. 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, 2022, the differences consist of capital assets, deferred outflows, and pension liability (asset), which are not reported in the School's funds.

SCHOOL ACTIVITIES

Chattanooga Prep is an all-boys public charter school with a mission to engage young men in a rigorous yet supportive learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers. Chattanooga Prep welcomed its first class of 66 sixth graders in August 2018 and will grow to serve 550 young men in grades 6-12 over the next seven years. Chattanooga Prep is designed to serve one of the community's most vulnerable populations: young men of color residing in communities devastated by poverty, crime, and hopelessness. Chattanooga Prep's inaugural class of students was predominantly minority (65% African American and 30% Hispanic) and approximately 70% of students are low-income.

Chattanooga Prep has been carefully and intentionally designed to ameliorate specific barriers that negatively impact student achievement among boys and young men experiencing poverty within Hamilton County's urban core communities. The comprehensive, college preparatory curriculum is centered around themes of innovation and leadership development, which are infused across rigorous coursework in literacy and communication, science, technology, engineering, mathematics, the arts, and social/cultural studies. The School focuses on the following:

- Single-gender focus on the unique needs of young men
- Data-driven instruction and intervention to provide individualized support
- Extended school days and summer programs to provide academic enrichment
- Technology-enhanced learning with a 1:1 student-laptop ratio to improve academic outcomes
- Literacy across the curriculum to improve reading levels across the school
- College readiness programs, job shadowing, and internships
- Expeditionary learning to extend learning beyond the classroom
- Leadership and life skills development woven throughout the curriculum
- An optional, innovative one-to-one mentoring program providing every student with a mentor to guide them throughout their seven-year educational journey
- School-operated wrap-around services (uniform assistance, laptop and home internet access, etc.) to help level the playing field for low-income students

To monitor and measure effectiveness, the School administers a number of diagnostic and predictive assessments, including the TE21 Case Benchmarks and NWEA Map Assessment. Student progress against Tennessee state standards is assessed annually by TN Ready. The TN Ready assessment administered in the 2020-21 school year will provide 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.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide the 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 CEO, Brad Scott, or the Director of Finance and Payroll, Kelsey Cannon, at: 1849 Union Avenue, Chattanooga, TN 37404, by telephone 423-602-7737.

CHATTANOOGA PREP, INC.
STATEMENT OF NET POSITION
JUNE 30, 2022

	Governmental Activities
ASSETS	
Cash	$ 1,052,754
Grants receivable	787,087
Promises to give	642,485
Other receivables	23,746
Prepaid expenses	87,768
Net pension asset	606,586
TCRS stabilization reserve trust asset	110,531
Capital assets, net	305,614
Total assets	3,616,571
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows from pensions	267,021
Total deferred outflows of resources	267,021
LIABILITIES	
Accounts payable and accrued liabilities	64,413
Total liabilities	64,413
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows from pensions	583,863
Total deferred inflows of resources	583,863
NET POSITION	
Net investment in capital assets	305,614
Restricted for	
TCRS stabilization reserve trust asset	110,531
Net pension asset	606,586
School programs	72,729
Unrestricted	2,139,856
Total net position	$ 3,235,316

(The accompanying notes are an integral part of these statements.)

CHATTANOOGA PREP, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022

		Functions				
	Total	Student Instruction	Administration	Community Service	Cafeteria	Fundraising
EXPENSES						
Salaries	$ 2,535,299	$ 1,762,586	$ 638,854	$ 69,128	$ -	$ 64,731
Employee benefits	283,957	119,979	136,784	11,518	-	15,676
Payroll taxes	192,776	125,035	57,693	5,153	-	4,895
Insurance	61,846	-	61,846	-	-	-
Contracted services	887,556	164,980	419,002	7,270	185,385	110,919
Supplies	448,537	250,274	156,711	1,388	-	40,164
Travel	19,818	5,526	13,660	632	-	-
Advertising	5,112	-	5,112	-	-	-
Postage	4,207	-	2,375	-	-	1,832
Staff development	59,984	59,984	-	-	-	-
Rent	786,300	786,300	-	-	-	-
Depreciation	99,498	-	99,498	-	-	-
Maintenance and repair	31,954	1,627	29,098	-	1,229	-
Utilities	125,924	125,924	-	-	-	-
Contributions to foundation	419,614	-	419,614	-	-	-
Property taxes	42,382	-	42,382	-	-	-
Total expenses	6,004,764	3,402,215	2,082,629	95,089	186,614	238,217
PROGRAM REVENUES						
Operating grants and contributions	6,241,839	4,512,576	90,904	-	243,971	1,394,388
Net program (income) expenses	(237,075)	$ (1,110,361)	$ 1,991,725	$ 95,089	$ (57,357)	$ (1,156,171)
GENERAL REVENUES						
In-kind revenue	793,496					
CHANGE IN NET POSITION	1,030,571					
NET POSITION						
Beginning	7,020,155					
Transition of Friends of Chatt Prep, Inc.	(4,815,410)					
Beginning, as restated	2,204,745					
Ending	$ 3,235,316					

(The accompanying notes are an integral part of these statements.)

CHATTANOOGA PREP, INC.
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2022

	General Fund
ASSETS	
Cash	$ 1,052,754
Grants receivable	787,087
Promises to give, net	642,485
Other receivables	23,746
Prepaid expenses	87,768
TCRS stabilization reserve trust asset	110,531
Total assets	$ 2,704,371
LIABILITIES AND FUND BALANCES	
Liabilities	
Accounts payable and accrued liabilities	64,413
Total liabilities	64,413
Fund balances	
Unspendable	
Promises to give, net	642,485
Grants receivable	787,087
Prepaid expenses	87,768
Restricted	
School programs	72,729
TCRS stabilization reserve trust asset	110,531
Unassigned	939,358
	2,639,958
Total liabilities and fund balances	$ 2,704,371

(The accompanying notes are an integral part of these statements.)

CHATTANOOGA PREP, INC.
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS TO THE STATEMENT OF NET POSITION
JUNE 30, 2022

Differences in amounts reported for governmental activities in the statement of net position on page 1:

Fund balances - total government funds	$ 2,639,958
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	305,614
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	(316,842)
Net pension asset created by governmental activities are not financial resources and, therefore, are not reported in the funds	606,586
	$ 3,235,316

(The accompanying notes are an integral part of these statements.)

CHATTANOOGA PREP, INC.
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2022

	General Fund
REVENUES	
Federal grant revenue	$ 1,889,666
State and local funding	2,865,786
Contributions	1,394,388
In kind revenue	793,496
Other income	91,999
Total revenues	7,035,335
EXPENDITURES	
Current	
Salaries	2,542,785
Employee benefits	283,957
Payroll taxes	192,776
Retirement	138,510
Insurance	61,846
Contracted services	887,556
Supplies	448,537
Travel	19,818
Advertising	5,112
Postage	4,207
Staff development	59,984
Rent	786,300
Maintenance and repair	31,954
Utilities	125,924
Contributions to foundation	419,614
Property taxes	42,382
Capital outlay	71,741
Total expenditures	6,123,003
EXCESS OF REVENUES OVER EXPENDITURES	912,332
NET CHANGE IN FUND BALANCES	912,332
FUND BALANCES	
Beginning, as previously reported	1,727,626
Ending	$ 2,639,958

(The accompanying notes are an integral part of these statements.)

CHATTANOOGA PREP, INC.
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
JUNE 30, 2022

Differences in amounts reported for governmental activities in the statement of activities on page 2:

Net change in fund balances – total governmental funds	$ 912,332
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	71,741
Compensated absences are planned to be liquidated with future resources; therefore, the increase or decrease in the liability does not affect in expenditures in governmental funds	7,486
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	138,510
Depreciation expense on governmental capital assets are included in the statement of activities	(99,498)
	$ 1,030,571

(The accompanying notes are an integral part of these statements.)

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Chattanooga Prep, Inc. (the School) was incorporated September 7, 2016, 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 in 2017 to operate a charter school in Chattanooga, Tennessee and it opened its doors in July, 2018. The School is a single-gender public charter school and serves students from grades 6-12. 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.

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.

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 do not include any component units as of June 30, 2022. In prior years, the School did include the financial statements of Friends of Chatt Prep, Inc. (the Foundation) as a blended component unit. The Foundation is a non-profit organization established to raise money and provide services for the School. As of June 30, 2022, the Foundation has changed its role to raise and provide money to multiple charter schools. Because of this, they are no longer considered a component unit to the School.

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.

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (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. The School considers revenues as available if they are collected within 60 days after year end.

The School only has one fund called the General Purpose School Fund (or General Fund), which is a major, governmental fund. This fund is the general operating fund of the school and accounts for all revenues and expenditures of the School.

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 non-spendable, 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: This 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: This 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: This classification consists of all fund balances that are not in the General Purpose School Fund or classified as non-spendable, 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.

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fund financial statements (continued)

Unassigned: This classification consists of all fund balances in the General Purpose School Fund that are not reported as non-spendable, 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, 2022, there were no interest or penalties recorded or included in these financial statements. The returns for the years ended June 30, 2019 and beyond remain subject to examination.

(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, 2022, the School had deferred outflows of $267,021 and deferred inflows of $583,863.

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, Teacher Retirement Plan, Non-Teacher Legacy Plan and Non-Teacher Hybrid 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, Non-Teacher Legacy Plan and Non-Teacher Hybrid Plan. Investments are reported at fair value.

Change in accounting principle

On July 1, 2021, the School implemented Governmental Accounting Standards Board (GASB) Statement No. 87, *Leases* (GASB 87). This standard enhances the relevance and consistency of information of the School's leasing activities. GASB 87 establishes requirements for lease accounting based on the principle that leases are long-term contracts that conveys control of the right to use another entity's nonfinancial asset (the underlying asset) as specified in the contract for a period of time in an exchange or exchange like transaction. A lessee is required to recognize a lease liability and an intangible right to use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. The implementation of GASB 87 did not impact beginning net position of the School.

(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, 2022 consists of the following:

Unconditional promise to give in less than one year	$ 122,119
Unconditional promise to give in one to five years, net	462,885
Unconditional promise to give in six years, net	57,481
Total unconditional promise to give, net	$ 642,485

Contributions to be received after one year are recorded at the present value of estimated future cash flows using an appropriate discount rate.

(4) CAPITAL ASSETS

A summary of changes in capital assets for the periods ended June 30, 2022, is as follows:

	Balance June 30, 2021 *	Additions	Retirements	Balance June 30, 2022
Capital assets (depreciabale)				
Equipment	$ 67,350	$ 6,678	$ -	$ 74,028
Furniture and fixtures	401,808	54,563	-	456,371
Improvements	27,392	10,500	-	37,892
Vehicle	39,362	-	-	39,362
	$ 535,912	$ 71,741	$ -	$ 607,653
Less accumulated depreciation				
Equipment	$ 28,971	$ 13,692	$ -	$ 42,663
Furniture and fixtures	153,514	75,408	-	228,922
Improvements	4,311	2,526	-	6,837
Vehicle	15,745	7,872	-	23,617
	$ 202,541	$ 99,498	$ -	$ 302,039
Total capital assets, net	$ 333,371			$ 305,614

* The beginning balance excludes $12,188,147 that represented the net capital assets of the Foundation that was shown as a blended component unit in the prior year, as described in Note 1.

Depreciation expense was $99,498 for the year ended June 30, 2022, which was charged to administration.

(5) FAIR VALUE

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:

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, 2022:

Promises to give as of June 30, 2022:

	Level 1	Level 2	Level 3	Total
Promises to give	$ -	$ -	$ 642,485	$ 642,485

(5) FAIR VALUE (continued)

A reconciliation of assets in which significant unobservable inputs (Level 3) were used in determining fair value is as follows:

July 1, 2021, balance	$ 799,496
Collections	(150,950)
Net present value adjustment	(6,061)
June 30, 2021, balance	$ 642,485

(6) SHORT-TERM LIABILITIES

A summary of changes in short-term liabilities for governmental activities is as follows:

	Beginning Balance	Adjustments and additions	Adjustments and retirements	Ending Balance
Compensated absences	$ 7,486	$ -	$ 7,486	$ -

Prior to the year ended June 30, 2022, employees accrue annual leave using a ratio determined by years of full-time service. A maximum of 30 days could be accumulated, depending on years of full-time service. A provision had been made for compensated absences relative to annual leave. During the year ended June 30, 2022, the School eliminated the policy to pay out annual leave upon employee termination, and, as a result, there is no longer a balance for accrued compensated absences.

(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 Laughing Sprouts. Each meal is reimbursed based on a set price for breakfast, lunch and snacks. The meal service expense paid to Laughing Sprouts for the year ended June 30, 2022 was $185,385. Total costs of $234,684 were funded by the USDA breakfast, lunch and snack program.

(8) LEASES

The School currently maintains an agreement to rent its main building, gym, and related property from Friends of Chatt Prep, Inc. The agreement is for a period of one year, with automatic renewals of one year each at the conclusion of the initial term and each agreement conveys complete control of the buildings and property to the School. However, each agreement is considered a below market lease because no rent is paid by the School for the use of the location. An in-kind contribution and related expense is recognized by the School for the fair market value of the space provided. In order to meet the definition of a lease under GASB 87, each agreement would need to represent an exchange or exchange-like transaction. The School's agreements do not meet the definition of a lease under GASB 87 since neither party receives nor gives up essentially equal value. The total amount of rent expense recognized by the School under these rental agreements totaled $786,300 for the year ended June 30, 2022.

(9) RETIREMENT PLAN

Chattanooga Prep, Inc. 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 net pension asset, deferred outflow 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	$ 464,109	$ 186,404	$ (434,970)
Teacher retirement plan	75,486	28,540	(81,534)
Non-Teacher legacy pension plan	51,160	27,577	(53,347)
Non-Teacher hybrid plan	15,831	24,500	(14,012)
Total	$ 606,586	$ 267,021	$ (583,863)

I.Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code 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 the state government, administers the plans of TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by Chattanooga Prep, Inc. with membership in the TCRS before July 1, 2014, 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 closed to new memberships on June 30, 2014, but will continue providing the benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014, 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.

(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 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 years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-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 (COLAs) 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 percent, 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.

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 percent of salary. The 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 the School for the year ended June 30, 2022, to the Teacher Legacy Pension Plan were $60,842 which is 9.52 percent 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 (Negative Pension Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pension – *Teacher Legacy Plan*

Pension liabilities(assets)

At June 30, 2022, the School reported a liability (asset) of ($464,109) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability 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 School's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021, the School's proportion was 0.010760 percent. The proportion measured as of June 30, 2020, was 0.006692 percent.

Pension expense

For the year ended June 30, 2022, the School recognized pension expense (negative pension expense) of ($82,766).

(9) RETIREMENT PLAN (continued)

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, 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	$ 1,560	$ 38,708
Changes in assumptions	124,002	-
Net difference between projected and actual earnings on pension plan investments	-	370,117
Changes in proposition of net pension liability (asset)	-	26,145
Contributions subsequent to the measurement date of June 30, 2021	60,842	n/a
Total	$ 186,404	$ 434,970

The School employer contributions of $60,842 reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. Other 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,	2023	$ (76,985)
	2024	(73,484)
	2025	(59,056)
	2026	(99,884)
	2027	-
	Thereafter	-

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

(9) RETIREMENT PLAN (continued)

Actuarial Assumptions

The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.125 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and 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, 2020, 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 expected 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 2.25 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	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	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 6.75 percent based on a blending of the factors described above.

(9) RETIREMENT PLAN (continued)

Discount Rate

The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs 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 6.75 percent, 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 (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
Chattanooga Prep, Inc.'s proportionate share of the net pension liability (asset)	$ (82,596)	$ (464,109)	$ (781,604)

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, 2022, the School reported a payable of $6,232 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

II. Teacher Retirement Plan

General Information about the Pension Plan

Plan description

The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans of 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 publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

(9) RETIREMENT PLAN (continued)

Plan description (continued)

Teachers employed by the School with memberships in TCRS before July 1, 2014, 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 closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014, 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.

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 years 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 disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-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 (COLAs) 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 percent, 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 or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The 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 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 the School for the year ended June 30, 2022, to the Teacher Retirement Plan were $25,280 which is 2.01 percent 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.

(9) RETIREMENT PLAN (continued)

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, 2022, the School reported a liability (asset) of ($75,486) for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2021, and the total pension liability 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 School's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021, the School's proportion was 0.069687 percent. The proportion measured as of June 30, 2020, was 0.063282 percent.

Pension expense

For the year ended June 30, 2022, recognized pension expense (negative pension expense) of $6,774.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, 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	$ 1,313	$ 13,812
Net difference between projected and actual earnings on pension plan investments	-	43,452
Changes in assumptions	27,227	-
Changes in proportion of net pension liability (asset)	-	24,270
Contributions subsequent to the measurement date of June 30, 2021	-	n/a
Total	$ 28,540	$ 81,534

The School employer contributions reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a reduction (increase) to the net pension liability (asset) in the year ended June 30, 2023. The School did not have any employer contributions subsequent to the measurement date. Other 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,	2023	$ (11,937)
	2024	(11,699)
	2025	(11,631)
	2026	(12,725)
	2027	(1,135)
	Thereafter	(3,867)

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

(9) RETIREMENT PLAN (continued)

Actuarial Assumptions

The total pension liability in the June 30, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.125 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and 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, 2020, 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 2.25 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	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	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 6.75 percent based on a blending of the three factors described above.

(9) RETIREMENT PLAN (continued)

Discount Rate

The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs 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 6.75 percent, 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 (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
Chattanooga Prep, Inc.'s proportionate share of the net pension liability (asset)	$ 25,950	$ (75,486)	$ (150,299)

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, 2022, the School reported a payable of $4,552. for outstanding contributions to the pension plan required at June 30, 2022.

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 2022, the School's employer contribution to the defined contribution (401(k)) portion of the Teachers Retirement Plan was $62,887. 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, 2022, the School reported a payable of $5,690 for outstanding contributions to the 401k plan required at June 30, 2022.

(9) RETIREMENT PLAN (continued)

III. Non-Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description

Employees of Chattanooga Prep, 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 publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

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 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 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 nonservice-related disability eligibility. The service-related and nonservice-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 (COLAs) 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 percent, 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, 2021, 1 employee was covered by the benefit term and they were an active employee.

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 percent of salary (alternatively-Employees are non-contributory). The School makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2022, the employer contributions for the School were $9,575 based on a rate of 14.70 percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the School's state shared taxes if 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.

(9) RETIREMENT PLAN (continued)

Net Pension Liability (Asset)

Pension liabilities (assets)

The School's net pension liability (asset) was measured as of June 30, 2021, 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, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.125 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions

In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 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, 2020 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 expected 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 2.25 percent. The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation foreach major asset class are summarized in the table on the following page:

(9) RETIREMENT PLAN (continued)

Changes of assumptions (continued)

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	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 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75 percent. The projection of 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.

(9) RETIREMENT PLAN (continued)

Discount Rate (continued)

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability (Asset)
Balance at June 30, 2020	$ 494,996	$ 495,299	$ (303)
Changes for the year:			
Service cost	4,700	-	4,700
Interest	27,018	-	27,018
Change of benefit terms	-	-	-
Difference between expected and actual experience	(5,299)	-	(5,299)
Changes in assumptions	25,000	-	25,000
Contributions-employer	-	8,926	(8,926)
Contributions-employees	-	3	(3)
Net investment income	-	93,442	(93,442)
Benefit payments, including refunds of employee contributions	(18,549)	(18,549)	-
Administrative expense	-	(95)	95
Other changes	-	-	-
Net changes	32,870	83,727	(50,857)
Balance at June 30, 2021	$ 527,866	$ 579,026	$ (51,160)

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents the net pension liability (asset) of the School calculated using the discount rate of 6.75 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
Chattanooga Prep, Inc.'s proportionate share of the net pension liability (asset)	$ 13,713	$ (51,160)	$ (105,287)

(9) RETIREMENT PLAN (continued)

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, 2022, The School recognized pension expense (negative pension expense) of ($2,052).

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, 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	$ 1,335	$ 3,533
Net difference between projected and actual earnings on pension plan investments	-	49,814
Changes in assumptions	16,667	-
Contributions subsequent to the measurement date of June 30, 2021	9,575	n/a
Total	$ 27,577	$ 53,347

The amount shown above for "contributions subsequent to measurement date of June 30, 2021", 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,	2023	$ (4,712)
	2024	(5,381)
	2025	(11,816)
	2026	(13,436)
	2027	-
	Thereafter	-

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

Payable to the pension plan

At June 30, 2022, the School reported a payable of $798 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

(9) RETIREMENT PLAN (continued)

IV. Non-Teacher Hybrid Pension Plan

General Information about the Pension Plan

Plan description

Employees of the School 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 state statute under Tennessee Code Annotated, Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of 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 publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

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 nonservice-related disability eligibility. The service-related and nonservice-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 (COLAs) 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 percent, 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. 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, 2021, 8 employees were covered by the benefit terms and they were all active employees.

(9) RETIREMENT PLAN (continued)

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 percent of salary. The School makes 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 required employer contributions are not remitted. Employer contributions by the School for the year ended June 30, 2022 to the Public Employee Retirement Plan were $10,974 based on a rate of 2.04 percent 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.

Net Pension Liability (Asset)

Pension liabilities (assets)

The School's net pension liability (asset) was measured as of June 30, 2021, 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, 2021, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	6.75 percent, net of pension plan investment expenses, including inflation
Cost-of-Living Adjustment	2.125 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions

In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions.

(9) RETIREMENT 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, 2020, 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 expected 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 2.25 percent. The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation foreach major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	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 6.75 percent based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75 percent. The projection of 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.

(9) RETIREMENT PLAN (continued)

Discount Rate (continued)

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability (Asset)
Balance at June 30, 2020	$ 3,104	$ 4,240	$ (1,136)
Changes for the year:			
Service cost	28,061	-	28,061
Interest	7,403	-	7,403
Change of benefit terms	-	-	-
Difference between expected and actual experience	(325)	-	(325)
Changes in assumptions	9,146	-	9,146
Contributions-employer	-	10,063	(10,063)
Contributions-employees	-	25,076	(25,076)
Net investment income	-	25,001	(25,001)
Benefit payments, including refunds of employee contributions	(1,331)	(1,331)	-
Administrative expense	-	(1,160)	1,160
Other changes	-	-	-
Net changes	42,954	57,649	(14,695)
Balance at June 30, 2021	$ 46,058	$ 61,889	$ (15,831)

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate

The following presents the net pension liability (asset) of the School calculated using the discount rate of 6.75 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
Chattanooga Prep, Inc.'s share of the net pension liability (asset)	$ 35,194	$ (15,831)	$ (54,363)

(9) RETIREMENT PLAN (continued)

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, 2022, The School recognized pension expense (negative pension expense) of $4,540.

Deferred outflows of resources and deferred inflows of resources

For the year ended June 30, 2022, 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	$ 15,734	$ 438
Net difference between projected and actual earnings on pension plan investments	-	13,574
Changes in assumptions	8,261	-
Contributions subsequent to the measurement date of June 30, 2021	505	n/a
Total	$ 24,500	$ 14,012

The amount shown above for "contributions subsequent to measurement date of June 30, 2021", 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,	2023	$ 63
	2024	104
	2025	119
	2026	(123)
	2027	3,472
	Thereafter	6,348

In the table shown above, positive amounts will increase pension expense while negative amounts will decrease pension expense.

Payable to the pension plan

At June 30, 2022, the School reported a payable of $1,886 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2022.

(9) RETIREMENT PLAN (continued)

401k Plan

The School provides a combination of a defined benefit plan and a defined contribution plan. The defined contribution portion of the Non-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 Non-Teacher Retirement Plan. During 2022, the School's employer contribution to the defined contribution (401(k)) portion of the non-teacher hybrid plan was $26,897. 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, 2022, the School reported a payable of $2,357 for outstanding contributions to the 401k plan required at June 30, 2022.

(10) TCRS STABILIZATION TRUST

Legal Provisions

The School is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. The School has placed funds into the irrevocable trust as authorized by statute under *Tennessee Code Annotated (TCA),* Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the School.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The School may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The State of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of the investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2021, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

(10) TCRS STABILIZATION TRUST (continued)

Investment Balances (continued)

Level 1
Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

Level 2
Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

Level 3
Valuations derived from valuation techniques in which significant inputs are observable.

Investments using the Net Asset Value ("NAV") per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

US Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute ("MAT"), or its equivalent, every three years beginning from the acquisition date of the property.

(10) TCRS STABILIZATION TRUST (continued)

Investment Balances (continued)

The appraisals are performed using generally accepted valuation approaches applicable to the property type. Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

At June 30, 2021, the School had the following investments held by the trust on its behalf:

Investment	Weighted Average Maturity	Maturities	Fair Value
Investments at Fair Value:			
U.S Equity	N/A	N/A	$ 34,264
Developed market international equity	N/A	N/A	15,474
Emerging market international equity	N/A	N/A	4,421
Private equity and strategic lending	N/A	N/A	22,106
U.S fixed income	N/A	N/A	22,106
Real estate	N/A	N/A	11,053
Short-term securities	N/A	N/A	1,107
			$ 110,531

Investment by Fair Value Level	Fair Value June 30, 2021	Quoted in Active Markets for Indentical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Other Observable Inputs (Level 3)
U.S Equity	$ 34,264	$ 34,264	$ -	$ -
Developed market international equity	15,474	15,474	-	-
Emerging market international equity	4,421	4,421	-	-
Private equity and strategic lending	22,106	22,106	-	-
U.S fixed income	22,106	-	22,106	-
Real estate	11,053	-	-	11,053
Short-term securities	1,107	1,107	-	-
	$ 110,531	$ 77,372	$ 22,106	$ 11,053

(10) TCRS STABILIZATION TRUST (continued)

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The School does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The School does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. The School places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the School to pay retirement benefits of the School employees.

For further information concerning the School's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at https://comptroller.tn.gov/content/dam/cot/sa/advancedsearch/disclaimer/2019/ag18092.pdf.

(11) RELATED PARTY

Chatt Prep is directly associated with Friends of Chatt Prep (the Foundation). The Foundation raises money to help fund the School's operations. As of June 30, 2022, Chatt Prep had payables due to the Foundation of $16,667. As of June 30, 2022, Chatt Prep had receivables due from the Foundation for $4,447.

During the year ended June 30, 2022, Chatt Prep contributed $419,614 to the Foundation for principal and interest payments on notes payable and for donated capital assets.

As described in Note 8, the Foundation owns the main building, land, and gym in which Chatt Prep operates. The Foundation does not charge the School rent, but the School records contribution revenue and related rent expense totaling for the fair market value of the space provided.

(12) SUBSEQUENT EVENTS

Management has evaluated subsequent events through January 19, 2023, the date which these financial statements were available for issue.

REQUIRED SUPPLEMENTARY INFORMATION

CHATTANOOGA PREP, INC.
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
TEACHER RETIREMENT PLAN OF THE TCRS
YEAR ENDED JUNE 30, 2022

	2018	2019	2020	2021
Chattanooga Prep, Inc.'s proportion of the net pension liability (asset)	0.009631%	0.050751%	0.063282%	0.069687%
Chattanooga Prep, Inc.'s proportionate share of the net pension liability (asset)	$ (4,368)	$ (28,648)	$ (35,985)	$ (75,486)
Chattanooga Prep Inc.'s covered payroll	$ 84,164	$ 537,047	$ 798,563	$ 1,005,967
Chattanooga Prep, Inc.'s proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-5.19%	-5.33%	-4.51%	-7.50%
Plan fiduciary net position as a percentage of the total pension liability	126.97%	123.07%	116.52%	121.53%

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

CHATTANOOGA PREP, INC.
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
TEACHER LEGACY PLAN OF THE TCRS
YEAR ENDED JUNE 30, 2022

	2019	2020	2021
Chattanooga Prep, Inc.'s proportion of the net pension liability (asset)	0.003458%	0.006692%	0.010760%
Chattanooga Prep, Inc.'s proportionate share of the net pension liability (asset)	$ (35,556)	$ (51,031)	$ (464,109)
Chattanooga Prep Inc.'s covered payroll	$ 115,956	$ 222,723	$ 353,164
Chattanooga Prep, Inc.'s proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-30.66%	-22.91%	-131.41%
Plan fiduciary net position as a percentage of the total pension liability	104.28%	103.09%	116.13%

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

CHATTANOOGA PREP, INC.
SCHEDULE OF CONTRIBUTIONS
TEACHER RETIREMENT PLAN OF THE TCRS
YEAR ENDED JUNE 30, 2022

	2019	2020	2021	2022
Contracturally required	$ 10,419	$ 16,211	$ 22,926	$ 25,280
Contibutions in relation to the contracturally required contribution	10,419	16,211	22,926	25,280
Contribution deficiency (excess)	$ -	$ -	$ -	$ -
Chattanooga Prep, Inc's covered payroll	$ 537,047	$ 798,563	$ 1,118,582	$ 1,257,728
Contributions as a percentage of Chattanooga Prep, Inc.'s covered payroll	1.94%	2.03%	2.05%	2.01%

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

Changes of assumptions. In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased he cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality 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 modifed mortality assumptions.

In FY 2020, the School Department placed the actuarially determined contribution rate (4%) of covered payroll into the pension plan and placed 1.97% of covered payroll into the Pension Stabilization Reserve Trust.

In FY 2021, the School Department placed the actuarially determined contribution rate (4%) of covered payroll into the pension plan and placed 1.98% of covered payroll into the Pension Stabilization Reserve Trust.

In FY 2022, the School Department placed the actuarially determined contribution rate (4%) of covered payroll into the pension plan and placed 1.99% of covered payroll into the Pension Stabilization Reserve Trust.

CHATTANOOGA PREP, INC.
SCHEDULE OF CONTRIBUTIONS
TEACHER LEGACY PLAN OF THE TCRS
YEAR ENDED JUNE 30, 2022

	2019	2020	2021	2022
Contractually required	$ 12,129	$ 23,676	$ 35,862	$ 60,842
Contibutions in relation to the contracturally required contribution	12,129	23,676	35,862	60,842
Contribution deficiency (excess)	$ -	$ -	$ -	$ -
Chattanooga Prep, Inc's covered payroll	$ 115,956	$ 222,723	$ 349,189	$ 639,363
Contributions as a percentage of Chattanooga Prep, Inc.'s covered payroll	10.46%	10.63%	10.27%	9.52%

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

Changes of assumptions. In 2021, the following assumptions were changed: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality 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 ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

CHATTANOOGA PREP, INC.
SCHEDULE OF CONTRIBUTIONS
BASED ON PARTICIPATION IN THE PUBLIC EMPLOYEE PENSION PLAN OF THE TCRS - NON-TEACHER LEGACY PLAN
YEAR ENDED JUNE 30, 2022

	2018	2019	2020	2021	2022
Actuarially determined contribution	$ 12,524	$ 27,560	$ 17,453	$ 9,387	$ 9,575
Contibutions in relation to the actuarially determined contribution	12,524	27,560	17,453	9,387	9,575
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
Chattanooga Prep, Inc.'s covered payroll	$ 83,738	$ 187,865	$ 123,727	$ 63,860	$ 65,138
Contributions as a percentage of Chattanooga Prep, Inc.'s covered payroll	14.96%	14.67%	14.11%	14.70%	14.70%

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

Notes to Schedule:

Valuation Date: Actuarially determined contribution rates for fiscal year 2022 were calculated based on the June 30, 2020 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	2.50 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent nased on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 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	2.25 percent

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.

CHATTANOOGA PREP, INC.
SCHEDULE OF CONTRIBUTIONS
BASED ON PARTICIPATION IN THE PUBLIC EMPLOYEE PENSION PLAN OF THE TCRS - NON-TEACHER HYBRID PLAN
YEAR ENDED JUNE 30, 2022

	2018	2019	2020	2021	2022
Actuarially determined contribution	$ 572	$ 6,058	$ 4,682	$ 9,972	$ 10,974
Contributions in relation to the actuarially determined contribution	1,409	6,058	4,682	9,972	10,974
Contribution deficiency (excess)	$ (837)	$ -	$ -	$ -	$ -
Chattanooga Prep, Inc.'s covered payroll	$ 35,019	$ 343,545	$ 236,466	$ 498,731	$ 537,943
Contributions as a percentage of Chattanooga Prep Inc.'s covered payroll	4.02%	1.76%	1.98%	2.00%	2.04%

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68* . The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' date, if needed.

Notes to Schedule:

Valuation Date: Actuarially determined contribution rates for fiscal year 2022 were calculated based on the June 30, 2020 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	2.50 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 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	2.25 percent

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; and decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent.

In FY 2021, the School Department placed the actuarially determined contribution rate (4%) of covered payroll into the pension plan and placed 2.00% of covered payroll into the Pension Stabilization Reserve Trust.

In FY 2022, the School Department placed the actuarially determined contribution rate (4%) of covered payroll into the pension plan and placed 1.96% of covered payroll into the Pension Stabilization Reserve Trust.

CHATTANOOGA PREP, 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 ENDED JUNE 30, 2022

	2019	2020	2021
Total pension liability			
Service cost	$ 14,923	$ (2,757)	$ 4,700
Interest	74,865	(15,205)	27,019
Changes in benefit terms	-	-	-
Difference between actual & expected experience	8,501	(1,105)	(5,299)
Change of assumptions	-	-	25,000
Benefit payments, including refunds of employee contributions	(50,628)	10,410	(18,549)
Net change in total pension liability	47,661	(8,657)	32,871
Total pension liability - beginning	455,991	503,652	494,995
Total pension liability - ending (a)	503,652	494,995	527,866
Plan fiduciary net postion			
Contributions - employer	27,556	(5,412)	8,926
Contributions - employee	-	-	4
Net investment income	75,504	(10,274)	93,442
Benefit payments, including refunds of employee contributions	(50,628)	10,410	(18,549)
Administrative expense	(357)	65	(95)
Other	-	-	-
Net change in plan fiduciary net position	52,075	(5,211)	83,728
Plan fiduciary net position- beginning	448,434	500,509	495,298
Plan fiduciary net position - ending (b)	500,509	495,298	579,026
Net pension liability (asset) - ending (a)-(b)	$ 3,143	$ (303)	$ (51,160)

CHATTANOOGA PREP, 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 ENDED JUNE 30, 2022

	2018	2019	2020	2021
Plan fiduciary net position as a percentage of total pension liability	98.34%	98.82%	97.31%	109.92%
Covered payroll	83,738	187,865	123,727	58,680
Net pension liabiilty (asset) as a percentage of covered payroll	9.02%	6.99%	16.49%	-69.35%

Notes to Schedule:

Changes of assumptions: In 2021, amounts reported as changes of assumptions resulted from changes to the inflation rate, investment rate of return, cost-of-living adjustment, and mortality movements. 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.

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

CHATTANOOGA PREP, 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 ENDED JUNE 30, 2022

	2019	2020	2021
Total pension liability			
Service cost	$ 6,999	$ (7,246)	$ 28,061
Interest	1,281	(1,676)	7,403
Changes in benefit terms	-	-	-
Difference between actual & expected experience	2,904	(3,050)	(325)
Change of assumptions	-	-	9,146
Benefit payments, including refunds of employee contributions	(341)	391	(1,331)
Net change in total pension liability	10,843	(11,581)	42,954
Total pension liability - beginning	3,842	14,685	3,104
Total pension liability - ending (a)	14,685	3,104	46,058
Plan fiduciary net postion			
Contributions - employer	2,265	(3,083)	10,063
Contributions - employee	7,280	(7,776)	25,076
Net investment income	1,432	(1,171)	25,001
Benefit payments, including refunds of employee contributions	(341)	391	(1,331)
Administrative expense	(405)	391	(1,160)
Other	-	-	-
Net change in plan fiduciary net position	10,231	(11,248)	57,649
Plan fiduciary net position- beginning	5,257	15,488	4,240
Plan fiduciary net position - ending (b)	15,488	4,240	61,889
Net pension liability (asset) - ending (a)-(b)	$ (803)	$ (1,136)	$ (15,831)

CHATTANOOGA PREP, 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 ENDED JUNE 30, 2022

	2018	2019	2020	2021
Plan fiduciary net position as a percentage of total pension liability	136.82%	115.59%	107.85%	117.47%
Covered payroll	35,019	343,545	236,466	513,330
Net pension liabiilty (asset) as a percentae of covered payroll	-4.04%	-2.33%	-1.41%	1.96%

Notes to Schedule:

Changes of assumptions: In 2021, amounts reported as changes of assumptions resulted from changes to the inflation rate, investment rate of return, cost-of-living adjustment, and mortality improvements. 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.

GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior years' data, if needed.

SUPPLEMENTARY INFORMATION

CHATTANOOGA PREP, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
YEAR ENDED JUNE 30, 2022

Program	Assistance Listing Number	Contract Number	Receivable Balance 06/30/21	Cash Receipts	Expenditures	Receivable Balance 06/30/22
FEDERAL FINANCIAL ASSISTANCE						
U.S. Department of Education						
Passed through the Hamilton County Department of Education						
21st Century Community Learning Centers	84.287	N/A	$ 47,181	$ 107,611	$ 93,796	$ 33,366
COVID-19 Education Stabilization Fund II	84.425D	N/A	-	284,044	293,265	9,221
COVID-19 Education Stabilization Fund III	84.425D	N/A	-	525,658	625,679	100,021
Title I	84.010	N/A	7,375	80,645	73,270	-
Title IV	84.242A	N/A	-	7,541	7,541	-
			54,556	1,005,499	1,093,551	142,608
Passed through the Hamilton County Department of Education						
Governor's Emergency Education Relief						
COVID-19 Learning Loss Mitigation Fund	84.425C	N/A	18,136	18,136	-	-
Passed through the Tennessee Department of Education						
Governor's Emergency Education Relief						
COVID-19 Charter Schools Support Grant	84.425C	N/A	-	40,676	40,676	-
Passed through the Tennessee Department of Education						
Charter School Facilities Grant	84.282D	N/A	-	-	500,000	500,000
			72,692	1,064,311	1,634,227	642,608
U.S. Department of Agriculture						
Passed through the State of Tennessee						
EBT Administrative Costs Grant	10.649	N/A	-	614	614	-
Child Nutrition Cluster						
Passed through the State of Tennessee						
School Breakfast Program (SBP)	10.553	N/A	3,244	39,892	39,445	2,797
National School Lunch Program (NSLP)	10.555	N/A	7,192	168,634	195,239	33,797
NSLP - Supply Chain Assistance Grant	10.555	N/A	-	10,854	10,854	-
COVID-19 NSLP - School Programs Emergency Operational Costs Reimbursement Program Grant	10.555	N/A	-	9,287	9,287	-
			10,436	228,667	254,825	36,594
			10,436	229,281	255,439	36,594
TOTAL FEDERAL AWARDS			$ 83,128	$ 1,293,592	$ 1,889,666	$ 679,202
STATE FINANCIAL ASSISTANCE						
Passed through the Hamilton County Department of Education						
BEP		N/A	$ 152,420	$ 2,785,927	$ 2,717,327	$ 83,820
IDEA		N/A	-	56,595	75,459	18,864
			152,420	2,842,522	2,792,786	102,684
Passed through the Tennessee Department of Education						
BEP		N/A	5,200	73,000	73,000	5,200
TOTAL STATE AWARDS			$ 157,620	$ 2,915,522	$ 2,865,786	$ 107,884
TOTAL FEDERAL AND STATE AWARDS			$ 240,748	$ 4,209,114	$ 4,755,452	$ 787,086

CHATTANOOGA PREP, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
JUNE 30, 2022

(1) BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal and State Awards includes the federal and state grants of Chattanooga Prep, Inc. (the School) for the year ended June 30, 2022. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards* (Uniform Guidance). Because the schedule of expenditures of federal awards 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 assets, or cash flows of the School.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule of Expenditures of Federal and State Awards 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 allowed under the Uniform Guidance.

JOHNSON HICKEY MURCHISON
CERTIFIED PUBLIC ACCOUNTANTS • SINCE 1977

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
Chattanooga Prep, 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 Chattanooga Prep, Inc. (the School), as of and for the year ended June 30, 2022, 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 19, 2023.

Report on 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) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion 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 any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on 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 financial statements. 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 or other matters 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, Nickey & Meacham, P.C.

Chattanooga, Tennessee
January 19, 2023

JOHNSON HICKEY MURCHISON
CERTIFIED PUBLIC ACCOUNTANTS • SINCE 1977

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors of
Chattanooga Prep, Inc.

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Chattanooga Prep, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Chattanooga Prep, Inc.'s major federal programs for the year ended June 30, 2022. Chattanooga Prep, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Chattanooga Prep, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Chattanooga Prep, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Chattanooga Prep, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Chattanooga Prep, Inc.'s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Chattanooga Prep, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Chattanooga Prep, Inc.'s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Chattanooga Prep, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of Chattanooga Prep, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Chattanooga Prep, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control

over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Johnson, Nickey & Meacham, P.C.

Chattanooga, TN
January 19, 2023

CHATTANOOGA PREP, INC.
SCHEDULE OF FINDINGS AND RESPONSES
YEAR ENDED JUNE 30, 2022

A. SUMMARY OF AUDIT RESULTS

1. The independent auditors' report expresses an unmodified opinion on whether the financial statements of Chatt Prep, Inc. were prepared in accordance with GAAP.

2. No material weaknesses were reported during the audit of the financial statements.

3. No instances of noncompliance material to the financial statements of Chatt Prep, Inc. were disclosed by the audit.

4. No significant deficiencies were reported and no material weaknesses were identified during the audit of the major federal award program.

5. The auditors' report on the major federal awards program for Chatt Prep, Inc. expresses an unmodified opinion.

6. Audit findings that are required to be reported in accordance with 2 CFR Section 200.516(a) are reported in this schedule.

7. The programs tested as major programs was: U.S. Department of Education - Education Stabilization Fund– CFDA 84.425

8. The threshold for distinguishing Type A and B programs was $750,000.

9. Chattanooga Prep, Inc. was not determined to be a low-risk auditee.

B. FINDINGS – FINANCIAL STATEMENTS AUDIT

Current Year Finding

None

Prior Year Finding

None

C. FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARDS PROGRAMS AUDIT

Current Year Finding

None

Prior Year Finding

None

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS

Chattanooga, Tennessee

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

Year Ended June 30, 2022

JOHNSON, HICKEY & MURCHISON, P.C.
Certified Public Accountants
Chattanooga, Tennessee

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INTRODUCTORY SECTION

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
ROSTER OF BOARD MEMBERS
JUNE 30, 2022

BOARD MEMBERS

Ted Alling	Chair
Kelly Alling	Vice Chair
David Caines	Treasurer
Edna Varner	Secretary
Ashley Atkins	Board Member
Wonjen Bagley	Board Member
Moise Baptiste	Board Member
David Bhattacharya	Board Member
Ward Davenport	Board Member
Shewanee Howard-Baptiste	Board Member
Natalie Jackson	Board Member
Joe Martin	Board Member
Daniel Pack	Board Member
David Rice	Board Member
Amando Rodriguez	Board Member
Aaron Webb	Board Member
Sue Anne Wells	Board Member

FINANCIAL SECTION

JOHNSON HICKEY MURCHISON
CERTIFIED PUBLIC ACCOUNTANTS • SINCE 1977

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Chattanooga Prep, Inc.
Chattanooga, TN

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying balance sheet – regulatory basis of Chattanooga Prep, Inc. Internal School Funds, as of June 30, 2022, and the related statement of revenues, expenditures, and changes in fund balances – regulatory basis for the year then ended, and the related notes to the financial statements, which collectively comprise Chattanooga Prep, Inc. Internal School Funds' basic financial statements, as listed in the table of contents.

Unmodified Opinion on Regulatory Basis of Accounting

In our opinion, the accompanying financial statements referred to in the first paragraph present fairly, in all material respects, the assets, liabilities, and fund balances of Chattanooga Prep, Inc. Internal School Funds as of June 30, 2022, and the related revenue, expenditures, and changes in fund balances for the year then ended, in accordance with the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* described in Note 1.

Adverse Opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the "Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles" section of our report, the accompanying financial statements referred to in the first paragraph, do not present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of Chattanooga Prep, Inc. Internal School Funds as of June 30, 2022, or changes in financial position for the year then ended.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Chattanooga Prep, Inc. Internal School Funds, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles

As described in Note 1 of the financial statements, the financial statements are prepared by Chattanooga Prep, Inc. Internal School Funds on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual*, which is a basis of accounting other than accounting principles generally accepted in the United States of America, to meet the requirements of the State of Tennessee. The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material and pervasive.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual* as described in Note 1. Management is also responsible for 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' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Chattanooga Prep, Inc. Internal School Funds' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Chattanooga Prep, Inc. Internal School Funds' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements – regulatory basis that collectively comprise Chattanooga Prep, Inc. Internal School Funds' basic financial statements. The supplementary information, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements – regulatory basis of the school. As described in Note 1 of the financial statements, the supplementary information, as listed in the table of contents, is prepared by Chattanooga Prep, Inc. Internal School Funds on the basis of the financial reporting provisions of the *Tennessee Internal School Uniform Accounting Policy Manual*, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements – regulatory basis. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements – regulatory basis and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements – regulatory basis or to the basic financial statements – regulatory basis themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information, as listed in the table of contents, is fairly stated, in all material respects, in relation to the basic financial statements – regulatory basis as a whole.

Other Information

Management is responsible for the other information included in the annual financial report. The other information comprises the roster of board members but does not include the basic financial statements – regulatory basis and our auditors' report thereon. Our opinions on the basic financial statements – regulatory basis do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements – regulatory basis, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements – regulatory basis, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 19, 2023, on our consideration of Chattanooga Prep, Inc. Internal School Funds' 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 Chattanooga Prep, Inc. Internal School Funds' 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 Chattanooga Prep, Inc. Internal School Funds' internal control over financial reporting and compliance.

Johnson, Nickey & Meacham, P.C.

Chattanooga, Tennessee
January 19, 2023

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
BALANCE SHEET - REGULATORY BASIS
JUNE 30, 2022

	ASSETS		FUND BALANCES		
	Cash in Bank	Total Assets	Assigned	Restricted	Total Fund Balances
RESTRICTED FUNDS					
Athletic accounts					
Athletic - general	$ 10,429	$ 10,429	$ 3,084	$ 7,345	$ 10,429
Baseball	5,000	5,000	-	5,000	5,000
Basketball	2,547	2,547	2,547	-	2,547
Football	5,660	5,660	2,549	3,111	5,660
Wrestling	1,942	1,942	1,942	-	1,942
Class accounts					
Class of 2025	9,530	9,530	6,465	3,065	9,530
Club accounts					
Glee club	19,038	19,038	7,500	11,538	19,038
Chess club	1,953	1,953	1,953	-	1,953
Coding	610	610	-	610	610
Robotics	5,380	5,380	5,380	-	5,380
Other accounts					
Hospitality fund	105	105	105	-	105
Clothing fund	720	720	720	-	720
Technology fee	366	366	366	-	366
Field trips	294	294	294	-	294
TOTALS	$ 63,574	$ 63,574	$ 32,905	$ 30,669	$ 63,574

(The accompanying notes are an integral part of these statements.)

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - REGULATORY BASIS
FOR THE YEAR ENDED JUNE 30, 2022

	Fund Balance 7/1/2021	Revenues	Expenditures	Interfund Transfers In	Interfund Transfers Out	Fund Balances 6/30/2022
RESTRICTED FUNDS						
Athletic accounts						
Athletic - general	$ 790	$ 88,723	$ 79,084	$ -	$ -	$ 10,429
Baseball	-	5,000	-	-	-	5,000
Basketball	2,069	27,370	26,892	-	-	2,547
Football	191	11,392	5,923	-	-	5,660
Soccer	1,240	834	2,074	-	-	-
Wrestling	1,942	-	-	-	-	1,942
Track	-	1,874	1,874	-	-	-
Class accounts						
Class of 2025	6,048	7,395	3,913	-	-	9,530
Club accounts						
Glee club	7,500	13,000	1,462	-	-	19,038
Chess club	9,084	-	7,131	-	-	1,953
Coding	-	1,000	390	-	-	610
Robotics	5,844	-	464	-	-	5,380
Music fund	-	10,000	10,000	-	-	-
Other accounts						
Hospitality fund	508	500	903	-	-	105
Book fund	1,143	-	1,143	-	-	-
Clothing fund	3,062	4,500	6,842	-	-	720
Technology fee	4,503	15,810	19,947	-	-	366
Field trips	-	13,656	13,362	-	-	294
TOTALS	$ 43,924	$ 201,054	$ 181,404	$ -	$ -	$ 63,574

(The accompanying notes are an integral part of these statements.)

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Background

Section 49-2-110, Tennessee Code Annotated, provided for internal school funds, establishes responsibility for those funds, and requires schools to adopt and follow a uniform accounting manual.

Financial Reporting Entity

This report includes only the internal school funds of Chattanooga Prep, Inc. (the School). Internal school funds consist of financial resources accounted for at the School.

Internal School Funds

Internal school funds reported in the accompanying financial statements include donations and grants made to the School, fees collected by the School, and funds raised through student internal school funds.

Student Internal School Funds

Student internal school funds include all money received from any source for school-sponsored student activities or school-sponsored events held at or in connection with a school, and specifically include, but are not limited to funds:

- Derived from a school-sponsored academic, art, athletic, or social event involving students;
- Raised by school-sponsored clubs involving students;
- Raised by school-sponsored fundraisers involving students who are under the supervision of a school employee;
- Received from a commission for the direct sale of items to students pursuant to a cooperative agreement between the school and an outside organization;
- Raised from fees charged to students;
- Obtained from interest from any account that contains student internal school funds;
- Obtained from any related school-sponsored activity that involves the use of school personnel, students, and property during the school day.

Other Comprehensive Basis of Accounting (OCBOA)

The accounting and financial reporting requirements for internal school funds are set forth in the *Tennessee Internal School Uniform Accounting Policy Manual*, issued by the Tennessee Department of Education. The requirements established in the *Tennessee Internal School Uniform Accounting Policy Manual* differ from generally accepted accounting principles primarily in the presentation of the financial statements and restricted fund revenue and expenditure accounting and reporting. The following is a summary of the basic requirements of this other comprehensive basis of accounting.

The financial statements consist of balance sheets and statements of revenues, expenditures, and changes in fund balances.

The School financial statements present the detailed fund activity in the School and are included after the notes to the financial statements.

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Other Comprehensive Basis of Accounting (OCBOA) (continued)

Revenues are classified by source and expenditures are classified by either function or object for the general fund but not the restricted fund. Revenues and expenditures of the restricted fund are recorded based on the specific group or activity which will benefit or expend the funds. The activity in the restricted "accounts" is presented as total revenues and transfers in and total expenditures and transfers out for each account. A corresponding "fund balance" is presented for each account. Although the restricted fund is a single fund, each account within the fund must present its portion of the restricted fund balance. Transfers reported on the financial statements represent authorized movement of funds between restricted accounts as well as between the general fund and restricted fund.

Measurement Focus and Basis of Accounting

The accompanying financial statements are reported using the current financial resources measurement focus. Accordingly, only current assets and current liabilities are included on the balance sheets and the fund balances report only spendable resources. Internal school funds use the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available. Management policies define available as collectible within sixty days after the fiscal year end. Expenditures are generally recognized when the related fund liability is incurred, if measurable.

Fund Structure

The accounts of the School are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts which are comprised of the fund's assets, liabilities, fund equity, revenues, and expenditures. The funds are grouped in the accompanying financial statements as follows:

General Fund

The general fund is used to account for all money to be used for the general operation of the School or for the welfare of the student body. Revenues and expenditures in this fund are not restricted to any specific group or activity. The School did not have activity in its general fund for the year ended June 30, 2022.

Restricted Fund

The restricted fund is used to account for money that is restricted for the use of a specific segment of the school population or legally restricted for a purpose and not intended to benefit the general school population.

Fund Balances

Nonspendable:

Fund balances reported as nonspendable in the accompanying financial statements represent amounts for inventory in the general fund, if any.

Restricted:.

Fund balances reported as restricted are the result of externally imposed restrictions placed upon certain resources accounted for in the restricted funds. This includes scholarship and grant funds. When both restricted and unrestricted resources are available for use, it is the School's policy to use the restricted resources first, then unrestricted resources as they are needed.

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fund Balances (Continued)

Assigned:

Amounts that are constrained by the School's intent to be used for specific purposes are reflected as assigned in the accompanying financial statements. This includes accounts reported in the restricted fund, except for those that account for externally restricted resources as described above. Board of Education allocation amounts not spent by the end of the fiscal year are reflected as assigned in the general fund because the Board's intent is for those resources to be expended for instruction, administration, and/or operations and maintenance.

The Board of Education is authorized to assign amounts for specific purposes with respect to the amounts they allocate to the individual schools. The principal is the official authorized to assign all other amounts to a specific purpose. Authorization is established by the *Tennessee Internal School Uniform Accounting Policy Manual.*

Unassigned:

In accordance with generally accepted accounting principles, the general fund is the only fund that reports amounts for unassigned fund balance. This classification represents fund balance that is not restricted and has not been assigned to specific purposes within the general fund.

When both assigned and unassigned resources are available for use, it is the School's policy to use the assigned resources first, then unassigned resources as they are needed.

Use of Estimates

The preparation of financial statements in conformity with the *Tennessee Internal School Uniform Accounting Policy Manual* requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results may differ from those estimates.

(2) DEPOSITS

Legal Provisions

All deposits with financial institutions in excess of FDIC limits are required to be secured by one of two methods. Excess funds can be deposited with a financial institution(s) that participates in the State of Tennessee Bank Collateral Pool administered by the state treasurer. For deposits with financial institutions that do not participate in the bank collateral pool, state statutes require that all deposits be collateralized with collateral whose market value is equal to 105 percent of the uninsured amount of the deposits.

Cash Deposits

Cash in bank represents funds on deposit in various depositories.

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. None of the School's deposits were exposed to custodial credit risk because all balances were entirely insured by the FDIC or through the Bank Collateral Pool with the State of Tennessee.

(3) SUPPLEMENTARY INFORMATION

All information contained in the section of this report under the table of contents heading of Supplementary Information was subjected to the same audit standards as the financial statements and was prepared in conformity with the accounting practices prescribed by the *Tennessee Internal School Uniform Policy Manual*, which is a comprehensive basis of accounting other than generally accepted accounting principles in the United States of America.

(4) SUBSEQUENT EVENTS

Subsequent events have been evaluated through January 19, 2023, the date which the financial statements were available to be issued.

SUPPLEMENTARY INFORMATION

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
SCHEDULE OF INTERFUND AND INTERACCOUNT TRANSFERS
YEAR ENDED JUNE 30, 2022

Chattanooga Prep, Inc. Internal School Funds had no transfers during the year ended June 30, 2022.

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
SCHEDULE OF FIDELITY BOND COVERAGE
YEAR ENDED JUNE 30, 2022

Company:	Selective Insurance Company of South Carolina
Type of coverage:	Employee fidelity bond
Amounts:	$100,000 each and every loss $500 deductible, each occurance
Period covered:	6/19/2021- 6/19/2022 6/19/2022- 6/19/2023
Positions covered:	All member employees, school directors, treasurers, bookkeepers and finance directors

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
SCHEDULE OF SALARY SUPPLEMENTS
YEAR ENDED JUNE 30, 2022

Chattanooga Prep, Inc. Internal School Funds paid no salary supplements for the school year ended June 30, 2022.

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
YEAR ENDED JUNE 30, 2022

Chattanooga Prep, Inc. Internal School Funds received no federal or state awards for the year ended June 30, 2022.

INTERNAL CONTROL
AND
COMPLIANCE SECTION

JOHNSON HICKEY MURCHISON
CERTIFIED PUBLIC ACCOUNTANTS • SINCE 1977

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
Chattanooga Prep, Inc.
Chattanooga, TN

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 – regulatory basis of Chattanooga Prep, Inc. Internal School Funds as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Chattanooga Prep, Inc. Internal School Funds' basic financial statements – regulatory basis and have issued our report thereon dated January 19, 2023. The report on Chattanooga Prep, Inc. Internal School Funds was adverse in relation to conformity with accounting principles generally accepted in the United States of America and unmodified in relation to the financial statements prepared in conformity with the accounting practices prescribed by the *Tennessee Internal School Uniform Accounting Policy Manual,* which is a comprehensive basis of accounting other than generally accepted accounting principles in the United States of America.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Chattanooga Prep, Inc. Internal School Funds' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Chattanooga Prep, Inc. Internal School Funds' 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 any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Chattanooga Prep, Inc. Internal School Funds' financial statements – regulatory basis 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 financial statements. 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 or other matters 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, Nickey & Meacham, P.C.

Chattanooga, Tennessee
January 19, 2023

CHATTANOOGA PREP, INC.
INTERNAL SCHOOL FUNDS
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2022

Current Year Findings
None

Prior Year Findings
None

KNOXVILLE
PREPARATORY
SCHOOL

Attachment: CHATTANOOGA PREPARATORY SCHOOL ORIGINAL CHARTER APPLICATION

CHATTANOOGA PREPARATORY SCHOOL

Application for a Public Charter School

Submitted to

Hamilton County Department of Education

Submitted by

Friends of Chattanooga Preparatory School

General Information

Name of Proposed Charter School: Chattanooga Preparatory School

Projected Year of School Opening: 2018

Chartering Authority for Proposed Charter School: Hamilton County Department of Education

Sponsor/Sponsoring Agency: Friends of Chattanooga Preparatory School

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes_X_ No____ In Process___

Model or Focus of Proposed School: Single-Gender Boys School with a focus on Innovation & Leadership

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

Name of Contact Person: Theodore William Alling

Mailing Address: 800 Market St, Ste. 200, Chattanooga, TN 37402

Primary Telephone: [redacted] **Alternate Telephone:** [redacted]

Email Address: talling@lamppostgroup.com **or** info@chattanoogaprep.com

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

Full Name	Current Job and Employer	Position with Proposed School
Theodore William Alling	Partner, Lamppost Group and Dynamo	Co-Founder / Governance Board Chair
Kelly Schmidt Alling	Community Volunteer	Co-Founder / Governance Board Vice Chair
David Caines	Chief Operating Officer, Kenco Group	Governance Board Treasurer
Sean Kane	Freelance Writer & Podcaster	Governance Board Secretary
Montrell Besley	Community Activist & Volunteer	Governance Board Member
Krue Brock	Co-Founder, Chattanooga Football Club	Governance Board Member
Steve Cox	President and COO, Steam Logistics	Governance Board Member
Ward Davenport	Managing Director, Pointer Management	Governance Board Member
Jennifer Harvey	Soddy Daisy Middle School	Governance Board Member
Natalie Jackson	Community Volunteer	Governance Board Member
Joe Martin, EdD	Author, Publisher, and Speaker	Governance Board Member
Meredith G. Perry	Executive Director, UTC Office of Research & Sponsored Programs	Governance Board Member
David W. Rice, MD	Retired Physician, Community Volunteer	Governance Board Member
Elaine Swafford, EdD	CGLA Executive Director	Chattanooga Prep Executive Director
Sue Anne Wells, PhD	CGLA Founder & Governance Board Chair CEO, Mustang Leadership Partners	Governance Board Member

Name of Proposed School Leader (if any): Executive Director, Dr. Elaine Swafford; School Director TBD0

Proposed School Leader's Current Employment: Executive Director – CGLA Executive Director

City of 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 Chattanooga Preparatory School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
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

Theodore William Alling
Printed Name of Authorized Signer

Board Chair
Title of Authorized Signer

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Charter School Application Narrative

1. Academic Plan Design and Capacity

1.1 School Mission and Goals

Chattanooga is a city with a rich history and a bright future, a community with boundless capacity for innovation, transformation, and economic prosperity. Unfortunately, these opportunities are not equitably accessible for all members of our community. For too many residents of urban core neighborhoods, the social determinants associated with poverty create intergenerational cycles of limited academic attainment, un- / under-employment, and poor health and social outcomes. These challenges have a disproportionate impact on young men of color.

Inspired by the success of the Chattanooga Girls Leadership Academy (CGLA) in changing the academic trajectory of girls from underperforming schools and moved by the tremendous needs among boys and young men in Chattanooga, Ted and Kelly Alling convened a visionary group of innovators in April of 2016. Led by the Allings and academic change-agent Dr. Elaine Swafford, this group initiated a planning process to create an all-boys public charter to extend the benefits of single-gender, leadership-focused education to young men. The Friends of Chattanooga Prep, a 501c3 organization, was formed in August of 2016 to serve as the school's founding sponsor. The concept for the Chattanooga Preparatory School was derived from a broad-based group of individuals concerned about academic and social outcomes for young men and inspired to create an innovative educational option for young men in Hamilton County who face barriers and stumbling blocks to realizing their full potential.

Mission Statement – WHAT We Do

Chattanooga Prep engages young men in a rigorous yet supportive learning environment that nurtures resilience, promotes academic excellence, inspires leadership, and prepares critical thinkers.

Vision Statement – WHY We Do What We Do

To inspire and empower young men to achieve academically and participate in a collaborative learning community that will establish a trajectory for lifelong learning and success.

Core Values: The design for the school is grounded in the following Core Values:

- Integrity
- Excellence
- Creativity & Innovation
- Emotional Intelligence
- Collaboration & Community
- Perseverance & Resilience
- Diversity
- Service to Others

Goals & Purpose

Chattanooga Prep 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 young men who face multiple challenges to academic success.

In keeping with the statutory purposes for charter schools, Chattanooga Prep will....

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

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

The Chattanooga Preparatory School has been carefully designed to achieve the following goals:

Goal 1. Create a sustainable, single-gender, public school to serve a total student enrollment of 350 economically and educational disadvantaged students in Hamilton County.

Goal 2. Accelerate intellectual development and academic achievement among urban boys through a rigorous academic program designed to support academically underperforming students in attaining proficient and advanced levels of academic performance.

Goal 3. Bolster self-confidence and promote social / emotional development among low-income, urban boys, empowering them to hone leadership capacities, social/emotional maturity, self-discipline, and resilience.

Goal 4. Fortify college and career readiness and success through a rigorous curriculum that integrates problem-based, experiential, and expeditionary learning strategies.

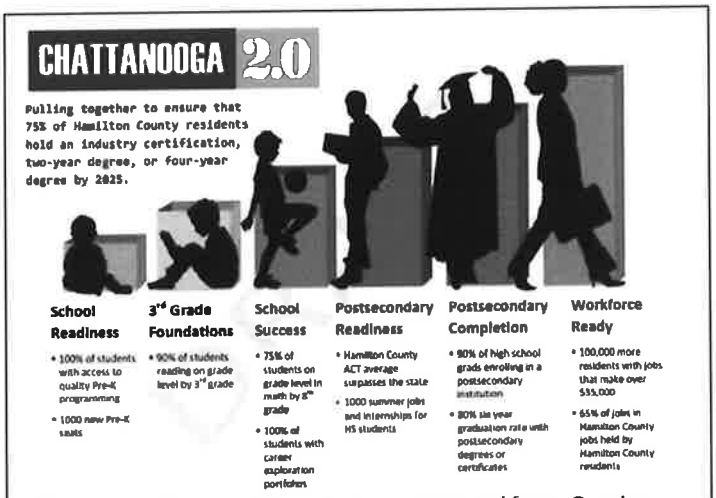
Goal 5. Buttress student support networks by establishing multiple pathways for family and community engagement in academic achievement, social/emotional maturity, and leadership development.

Alignment with Hamilton County Department of Education and State of Tennessee Priorities

As a locally-founded pubic charter school, the Chattanooga Preparatory School's (Chattanooga Prep's) school model is directly aligned with community, school district, and state of Tennessee priorities. Planning 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.

Chattanooga Prep's student-centered, college-preparatory model is directly aligned with the mission, vision, and goals articulated in the Hamilton County Department of Education's *Five Year Strategic Plan 2013-2018*.[2] Chattanooga Prep embraces and will contribute to Hamilton County Schools' student success model which includes strategic goals related to Principal Leadership Development, Focused Academic Support, Accountability Systems, and Technology Fluency.

The planning process has been informed by the work of the Chattanooga 2.0 initiative. The Chattanooga 2.0 Report, *A Bold Vision for Our Future Workforce*,[3] starkly documents the educational disparities in our community and outlines an ambitious set of goals to address the gaps in the pipeline to academic success among low-income, urban students. Chattanooga Prep's mission and goals are directly aligned with the goals of the 2.0 initiative. Chattanooga Prep will create a school choice option for low-income, urban core families and act as a demonstration site for educational programs serving low-income boys. Chattanooga Prep's academic goals support Chattanooga 2.0's aspirations for School Success, Postsecondary Readiness, and Workforce Readiness.



Chattanooga 2.0, *A Bold Vision for Our Future Workforce: Growing Workforce Talent*. Jared T. Bigham, ed.

The mission and goals for Chattanooga Prep align with the State of Tennessee's Drive to 55 initiative and will help to build a pipeline from low-income, urban

---

2 http://images.pcmac.org/Uploads/HamiltonCountyDE/HamiltonCountyDE/Divisions/DocumentsCategories/Documents/Strategic-Plan-2013-18%20.pdf

3 http://chatt2.org/wp-content/uploads/2016/03/Chattanooga2.0_FullReport_2015-2016.pdf

communities into postsecondary opportunities. Chattanooga Prep graduates will be prepared to participate in the workforce of the future which will require critical thinking, collaboration, and perseverance. Our state's goal of 55% of Tennesseans attaining a college degree or certificate by 2025 will be impossible to achieve if large segments of the population face roadblocks to postsecondary completion. Chattanooga Prep will provide a pathway into postsecondary education for its students and will also serve as a demonstration site for innovations in the education of urban boys.

The Chattanooga Prep Model

Chattanooga Prep has been carefully and intentionally designed to ameliorate specific barriers that negatively impact student achievement among boys and young men experiencing poverty within Hamilton County's urban core communities. Chattanooga Prep is a single gender, small learning community encompassing grades 6 – 12. The comprehensive, college preparatory curriculum is centered around themes of innovation and leadership which are infused across rigorous coursework in literacy and communication, science, technology, engineering, mathematics, the arts, and social/cultural studies. The curriculum will integrate leadership development across all elements of the school program.

Chattanooga Prep offers academically underperforming boys an academic option that has been carefully designed to accelerate learning to proficient and advanced levels. The focus on development of the "whole child" includes intensive social/emotional supports available on-site and integrated into the school model. Partnerships with business, social, civic and cultural organizations extend boys' educational experiences into the broader community.

Key to the Chattanooga Prep model is the recruitment of excellent teachers who will work within the format of a strong professional teaching and learning community to meet the multi-faceted needs of urban young men. Chattanooga Prep harnesses cutting edge technology to develop academic achievement, encourage innovative teaching and learning, and create robust educational support systems. A well-defined governance structure and multiple avenues for parental and community engagement ensure that Chattanooga Prep will not only make a difference in the lives of the 350 students who will attend at full capacity, but also in the lives of their families and our broader educational landscape.

1.2 Enrollment Summary

Location & Community to be Served

Chattanooga Prep has been intentionally designed to help boys and young men living in urban core Chattanooga / Hamilton County overcome barriers that, all too often, create stumbling blocks to academic achievement. Chattanooga Prep will be located at 1849 Union Avenue and 605 South Orchard Knob, Chattanooga, TN, within the Highland Park community adjacent to the Chattanooga Girls Leadership Academy. Chattanooga Prep will be open to all boys in Hamilton County, but the school has been designed to address the significant needs of young men 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 and Brainerd High School

Demographic and Academic Profile of Target School Zones and Communities

Chattanooga Prep is designed to serve one of our community's most vulnerable and at-risk populations, young men of color living residing in communities devastated by poverty, crime, and hopelessness. The school will be open for all young men in Hamilton County, but recruitment efforts will be focused on the communities serving students with the greatest concentrations of students living in poverty and struggling with associated challenges, the highest percentages of students with academic learning deficits.

Chattanooga Prep's target recruitment area coincides with Chattanooga's academic Innovation Zone (or I-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 poor resources, learning deficits, and mounting barriers to academic progress that turn disadvantages into despair. Girls in these communities have an academic option in the Chattanooga Girls Leadership Academy, a school that consistently supports underperforming girls in achieving high academic standards. Chattanooga Prep will provide a similar academic choice for boys and their families in Hamilton County.

Student Demographics: Based on the target communities to be served, we anticipate a student population with 98% of students eligible for free or reduced price lunch because of low income levels. We anticipate that students will reflect the diversity or urban Chattanooga with an estimated 76% African-American students, approximately 18% Hispanic or Latino students, and 6% Caucasian students. We anticipate that 10%-12% of students will be English Language Learners and that 15-20% will have disabilities. Students who attend the target recruitment schools are 60% more likely to reside in a low-income household than their peers county-wide. They are more than twice as likely to be an English Language Learner and nearly 8 times more likely to be a person of color.[4]

[4] State of Tennessee School Report Card 2014-15 or 2013-14 where more recent data was unavailable.

School Engagement Metrics: Within the target schools, average daily attendance is 93.9%, just slightly lower than the Hamilton County-wide average of 96%). However, in the target area high schools, daily attendance is significantly lower, on average only 85%. 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 74% - meaning a full one-quarter of 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 14% - 41% higher than the cohort dropout rate county-wide and more than double the cohort dropout rate across the state of Tennessee. Boys attending the target schools – mostly low-income children of color – also experience disproportionate rates of suspension and expulsion when compared to Hamilton County and state norms. The average male suspension rate across all target schools is 32%, nearly 3 times the male suspension rate county-wide. Likewise, the average male expulsion rate at the target schools is 5% - 6.25 times higher than the average in the county at-large.

Student Achievement Summary: Across all grade levels and content area, target school students score considerably lower on achievement assessments than their counterparts county-wide. Not surprisingly, achievement disparities that begin in elementary school continue to widen across target area students' school careers.

Elementary & Middle Schools: Across all content areas, the percentage of 3rd – 8th grade students who are perming below basic or at basic is significantly higher than the proportion of students who attain proficient or advanced skill levels. Compared with achievement scores county-wide, target area students are significantly more likely to perform below basic in math, reading / language, and science. In 3rd – 8th grade mathematics, more than one-fourth (25.6%) score below

School Zone / Area	3rd-8th Math				3rd - 8th Reading / Language				3rd - 8th Science			
	% Below Basic	% Basic	% Prof.	% Adv.	% Below Basic	% Basic	% Prof.	% Adv.	% Below Basic	% Basic	% Prof.	% Adv.
Tennessee	14.8	29.6	31.5	24.1	12.8	38.8	37.4	11	14	21.5	44.5	20
Hamilton County	15.9	27.4	29.6	27.1	15	40.2	35.5	9.3	17.1	23.2	42.1	17.6
Clifton Hills - 37407	28.8	39.8	25.2	6.2	49.5	42	7.6	0.9	62.4	27.4	9.3	0.9
Calvin Donaldson - 37410	17.6	36.6	26.8	19	33.3	47.7	11.8	7.2	32.6	28.1	28.8	10.5
East Lake - 37407	20.4	37.8	26.4	15.4	33	49.6	9.3	8.1	32.1	27.6	28.9	11.4
East Side - 37404	8.1	32.2	35.7	24	27.5	51.6	17.7	3.2	27	30.1	37.6	5.3
Hardy - 37406	12.1	33.2	35	19.7	24.7	48.9	18.8	7.6	32.3	30	30.5	7.2
Hillcrest - 37416	13.6	36.8	32.8	16.8	26.4	51.2	21.6	0.8	37.6	23.2	36.8	2.4
Orchard Knob Elem. - 37404	24.7	36.7	28.3	10.3	42.7	45	12	0.3	44.4	27.3	26	2.3
Woodmore - 37411	22.8	43.7	23.4	10.1	40.5	41.8	17.1	0.6	38.6	32.9	24.1	4.4
Barger - 37411	11.1	38.9	32.1	17.9	26.2	53.2	19.5	1.1	35.2	29.5	33.7	1.6
Dalewood - 37411	49.7	29.8	12.7	7.8	33.2	43.8	17.4	5.6	35.6	26.9	30.9	6.6
East Lake Academy - 37407	40.5	33.6	17.6	8.3	28.9	48	19.8	3.3	32.5	31.1	28.9	7.5
Orchard Knob Middle - 37404	57.3	26.7	10.2	5.8	46.6	42.2	6.7	4.5	49.2	28.4	18.2	4.2
Target School Average	25.6	35.5	25.5	13.4	34.4	47.1	14.9	3.6	38.3	28.5	27.8	5.4

basic while more than one-third (35.5%) score at the basic level. At the target area middle schools, approximately 50% of students perform at below basic levels in mathematics. When students do not have the fundamental background knowledge for proficiency in math, it is impossible for them to succeed in more advanced coursework. Likewise, target area students contend with serious achievement disparities in reading and language arts. In the target elementary and middle schools, more than one-third (34.4%) of students have below basic literacy skills while 47% have only basic literacy skills. An astonishing 81% of students score below basic or basic. Lacking a strong foundation in basic literacy, students struggle with all content areas. Student learning deficits in literacy and mathematics conspire to create stumbling blocks in general science which is reflected in the fact that 38.3% of students score below basic and 28.5% perform at only a basic level.

High Schools: The achievement deficits that begin early for target area students create roadblocks to achievement in high school and limit students' postsecondary and career opportunities. In Algebra I, 70% of students perform at below basic or basic levels. In Algebra II, the achievement outcomes are bleak: 48% of students score below basic while another 33.3% score basic. In English I and English II, the majority of students score at below basic or basic. In English I, two-thirds (66.6%) are at or below basic; in English II, 70% of students are at or below basic. 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, 83.2% of target area high school students score at or below basic – meaning that less than 20% of students are proficient or advanced. In Chemistry courses, students fare even worse: an astounding 72% of students perform below basic with another 21.5% of students performing at a basic level. Only a meager 6.5% of target area students who take Chemistry achieve proficiency or advanced skills.

School Zone / Area	Algebra I				Algebra II			
	% Below Basic	% Basic	% Prof.	% Adv.	% Below Basic	% Basic	% Prof.	% Adv.
Tennessee	13.5	29.6	31.5	24.1	16.1	29.7	33.4	20.8
Hamilton County	15.9	27.4	29.6	27.1	15	40.2	35.5	9.3
Howard School - 37408	38.7	34.8	15.5	11	45.1	36.3	17.7	0.9
Brainerd High - 37411	28.1	38.4	26.7	6.8	50.9	30.3	16.4	2.4
Target School Average	33.4	36.6	21.1	8.9	48.0	33.3	17.1	1.65

School Zone / Area	English I				English II			
	% Below Basic	% Basic	% Prof.	% Adv.	% Below Basic	% Basic	% Prof.	% Adv.
Tennessee	7.8	20.4	58.6	13.2	8.8	26.4	53.7	11.1
Hamilton County	17.1	23.2	42.1	17.6				
Howard School - 37408	25.8	38.5	35	0.7	29.3	45	21.4	4.3
Brainerd High - 37411	17.7	51	31.3		29.5	35.6	32.6	2.3
Target School Average	21.8	44.8	33.2	27.2	29.4	40.3	27	3.3

School Zone / Area	Biology				Chemistry			
	% Below Basic	% Basic	% Prof.	% Adv.	% Below Basic	% Basic	% Prof.	% Adv.
Tennessee	14.1	20.7	44.4	20.8	26.6	29.2	24.9	19.3
Hamilton County	15.9	27.4	29.6	27.1	15	40.2	35.5	9.3
Howard School - 37408	48.2	36.3	17.7	0.9	74.6	20.3	5.1	
Brainerd High - 37411	48.2	33.7	15.1	3	69.4	23.1	6	1.5
Target School Average	48.2	35.0	16.4	2.0	72.0	21.7	5.6	1.5

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 mired in a cycle of poverty.

Plan to Address Community & Student Needs

Chattanooga Prep seeks to serve young men residing in an urban catchment area 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 less likely to be proficient in 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] The rates at which students enroll in postsecondary educational programs (either 2 or 4 year) bear out these disparities. The discrepancy between target school graduate participation in postsecondary education is particularly devastating considering two key factors: (1) In Chattanooga, 83% of jobs that pay more than $35,000 require a postsecondary credential. (2) Median personal income is inextricably linked to academic attainment.[9]

Families residing in the target area have an educational alternative for their daughters in the Chattanooga Girls Leadership Academy; Chattanooga Prep will provide a similar educational option for boys and their families. Academic and social outcomes for boys and young men of color, residing in high-poverty communities, indicate a significant room for improvement in the landscape of opportunity for young men of color.

Chattanooga Prep will provide an educational alternative for families of boys and young men residing in urban core communities. While the school is envisioned as an intentionally small learning community which will serve 350 students at full enrollment capacity, it will be an important learning laboratory for innovations in educating young men from struggling urban communities.

The enrollment model has been intentionally designed to provide for a small and cohesive learning community. The school will open with a 6th grade class since entry into 6th grade is a natural transition point where students from many elementary schools merge into a smaller number of middle schools. As students progress into the next grade level, Chattanooga Prep will back-fill with a new cohort of 6th graders each year.

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[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-seek/108315/

[8] Nielsen demographic report, 2016

[9] Chattanooga 2.0 Report; http://chatt2.org/news/

Based on the experiences of CGLA's start-up period and numerous other start-up charter schools, the enrollment model assumes that there will be some critical periods for student attrition, focusing around students' transition from 6th grade to 7th grade and also as students matriculate from 8th grade into 9th grade. Chattanooga Prep has been designed as a welcoming and supportive environment for all students, but the extended schedule, rigorous expectations for student achievement and self-regulation, and the single-gender model itself may not be right for every student or family. Chattanooga Prep will reach full capacity in year 7 at 350-360 students.

Grade Level	Number of Students					
	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	At Capacity 2024-25
6	60	60	60	60	60	50
7	0	60	60	60	60	50
8	0	0	60	60	60	50
9	0	0	0	60	60	50
10	0	0	0	0	60	50
11	0	0	0	0	0	50
12	0	0	0	0	0	0
Total	60	120	180	240	300	350

In the initial start-up years when there are relatively few students due to the enrollment model, Chattanooga Prep will seek to enroll 60 students per year. As the school builds to full capacity, Chattanooga Prep will shift to enrolling a 6th grade class of 50-60 students. Chattanooga Prep intends to make significant progress in promoting and retaining students in school from year to year. However, we recognize that the financially disadvantaged population the school will serve does have a high mobility rate and thus not all students will re-enroll the following year.

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
	97%	**12%**	**7%**

1.3 Academic Focus and Plan

Academic Focus

Chattanooga Prep will have a cross-curricular focus on innovation with an organizational focus on leadership development. These interrelated focus areas are directly aligned with the school's mission and vision as well as community needs, goals, and priorities.

Academic Plan

Chattanooga Prep will include grades 6-12 in a single-gender, small learning community geared to support the learning needs of boys. The academic plan has been crafted to meet the differentiated learning needs of students entering with varied academic talents and deficits. The curriculum is designed 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. Chattanooga Prep will embed fundamental skill-building, remediation, and differentiated instruction to address skill and knowledge gaps, but all students will be engaged in the rigorous curriculum and be expected to rise to challenging standards.

The curriculum is grounded in the Tennessee Curriculum Frameworks, Common Core Standards, and ACT Benchmarks for College Readiness. In the planning year (2017-18), the school leadership team will map out the full scope and sequence for the curriculum. The resulting Curriculum Map will outline content standards into an appropriate annual pacing guide for each content area and grade level. The Curriculum Map and Pacing Guides will shape instructional planning and strategies.

Curriculum & Course Sequence: Chattanooga Prep will offer a rigorous, comprehensive, college-preparatory curriculum that will prepare students for success in postsecondary experiences and careers of their choice. Students will participate in coursework covering all core content as well as a variety of related coursework options to support the school-wide emphasis on innovation and leadership development. The curricular structure supports horizontal (grade level) and vertical (content area) instructional teaming to maximize and accelerate student learning. Shared lesson plan formats and instructional frameworks optimize opportunities for team teaching and mutual reinforcement of key concepts to promote mastery.

This consistency also helps to build student learning behaviors and "habits of mind" that will improve academic outcomes and promote an orientation towards learning and achievement.

Habits of Mind: ***The characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent.***[10]

- **Persisting.** Efficacious people stick to a task until it is completed. They don't give up easily.
- **Managing Impulsivity.** Effective problem solvers are deliberate: they think before they act.
- **Listening with Understanding and Empathy.** Highly effective people spend an inordinate amount of time and energy listening (Covey, 1989).
- **Thinking Flexibly.** Flexible people have the capacity to change their minds as they receive additional data.
- **Thinking about Thinking.** Flexible people have the executive function to formulate a plan based on available data and desired outcomes and carry that plan out in a methodical manner.
- **Striving for Excellence.** Effective people have an intrinsic motivation to strive for continuous improvement, mastery, and accuracy.
- **Questioning and Posing Problems.** Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know.
- **Applying Past Knowledge to New Situations.** Effective people learn from experience.

[10] http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx

- **Thinking and Communicating with Clarity and Precision.** Articulation of ideas plays a critical role in enhancing a person's cognitive maps and ability to think critically, which is the knowledge base for efficacious action.
- **Gathering Data Through All Senses.** Intelligent people are able to integrate multisensory information to assimilate data, strategize, and problem-solve.
- **Creating, Imagining, Innovating.** Creative people take risks and push boundaries in a continuous effort to improve and innovate.
- **Responding with Wonderment and Awe.** Intelligent people are driven by inquiry and seek to understand new information and ideas.
- **Taking Responsible Risks.** Responsible risk takers are innovators who are driven to engage in judicious risk-taking in an effort to achieve uncommon results.
- **Thinking Interdependently.** Cooperative learning encompasses listening and communication, consensus-seeking, leadership, altruism, and empathy.
- **Remaining Open to Continuous Learning.** Effective people are invigorated by the quest of lifelong learning.

Literacy / English & Language Arts

Literacy skills are fundamental to learning in all content areas and yet, based on the achievement data from target area schools, we anticipate that students will enter Chattanooga Prep with significant deficits in literacy and English / Language Arts concepts. Throughout the school curriculum, literacy will be a prominent focus because reading, writing, and communication skills form a foundation for and enable learning across all content areas.

The focus on literacy and English / Language Arts is reflected in the school schedule which includes 20 minutes of sustained silent reading every day for all students with reading materials tailored to support interventional & instructional needs of each student. The English/Language Arts coursework will also be coupled with an interventionist-led Reading & Writing Workshop for middle school students to build fundamental literacy skills. The staffing plan also underscores the literacy focus, supplementing the instructional staff with Reading Specialist and Interventionist positions as well as volunteer tutors and mentors who will support the Reading & Writing Workshop, work with individuals and small groups in the English & Language Arts Classrooms, and collaborate with teachers to support literacy integration across the curriculum. English and Language Arts Teachers and Reading Specialists will collaborate to vertically-integrate English/Language Arts and Literacy instruction through a team-based approach.

The cross-curricular literacy focus will manifest in every lesson plan in every subject including an articulated literacy learning objective and all teachers modeling and assessing literacy-related skills across all subject areas. A variety of instructional strategies – implemented across content areas – are calibrated to model, build, and reinforce strong literacy skills. Even extra- and co-curricular offerings will incorporate literacy development. In all courses and activities, students will be engaged in giving presentations, leading dialogue and discussion, speaking correctly and with good purpose, and will be encouraged to use multiple strategies to express their thoughts and feelings. While literacy will be a focus curriculum wide, block scheduling (see Section 1.8 for details) will enable collaboration among English, Social Studies, and Arts teachers within grade bands to reinforce and scaffold students to achieve grade-level proficiency and then move beyond proficiency to more advanced skill levels. An iterative, weekly cycle of assessment, teaching / intervention, and re-assessment will be used to fine-tune lesson plans, engage students in a variety of interventions to address specific learning needs, and inform horizontal (grade-band) and vertical (content area teams) planning. All courses will be mapped to the academic standards established by the Tennessee Department of Education.[11]

GRADE	COURSEWORK
6th	6th Grade English / Language Arts
	Sustained Silent Reading / Reading & Writing Workshop
7th	7th Grade English / Language Arts

[11] http://www.tennessee.gov/education/article/english-language-arts-standards

	Sustained Silent Reading / Reading & Writing Workshop
8th	8th Grade English / Language Arts
	Sustained Silent Reading / Reading & Writing Workshop
9th	English
	Sustained Silent Reading
10th	English
	Sustained Silent Reading
11th	English
	Sustained Silent Reading
12th	English
	Sustained Silent Reading
Electives	AP English / Dual Enrollment English
	Creative Writing (also embedded into general courses)
	Debate & Public Speaking

Mathematics

Mathematics instruction will be grounded in a constructivist approach[12] that engages students in using prior knowledge to understand new concepts and skills. This approach ensures that students are not simply memorizing facts but are engaging with course content in ways that builds critical thinking, analytical abilities, and reinforces approaches to problem-solving and incorporating new information into a framework where they students can move beyond mathematical calculations and exercises to explore the applications of mathematics in the contexts of careers and authentic challenges. In the 6th grade a heavy emphasis will be placed on ensuring that students have a chance to catch up and back-fill fundamental math skills missing from their repertoire.

Within grade bands, math and science teachers will collaborate on lesson planning and team-teach to align and reinforce mathematics learning within science courses through problem-based, applied learning activities. Students will participate in math coursework each week, with an additional time for tutoring and remediation built into advisories, Wednesday RTI^2 Intervention & Extension periods, and after-school or Saturday sessions. Intervention and remediation will be built into the "station rotation" model so that students routinely participate in computer-based remediation (using Khan Academy, Odysseyware Software, and other online modalities), individual and small-group instruction, and peer tutoring as well as larger group instruction and problem-based learning activities. An iterative, weekly cycle of assessment, teaching / intervention, and re-assessment will be used to fine-tune lesson plans, engage students in a variety of interventions to address specific learning needs, and inform horizontal (grade-band) and vertical (mathematics department) planning. With the STEM-focus and ambitious goals for college & career readiness, Chattanooga Prep's goal is to prepare the majority of 8th grade students to complete Algebra I. All courses will be mapped to the academic standards established by the Tennessee Department of Education.[13]

Grade	Coursework
6th	6th Grade Math
7th	7th Grade Math
8th	8th Grade Math
	Algebra I (optional; for students who are ready)
9th	Algebra I
10th	Geometry
11th	Algebra II
12th	Advanced Math
Electives	AP Math / Dual Enrollment – Pre-Calculus and Calculus, Trigonometry

[12] https://www.learning-theories.com/constructivism.html

[13] http://www.tennessee.gov/education/article/mathematics-standards

Science

The science program will utilize a constructivist approach, similar to the mathematics curriculum. Rather than focusing on memorization, teachers will design lesson plans and active learning experiences to engage students in inquiry and discovery. This approach challenges students to draw on higher-order cognitive skills. Problem- and project-based learning strategies will predominate in science classrooms, requiring students to apply knowledge and make inferences and deductions rather than just passively receiving information. Lessons will be guided by essential questions and integration of math and science content at each grade level will provide for mutual reinforcement of learning. Science teachers will work in a collaborative team to vertically-integrate science instruction. Within grade bands, math and science teachers will collaborate on lesson planning and team-teach to align and reinforce mathematics learning within science courses through problem-based, applied learning activities. Students will participate in science coursework plus 45 minutes of problem-based learning that will require application of science and mathematics concepts and skills. Intervention and remediation will be built into the "station rotation" model or other course frameworks so that students routinely receive individualized or small group intervention to address deficiencies or build on talents. Science instruction will address student learning competencies and standards and will focus on instilling critical thinking, problem-solving, team-based collaboration, and higher-order thinking. Teachers will guide students in making inferences and deductions, analyzing and synthesizing knowledge they have to grapple with challenging new content, and directly demonstrate the "real world" applications of science and math principles so that students have a context for valuing what they are learning. Coursework will be keyed to TN standards[14] and include computer science and programming, physical science, earth science, life science, scientific methods, and engineering.

GRADE	COURSEWORK
6th	6TH Grade Science
7th	7TH Grade Science
8th	8TH Grade Science
9th	Physical World Concepts
10th	Biology
11th	Chemistry
12th	Physics
Electives	Environmental Science
	Engineering Concepts
	Computer Science & Programming

Social Studies

The social studies curriculum and coursework will include perspectives on history and culture, civics and government, economics, and media literacy calibrated to prepare students for local, national, and global citizenship and leadership. The social studies curriculum will be carefully integrated with the English / Language Arts curriculum to reinforce literacy and bolster non-fiction reading and analysis of a variety of texts (written documents, pictures, film, etc.). Social studies teachers will work in a collaborative team to vertically-integrate social studies instruction. Within grade bands, social studies, arts educators, and English/Language Arts teachers will collaborate on lesson planning and team-teach to align and reinforce reading, writing, listening, and speaking skills.

Through social studies coursework, students will interpret, analyze, synthesize, and construct thesis statements and arguments based on historical and socio-cultural information from a variety of media formats. This incorporation of English/Language Arts standards into the social studies classroom provides students with additional opportunities to hone their literacy and communication skills, drawing on historical source materials at the same time as they gain a more in-depth understanding of the historical, social, and cultural factors that underpin our world.

[14] http://www.tennessee.gov/education/article/science-standards

The social studies coursework will also reinforce the school's focus on leadership, guiding students through exploration of essential questions related to social, cultural, and historical factors. This focus will manifest in the social studies curriculum through two components:

- *Grit Speaker Series:* The Grit Speaker Series will be a regular speaker series that will bring in powerful speakers to deliver messages relevant to the curriculum and to the lives of Chattanooga Prep students and families. The purpose of the speech is to reinforce concepts of leadership, personal responsibility, character and interpersonal development, and to provide students with exposure to adult role models who have encountered and overcome obstacles and challenges similar to ones students may face currently or in the future.
- *Special Topics Course - Leadership by Design:* This course is designed to give students leadership and communication skills in order for them to work for positive change in their school community and beyond. The first semester involves learning the foundations of clear and effective communication and what it means to be a leader. These sessions will be active, engaging, and thought-provoking and will require teamwork from the class. The focus of the second semester is research skills and action. Students will learn how to properly research a topic of interest, collect data, analyze the data, and then most importantly, take action. An introductory course will be included in 6th grade and will be incorporated into the rotation of PE, arts, and electives. Students will have flexibility to complete the required course in high school, but students will be encouraged to take it in 9th or 10th grade.

The Personal Finance credit requirement will be incorporated into the Social Studies curricular grouping. Students will learn about income, money management, spending and credit, as well as saving and investing, in accordance with TN standards.[15] All Social Studies coursework will be mapped to the TN standards.[16]

Grade	Coursework
6th	6th Grade Social Studies
	Leadership by Design Introductory Course
7th	7th Grade Social Studies
8th	8th Grade Social Studies
9th	World History, Geography, & Cultures
	Leadership by Design Advanced Course
10th	American History, Geography, & Cultures
11th	American Government
	Economics
12th / Electives	Personal Finance
	Community Service Learning

World Languages

The world language curriculum and coursework will be integrated with the English Language Arts, Social Studies, and Fine Arts curricula. Within grade bands, social studies and English/Language Arts teachers will collaborate on lesson planning and team-teach to align and reinforce reading, writing, listening, and speaking skills. The integration of English/Language Arts, World Languages, and social studies content provides students with additional opportunities to hone their literacy and communication skills, drawing on historical source materials at the same time as they gain a more in-depth understanding of word structure, syntax, and grammatical patterns and contrasts across languages.

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[15] http://www.tennessee.gov/education/article/personal-finance-standards

[16] http://www.tennessee.gov/education/article/social-studies-standards

As part of the school-wide focus on literacy, the study of "Classical Roots"[17] will be incorporated into the middle grades English / Language Arts coursework. This is important for students who may have limited vocabulary in that it provides students with fundamental knowledge and strategies to help students infer meaning based on common prefixes, suffixes, and word roots. Coursework will be offered in Spanish. All coursework will be mapped to the TN standards.[18]

GRADE	COURSEWORK
6th	Classical Roots incorporated into English / Language Arts
7th	Classical Roots incorporated into English / Language Arts
8th	Classical Roots incorporated into English / Language Arts
9th	Spanish
10th	Spanish
11th-12th / Electives	AP / Dual Enrollment

Health, Physical Education, & Wellness

For young men, physical activity is critically important for optimum learning and social-emotional development. Teachers will incorporate physical movement (moving among stations, getting into small groups, using manipulatives or models, content-related songs, chants, etc.). In addition, all middle school students will participate in physical education twice per week all year and high school students will earn at least .5 credits of physical education and will be encouraged to participate in additional electives and co-curricular or extra-curricular activities that incorporate physical activity and movement. The Health, Physical Education, & Wellness curriculum will reinforce concepts of self-discipline, teamwork, collaboration, integrity, perseverance, and personal responsibility. Given the health disparities that impact low-income populations, and people of color in particular, the overarching goal will be to instill knowledge and healthy habits for physical activity while exposing students to a broad array of options. All coursework will be mapped to TN standards.[19]

Fine Arts: Dance, Music, Theatre, Visual Art

Students will rotate through a sequence of offerings including music, theatre, and visual art. Movement / dance units will be integrated into the physical education, health, & wellness coursework. The Fine Arts curriculum will be closely linked with the school's leadership focus and will be calibrated to provide students with opportunities for development of emotional intelligence, expressive communication, and creative thinking and problem-solving. The arts are a powerful, potentially transformative mode of self-expression, motivation for engagement and learning, and interpersonal development, so there will be an emphasis on integrating arts principles and activities across the curriculum.[20]

In addition to working in cross-curricular teams to promote integration, the arts will also exist as independent courses. To maximize a diversity of opportunities for students, instructional staff will include visual arts, music, theater, and movement/dance instructional staff shared with CGLA or engaged through community partnerships (supervised by certified teachers) to allow for a greater diversity of offerings for students at each school. Fine Arts coursework will be aligned with state standards[21] and will be integrated into the school curriculum to reinforce and enrich learning across content areas.

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[17] http://eps.schoolspecialty.com/products/literacy/vocabulary/vocabulary-from-classical-roots/about-the-program

[18] http://www.tennessee.gov/education/article/world-language-standards

[19] http://www.tennessee.gov/education/article/health-pe-wellness-standards

[20] Varghese, Sheena, "Guidelines for Teaching Art to Students from Urban High-Poverty Backgrounds." Thesis, Georgia State University, 2015. http://scholarworks.gsu.edu/art_design_theses/177

[21] http://www.tennessee.gov/education/article/arts-education

Grade	Coursework
6th	Rotation through PE (twice weekly all year) and choice of 2 electives (half-year each)
7th	Rotation through PE (twice weekly all year) and choice of 2 electives (half-year each)
8th	Rotation through PE (twice weekly all year) and choice of 2 electives (half-year each)
9th – 12th	Choice of 1Fine Arts credit (required)
	Additional Fine Arts credits (up to 3)

Chattanooga Prep Hallmarks: Evidence-Based Strategies

Every aspect of the academic plan has been carefully calibrated to address the academic, social/emotional, and well-being needs of students and their families. The rationale for Chattanooga Prep's design is grounded in (1) an analysis of the current state of academic performance and achievement among urban boys in Hamilton County, (2) an examination of social risks factors facing young men in poverty in Hamilton County, (3) an inventory of research-based best practices in the education of urban students with academic deficits, (4) a review of best practices for promoting high academic achievement among boys, and (5) an inventory of community resources and synergistic interests that will ensure the school's long-term success. From this background work, the Foundation's Planning and Design Team has identified the following research-based hallmarks of Chattanooga Prep's success model:

- **Single-gender model:** The United States is facing an education achievement gap for boys from all socio-economic communities. Numerous research indicates that boys, on average, do not perform as well as girls in coursework or on standardized achievement assessments. The achievement gap for boys is readily apparent in postsecondary outcomes: nationwide 62% of associate's degrees, 57% of bachelor's degrees, 60% of master's degrees, and 52% of doctoral degrees are earned by women.[22] This achievement gap results in particularly dire consequences for young men of color. Nationwide, just 26% of African Americans and 18% of Hispanic Americans hold an associate's degree or higher. Within communities of color, men are less likely than their female peers to earn a postsecondary degree. African American men earn a meager one-third of postsecondary degrees awarded to African American students, and Hispanic men earn only 40% of degrees awarded to Hispanic students. The achievement gap has severe implications for young men: "More than 51% of Hispanic males and 45% of African American males will end up unemployed, incarcerated or dead."[23] Traditional school models are not responsive to the unique needs of boys, particularly when you consider the additional risk factors of poverty or minority status. According to the U.S. Department of Education and a Schott Foundation report, 71% of all school suspensions target boys. In a survey, 59% of African American boys and 42% of Hispanic boys reported being suspended. The incompatibility of boys optimal learning modes with traditional school models results in troubling disparities in special education: boys comprise 67% of students receiving special education services—and 80% of these boys are African-American or Hispanic.[24]

- **High Expectations, Consistently Communicated & Reinforced:** The term self-fulfilling prophecy refers to a well-documented phenomenon whereby expectations or beliefs about a students' potential significantly influence – positively or negatively – that students' actual achievement. In other words, students tend to perform in ways in which adults expect. A robust body of research confirms the troubling role of the self-fulfilling prophecy in educational settings—and underscores the dangers and tragic consequences when educators' unexamined assumptions and biases define the limits of success for students, most often students of color already facing the stumbling blocks associated with poverty. Harvard University economist and researcher Ronald F. Ferguson surveyed more than 30,000 students and found compelling evidence for "the distinctive importance of teacher encouragement as a source of motivation for non-White students." The research found that to best support minority students, teachers must "inspire the trust, elicit the cooperation,

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[22] http://www.theatlantic.com/education/archive/2013/09/how-to-make-school-better-for-boys/279635/

[23] http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/577/collegeandcareer/ADVOCACY-IN-ACTION-YoungMenofColorBrief.pdf College Board. *The Educational Crisis Facing Young Men of Color* and *The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress.*

[24] http://www.nea.org/home/44609.htm

stimulate the ambition and support the sustained industriousness" of academically at-risk students.[25] When teachers have high expectations for students and provide tasks that are engaging and of high interest, students build self-esteem, increase confidence and improve academic performance (Brophy, 2008; 2010). Student confidence is critical because it is linked to student's willingness to tackle challenging learning activities.[26]

- **Extended Learning Time:** A significant body of research supports that extended time for learning is an essential – possibly the essential – element of success common among schools that promote significant learning gains among low-income, academically disadvantaged youth. Harvard economist Roland Fryer, concluded that instructional time of at least 300 more hours than the typical calendar is one of the strongest predictors of higher achievement when it is accompanied by "high-dosage" tutoring, coaching and feedback to teachers, data-driven planning and instruction, and high expectations for student achievement. These findings were reproduced by Stanford University economist Caroline Hoxby who examined numerous school policies and characteristics and found that total learning time was one of the strongest predictors of student outcomes among the long list of policies considered in a multivariate analysis. Extended learning time is particularly important for children in poverty.[27]

TIME WELL SPENT:
EIGHT POWERFUL PRACTICES OF SUCCESSFUL, EXPANDED-TIME SCHOOLS

1. Make Every Minute Count
2. Prioritize Time According to Focused Learning Goals
3. Individualize Learning Time and Instruction Based on Student Needs
4. Use Time to Build a School Culture of High Expectations and Mutual Accountability
5. Use Tie to Provide a Well-Rounded Education
6. Use Time to Prepare Students for College and Career
7. Use Time to Continuously Strengthen Instruction
8. Use Time to Relentlessly Assess, Analyze, and Respond to Student Data

- **Community Hub & Wrap-Around Services:** Significant research underscores the complex nature of learning and cognitive growth; academic achievement is inextricably linked to students' physical, mental, emotional, and social well-being. A number of case studies from across the nation have shown that wrap-around services – in conjunction with high-impact educational practices – improve achievement for low-income students.[28] To overcome the myriad barriers to success imposed by poverty, schools seeking to empower urban young people must invest resources and engage with community partners to offer a variety of services that go far beyond traditional concepts of schooling. For low income families, this is a critical need. Low-income students face barriers to attending and succeeding in school that are inconceivable in more affluent communities. Access to laundry services or the ability to purchase uniforms or shoes, poor nutrition and healthcare, untreated trauma associated with poverty, all can conspire to derail student learning. Based on the community needs assessment, focus groups with families and parents, and the experiences of the Chattanooga Girls Leadership Academy in serving this same population, the following wrap-around services are planned and incorporated into facilities and budget allocations. School-operated wrap-around services will include laundry services, a food pantry, uniform assistance, a laptop and home internet access for all students. The school social worker, with assistance from social work interns will provide mental health and counseling for students and refer families to community-based services appropriate to their needs. We will establish partnerships with community-based organizations to offer primary healthcare, social services, and parent education.

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[25] http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch2_2011.pdf

[26] http://oregongearup.org/sites/oregongearup.org/files/research-briefs/highexpectations.pdf

[27] Farbman, David A. 2015. The Case for Improving and Expanding Time in School: A Review of Key Research and Practice. http://issuu.com/nationalcenterontimelearning/docs/caseformoretime/1?e=3629693/3438545

[28] https://www.nmefoundation.org/getmedia/ffbf6223-f6d4-49fa-91d6-1d8ff14e21d8/UpliftingTheWholeChild?ext=.pdf

- ***Social-Emotional Development and Executive Function:*** Incorporating social-emotional development into the curriculum is an ancient concept, promoted by Plato in *The Republic*.[29] For urban boys who are likely to face a confluence of risk factors - the traumas and deprivations associated with poverty, lack of consistent male role models, and the onset of puberty – providing opportunities for social-emotional development and promoting students to develop strong executive function and self-regulation skills is critically important. The notions of promoting social-emotional development and self-regulation are grounded in decades of neurological research. Neurological research shows that adolescents, particularly early adolescents, have a relatively well-developed limbic system which governs emotional response alongside a relatively underdeveloped prefrontal cortex which controls executive functions including planning, reflection, and impulse-control.[30] In other words, adolescents experience powerful emotions without the full cognitive skills to control and direct those emotional impulses.[31] Chattanooga Prep will include an explicit focus on supporting students to develop executive function and self-regulation skills, honing the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. These skills enable individuals to resist distractions, prioritize tasks, make decisions, set and achieve goals, and control impulses – capacities that are crucial for learning, social-emotional development, and self-regulation.[32]

Data-Driven Planning

The mission of Chattanooga Prep is to change the trajectory of at-risk boys by increasing academic achievement, promoting executive function, and providing them with opportunities to explore their talents. Thus, data will drive planning and decision-making on a regular, iterative basis. All aspects of the school model revolve around using data to ensure continuous improvement across metrics of student achievement and school performance. The Chattanooga Prep curriculum, schedule, and instructional plan allows frequent time for shared teacher planning, frequent formal and informal assessments of student learning and skill, and Response to Intervention & Instruction (RTI^2). Intervention activities (as part of the classroom station rotations or during the Wednesday RTI^2 Intervention & Extension period) are tailored for each student to work on their individual learning needs. Integration across grade bands enables teachers to mutually reinforce competencies with which students are struggling and provides students with a broader range of opportunities to make up learning deficits. Vertical integration within academic content areas ensures that teachers work together to scaffold students to achieve proficient or advanced performance.

Teachers will utilize web-based applications – which administrators, students, and parents can also check at any time to post real-time information to support learning. The Haiku Learning (or similar) program will be utilized to track student progress within the context of Chattanooga Prep's standards-based assessment system. The program selected will interface with Power School to ensure that local and state agencies have all data points needed. The Class Dojo program will track student behavior (see Section 1.10 for details). The Haiku Learning platform enables all staff to collect, analyze and use data to inform their support of students. The Dean of Faculty is responsible for ensuring / overseeing data integrity, managing ongoing data analytics, producing routine reports on a regular basis to inform planning and instruction, and providing special reports as needed for a variety of stakeholders (teachers, administrators, tutors, parents, and students themselves).

A data room for teachers will be set up as part of the permanent school facility. The data room will be located in a "high traffic" area for teachers such as a teacher work room and meeting space. The Dean of Faculty and other school leaders will orient all instructional staff to the layout of the information and will hold frequent debriefing

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[29] http://www.edutopia.org/social-emotional-learning-history

[30] https://www.researchgate.net/publication/8457361_Geidd_JN_Structural_magnetic_resonance_imaging_of_the_adolescent_brain_Ann_N_Y_Acad_Sci_1021_77-85

[31] http://www.ascd.org/publications/books/106044/chapters/Middle-Schools@-Social,-Emotional,-and-Metacognitive-Growth.aspx

[32] http://developingchild.harvard.edu/science/key-concepts/executive-function/

meetings with full instructional staff and small groupings of teachers to review data, identify trends and challenges, set goals, plan for corrective actions or interventions, etc. Given the tremendous needs of the target student population, Chattanooga Prep will maintain a constant focus and vigilance on student achievement data to inform interventions, instruction, and professional development for teachers.

Instructional Goals & Methods: Chattanooga Prep was founded to address the needs and change the achievement trajectory of low-income, urban boys in Chattanooga. As documented in Section 1.2, the academic deficiencies and achievement gaps among the students in the recruitment zone are significant. Chattanooga Prep's instructional goals and methods are built upon the following assumptions:

- The majority of students will enroll in the school with pervasive, pre-existing academic skill gaps across multiple academic areas and will lack foundational literacy and numeracy skills necessary for learning across content areas.
- In Chattanooga Prep's initial years of operation, the student population will be quite small in comparison with other schools, resulting in challenges in establishing generalizable data and statistically significant results from a small sample size.
- Full implementation of the TN Ready assessments will result in significantly lower percentages of students scoring at Performance Level 1 (below grade level) and Performance Level 2 (approaching grade level) across the state and district.
- Even with Chattanooga Prep's intentional design elements and instructional strategies, students with significant academic deficiencies will require time to catch up and master foundational skills that will enable them to advance academically.

Instructional Methods

To achieve these ambitious goals, Chattanooga Prep faculty will utilize a variety of instructional strategies and practices to meet the learning needs of a diverse cadre of students and prepare students for the instructional methods they will encounter in higher education settings and the dynamics of professional collaborative teams.

While teachers will have flexibility to organize their course content and instructional practices, all teachers will exemplify best practices in teaching and engage students in a variety of activities during the course periods to maintain student attention and meet the differentiated learning needs of each student. All lessons will include an essential question and a literacy objective. Given the diverse needs of students and the extended course times, most courses will incorporate several activities (e.g., a "hook" assignment, review & reframing prior learning, didactic or lecture component, an active learning component or station rotations, and end with a "huddle" activity focused on content standards. This format will make the best possible use of co-teachers (interns, student teachers, interventionists, specialists, etc.); keep students active learning, and allow for targeted interventions tailored for each boy. Across all school components, all personnel will hold students accountable for meeting high expectations for learning and personal responsibility.

The Southern Regional Education Board (www.sreb.org) identified 10 strategies present in a culture of high expectations. [33]

1. Developing, communicating & implementing classroom motivation & management plans in all classrooms.
2. Implementing instructional plans for bell-to-bell teaching.
3. Organizing and arranging classrooms to spur productivity.
4. Establishing high academic standards.
5. Communicating expectations to students and their families.
6. Actively engaging each student in instructional tasks.
7. Keeping students on target by using tasks that are of interest and of high value.
8. Providing timely, relevant & specific feedback to students to encourage their continued success.
9. Adopting grading practices that communicate high expectations and reduce frustration.
10. Dealing with severe behavior immediately. Be proactive and have clear policies.

[33] http://oregongearup.org/sites/oregongearup.org/files/research-briefs/highexpectations.pdf

The following instructional strategies will undergird Chattanooga Prep's ambitious goals for student achievement.

Instructional Strategies	Description and Examples
Embedded Intervention & Academic Support Strategies: *Continuous assessment and performance monitoring drives academic remediation and intervention.*	▪ ***Classroom Framework:*** Chattanooga Prep teachers will use a standardized classroom format which will allow for individual variations within classes while establishing a bell-to-bell instructional routine that will allow for individualized learning, academic reinforcement, and remediation across all courses. ▪ ***Student Work Groups and Clusters:*** The Chattanooga Prep course schedule and framework will provide faculty teams with tremendous flexibility in utilizing student work groups and clusters to provide more intensive coaching and support guided by a teacher, specialist, or interventionist. Teachers can also foster student work groups that pair or group struggling students with those who have gained mastery of content to promote peer-to-peer learning. ▪ ***Tutoring:*** Tutoring will be available after school at least 4 days per week with special Saturday sessions also scheduled as needed. Students can be referred to tutoring by their teachers or they can choose to participate in tutoring to secure academic support. Teachers will also tutor students on an individual basis or call tutorial sessions for groups of students who are struggling with course content. ▪ ***Summer Program:*** Summer programming will focus on academic remediation and support including credit recovery and "summer camp" type experiences that are routinely available to more affluent boys. Partnerships with a variety of community organizations will be leveraged to support special summer experiences for all students – including those who are struggling academically.
Problem-Based Learning: *Teachers pose problems which require that students utilize prior knowledge, think critically, draw connections and analogies from prior experiences, work cooperatively and collaboratively within a group, engage in self-directed learning, and secure and use appropriate learning resources.*	Teachers will utilize problem-based learning as a key strategy, actively engaging students in learning by posing complex, realistic problems which they must solve. In effect, teachers will use problem-based learning to help students "learn to learn." Problem-based learning will not only engage students and enhance the curriculum, but also prepare students with college-readiness skills by requiring students to share in responsibility for learning. The students will assume increasing responsibility for their learning, giving them more motivation and more feelings of accomplishment, setting the pattern for them to become successful life-long learners. The faculty, in turn, becomes resources, tutors, and evaluators, guiding the students in their problem solving efforts.[34]
Socratic Seminar: *The Socratic seminar technique is based on Mortimer Adler's interpretation of classic Socratic questioning.*	Chattanooga Prep will use the Socratic seminar model to condition students to think critically in order to explore ideas, solve problems, make mature decisions, and value academic and intellectual discussion. In Socratic discussions, the facilitator will ask only open-ended questions. Texts will not be limited to literary works and documents under investigation. Instead,

[34] Sources include the following: Samford University Center for Teaching, Learning and Scholarship. "Background of Problem Based Learning." 1 Mar. 2008 <http://www.samford.edu/ctls/pbl_background.html>. Maricopa Center for Learning and Instruction. "Problem Based Learning Overview" 1 Mar. 2008 <http://www.mcli.dist.maricopa.edu/pbl/info.html>.

	students will be encouraged to draw upon previous study and personal experience to explore texts and concepts, generate insights, and draw connections.
Mathematics Studio Program: *Mathematics classrooms will utilize the Mathematics Studio Program model espoused by the Teachers Development Group to promote "mathematically productive teaching routines" to increase student achievement.*[35]	Chattanooga Prep will engage with the Teachers Development Group and utilize the Mathematics Studio Program model for mathematics classrooms. This model, grounded in research about how students learn math, emphasizes a student-centered classroom that incorporate the following features: • Cognitively demanding mathematical tasks • Adherence to mathematically productive classroom norms and relationships • Productive disequilibrium about mathematical ideas and relationships • Mathematical discourse that focuses on students' mathematical reasoning, sense making, representations, justifications, and generalizations • Reflection and metacognition about their own and each other's mathematical thinking
Expeditionary Learning: *Students are guided in expanding critical thinking skills through field explorations and investigations.*	Chattanooga Prep's expeditionary learning component is the inquiry-based outgrowth of the Socratic process. Students will examine a text and list what they know, what they do not know, and what they would like to know about a specific subject. Teachers will layer texts onto previous texts so that some questions are answered, some questions evolve, and other questions form the core of issues that result in field work based around real world problem solving.
Academic Skills, Behaviors, and Habits of Mind:	▪ **Modeling and Using Exemplars:** Faculty will use demonstrations, role-playing, read-alouds, think-alouds, group-writes, and other modeling techniques to convey expectations for class processes, analysis, problem-solving, and giving / receiving constructive criticism. In addition, teachers will guide students through an exploration of sample exemplars to help students understand the expectations and characteristics of high-quality work. ▪ ***Organization and Documentation:*** Classroom technology or flip charts will be used to document group contributions and discussions. Students will use IT applications, graphic organizers, daily planners, journals, and other formats to record their thoughts and plans. ▪ ***Drafting, Revision, and Critique:*** Students will be constantly encouraged to refine and improve their work, and that expectation will be reinforced through classroom practice. Students will produce multiple drafts for all major assignments, and each draft will be subjected to various review processes including guided self-evaluation, group review and critique, and faculty-student conferencing. Students will use self- and peer-critique to revise their work. ▪ ***Reflecting and Debriefing:*** To guide and reinforce the habit of reflection and analysis, instructors will facilitate individual and group reflection on learning experiences (e.g., lessons, expeditionary learning, special programs, etc.). Reflection will enhance student retention and comprehension of information, reinforce analytical thinking, and support the transfer of learning to other concepts.

[35] https://www.teachersdg.org/Assets/About%20Studio%20Brochure%20v.3.0.pdf

Resources Supporting the Academic Plan: Every aspect of Chattanooga Prep's design – from its geographical location and facility to its staffing plan to its curriculum and schedule – have been carefully calibrated to achieve the school's mission. The budget and resource plan aligns with the school's model and include sufficient funds for staffing, teacher professional development and support, student learning resources, technology integration, student nutrition, extra- and co-curricular opportunities.

Addressing Target Student Needs: Chattanooga Prep has been designed to serve a diverse community of learners who have different skill and knowledge gaps, learning styles, and instructional support needs. The curriculum and instructional methods have been designed to yield maximum flexibility to scaffold and support each student based on their individual needs and gifts. The school staffing structure will allow for a small ratio of students to instructional staff positions. The opportunity to individualize the curriculum and to provide unique opportunities for students will be important for accelerated or gifted students. See Section 1.9 for details on specific strategies for supporting student with disabilities, English Language Learners, and students at-risk for poor academic performance.

Chattanooga Prep is designed to meet the unique learning needs of boys which is critical since traditional school models have shown to create disadvantages for boys across all socio-economic groups. Nationwide, boys lag behind girls in academic performance in class, on standardized tests, in high school completion, and in college enrollment. Researchers conducting a large-scale research study have identified the following 10 best practices for teaching boys. Chattanooga Prep will adopt these research-proven instructional practices.[36]

Research-Based Practices from the *Teaching Boys Effectively Logic Model:*[37]

1. **Teachers increase the use of graphics, pictures, and storyboards in literacy-related classes and assignments.** When teachers use pictures and graphics more often (even well into high school), boys write with more detail, retain more information, and get better grades on written work across the curriculum.
2. **Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning.** The more learning is project-driven and kinesthetic, the more boys' bodies will be engaged in learning—causing more information to be retained, remembered, and displayed on tests and assignments.
3. **Teachers provide competitive learning opportunities, even while holding to cooperative learning frameworks.** Competitive learning includes classroom debates, content-related games, and goal-oriented activities....
4. **Classroom curricula include skills training in time, homework, and classroom management.** In order to feel competent, engaged, and motivated, many boys need help learning how to do homework, follow directions, and succeed in school and life; classrooms are the primary place these boys come for that training.
5. **Approximately 50 percent of reading and writing choices in a classroom are left up to the students themselves.** Regularly including nontraditional materials, such as graphic novels, magazines, and comic books, increases boys' engagement in reading and improves both creative and expository writing.
6. **Teachers move around their classrooms as they teach.** Instructors' physical movement increases boys' engagement, and includes the teacher leading students in physical "brain breaks"—quick, one-minute brain-awakening activities—that keep boys' minds engaged.
7. **Students are allowed to move around as needed in classrooms, and they are taught how to practice self-discipline in their movement.** This strategy is especially useful when male students are reading or writing—when certain boys twitch, tap their feet, stand up, or pace, they are often learning better than if they sit still, but teachers are often not trained in innovating *toward* more movement in classrooms.

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[36] http://publications.sreb.org/2004/04v03_ten_strategies.pdf

[37] *ASCD Express,* Vol. 6, No. 4. Copyright 2010 by ASCD. All rights reserved. Visit www.ascd.org/ascdexpress.

8. **Male mentoring systems permeate the school culture, including use of parent-mentors, male teachers, vertical mentoring (e.g., high school students mentoring elementary students), and male peer mentoring.** By 16, vocationally oriented boys (and girls) need schools and communities to provide access to jobs and mentors through which students can master a trade.
9. **Teachers use boys-only group work and discussion groups in core classes such as language arts, math, science, and technology.** Some boys and girls who do not flourish in the busyness or social distraction of coed classes get a chance to flourish in new ways in single-sex groupings.
10. **Teachers and counselors provide skill building for sensitive boys (approximately 20 percent of males fall somewhere on the "sensitive boy" spectrum), and special education classes are taught by teachers trained in how to teach boys specifically.** This is crucial because approximately 70 percent of learning-disabled students nationwide are boys.

Blended Learning: Chattanooga Prep will make use of some blended learning activities as part of the station rotation model. An instructional staff member will be on-hand to provide additional assistance for all technology-assisted learning. Blended learning will be utilized to facilitate individualized student remediation and learning but will be embedded within the teacher-guided curriculum and course structure. The following are examples of the types of blended learning resources that Chattanooga Prep anticipates utilizing to promote student success:

- **Discovery Education:** Discovery Education provides high quality, dynamic, digital content that is engaging to students, keyed to Common Core State Standards and includes a variety of content areas. The Discovery Education system supports pervasive use of technology and digital content that is designed to tap into students' natural curiosity by offering authentic, "real-world" based learning opportunities. Discovery Education incorporates high-quality digital content, interactive lessons, real time assessment, classroom contests & challenges, and professional development. Discovery Education offers multimodal instructional content for intervention, continual growth, and extension for all students. The following features make the Discovery Education system particularly useful for schools, teachers, and students: (1) built-in assessment component includes research-based, valid, and authentic measures of Common Core standards; (2) assessments feature test items, performance tasks, and digital tools that measure the higher-order thinking skills and increased depth of knowledge required by Common Core; (3) includes cross-curricular content including English Language Arts, Math, and Science geared to promote college & career readiness; and (4) based on assessment results, offers instructional staff content recommendations to address personalized needs and offer individualized instruction.

- **LANGUAGE! Live:** LANGUAGE! Live is a comprehensive English Language Arts curriculum geared to support struggling adolescent readers and writers. It blends engaging online instruction with targeted teacher-directed instruction to help learners close the reading and writing gap. The program's "Word Training" component harnesses the power of technology to solidify foundational literacy skills in an individualized, online learning environment, supporting students to build competency in consonants and vowels, fluency, morphology, Greek & Latin roots, and encoding and decoding. The "Text Training" component is designed to engage small groups in teacher-supported instruction coupled with online practice to hone skills including vocabulary / morphology; grammar, syntax, & usage; reading comprehension & content knowledge; and spoken and written expression. LANGUAGE! Live provides iterative, actionable data to support teachers and students through benchmark assessments. Assessments are administered, completed, and scored online three times per year. The assessments utilize norm-referenced assessments to determine student intervention needs and measure progress in comprehension, fluency, and spelling.

- **Lexia:** Struggling readers in grades 6–12 require an instructional approach that provides fundamental early reading skills development in a manner that is engaging and age-appropriate for older students. Lexia uses technology to target and accelerate skill development for struggling readers, while providing the progress monitoring data and resources to prioritize and plan teacher-led instruction. The program is designed to re-engage students who are may be hard to reach, unmotivated, or facing challenges outside of school,

empowering students to quickly fill in literacy skill gaps so that they have the literacy competencies needed to learn and achieve in other content-area classes. Using a simple, age-appropriate interface, the program begins with skills at the first-grade level, covering basic phonological awareness through advanced decoding skills, vocabulary development, and comprehension activities. Students work independently to develop reading skills in a structured, sequential manner while teachers receive the data and resources they need to support intervention and direct instruction. A key feature of the Lexia system is the embedded assessment feature that provides teachers with progress-monitoring data without administering a test to the students, generating immediate and actionable diagnostic performance data without interrupting the flow of instruction or student learning. Data reports can be accessed by teachers and school administrators and can be filtered to show data on an individual student, student sub-groups, classrooms, grade levels, or the entire school.

- **Khan Academy:** Khan Academy is a free online learning resource that offers instructional videos and practice exercises across a wide range of academic content areas including math, science, computer programming, history, art, history, economics, etc. Because Khan Academy is designed for learners of all ages, it includes content that is appropriate for all age groups and all ability levels. Students can access Khan Academy for individualized learning, and teachers can also access specialized content for classroom use.

- **Odysseyware:** Odysseyware offers a number of resources that support blended learning including course and lesson customization, real time progress monitoring and assessment, teacher authoring tools, and flexible blended learning professional development and implementation options. Odysseyware offers robust assessment and progress monitoring, targeted instruction, prescriptive learning paths, and flexible customization and teacher authoring to support each Tier of RTI^2 implementation. Instructional supports, customization, built in messaging features and prescriptive assessment and learning paths offer a number of benefits to English Language Learners and students with learning challenges. Odysseyware's powerful assessment capabilities and prescriptive learning paths offer students with learning gaps, those needing remediation, or those desiring acceleration and enrichment opportunities, efficient and targeted resources to gain standards mastery and earn (or recover) course credits. Odysseyware also supports college and career preparation through test prep courses for the ACT, more than 60 career technical education courses, standards-aligned curriculum for middle & high school common core English/Language Arts and Mathematics.

1.4 Academic Performance Standards

Academic Achievement Goals

Given the indicators of need among target area students, Chattanooga Prep has established ambitious but attainable benchmarks for student achievement during the school's initial start-up phase. The Board of Directors and school leadership team will revisit and adjust benchmarks annually with the expectation of ongoing continuous improvement as the school matures organizationally, as instructional staff benefit from sustained, team-based planning and professional development, and as students advance academically from the primary student entry-point in the 6th grade and begin to catch up academically. The school's instructional goals and associated benchmarks are as follows:

1. **Accelerate learning to enable students to make academic progress across 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 Chattanooga Prep 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.
   - At least 65% of 11th & 12th grade students who have been at Chattanooga Prep for at least 2 years will score a 22 or better on the ACT exam.

2. **Bolster literacy and communication skills as a cornerstone 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 50% of students who have been at Chattanooga Prep for at least 2 years will be reading at or above grade level.
   - Each year, at least 75% of students will document improvement in spoken communication and presentation skills as measured by instructional staff, community volunteers, as well as pre-/post- self-assessments.

3. **Instill critical thinking and problem-solving skills to prepare students for success in postsecondary academic or credentialing programs and in rewarding careers.**
   - 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 Test[38] or similar assessment.
   - Each year, students will demonstrate gains on aptitude tests measuring individuals' ability to learn, critical thinking, problem-solving, and reasoning/analytical skills.

4. **Foster social-emotional development and executive function "habits of mind" to prepare students for lifelong learning within cooperative, team-based environments.**
   - Each year, students will document age-appropriate improvements in cognitive functioning, active participation in learning, perseverance, etc. as measured by the "grit grade" incorporated into the standards-based grading system.
   - Each year, at least 75% of students will demonstrate improvement in executive function and collaboration skills as measured by instructional staff, peers, and self-assessment using a 360-degree evaluation to be conducted in Spring annually.
   - Each year, students will demonstrate an age-appropriate increase in "college knowledge" and understanding of postsecondary and career requirements based on a pre-/post-assessment.

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[38] https://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Skills-Tests/California-Critical-Thinking-Skills-Test-CCTST

Setting, Monitoring, and 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 Executive Director or Principal will report progress towards achieving goals at least quarterly at Governance Board meetings including plans for any corrective actions as needed.

Corrective Action

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 development efforts, revisions to the school schedule or calendar, adjustments to instructional methodologies, personnel changes, or other adjustments. At Chattanooga Prep, 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 Expectations and Strategies

Chattanooga Prep'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, early dismissal for a day, a special meal with school administrators and family, etc. Outstanding attendance will be recognized as part of school routines and ceremonies (e.g., morning meeting, 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.).
- **Including Attendance & Engagement in Student Assessment:** Attendance and active engagement in learning will comprise part of the student's "Grit Grade" component which will equal 20% - 30% of a student's grade in each class. While attendance alone is not sufficient to earn full value for the engagement / executive function portion of the score, it is a critical factor since attendance is imperative for students – many of whom will start academically behind – to participate in the full spectrum of learning, application, practice, and coaching that will ensure their success.
- **Student Advisory Groups:** Student "Advisories" will be small groupings of students which will act similar to a "homeroom" model. Students will be assigned to instructional and administrative staff in small Advisory groups. Advisory group time will be predominantly used for tutoring or sustained silent reading but is also important for small group activities and to give each student a feeling of belonging within a smaller community. Advisors will and initiate discussions with a student if attendance becomes an issue and for initiating engagement with other stakeholders (parents, administrators, counselor, etc.) when needed
- **Wrap-Around Services:** Through the Guidance / Counseling Center, students and families will have access to wrap-around services offered by school staff and collaborating community partners (Educational Opportunity Center, Social Work Interns, etc.). Attendance issues stem from a variety of reasons including homelessness, children having to act as caregivers for siblings or elders, lack of transportation, depression, 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.
- **Extracurricular Activities:** Maintaining a good attendance record will be a condition of participation in all extracurricular activities. Excessive absences or instances of tardiness to school will result in dismissal from all extracurricular activities and incentives.

- **Clearly Communicating Attendance Policy:** The student handbook (see Attachment B) includes a clear statement of the absence policy including allowable absences, parent-excused absences, and the implications for excessive absences.
- **Establishing Consequences for Excessive Absences:** After five (5) unexcused absences, a parent/guardian will be mailed a five-day attendance notification letter. If the student continues the pattern of unexcused absences and reaches ten (10) absences within the calendar year, he will be referred to Juvenile Court for truancy.

Matriculation Plan

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. Teachers will utilize rubrics which will be shared with students so that students know and understand what it takes to achieve at each level. If a student does not demonstrate proficiency through course assessments, he will be required to attend tutoring. With support from the teacher, students will continue learning and practicing until they achieve proficiency or beyond. 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.

Graduation Standards

To graduate, students must demonstrate mastery of at least 70% of required course competencies in high school and accumulate 22 credit hours required by the state of Tennessee. Chattanooga Prep's competency-based assessment system (see Section 1.7 for details) ensures transparency in terms of the academic skills and habits of mind necessary for postsecondary completion and career success.

Academic Support for Students

Chattanooga Prep has a robust plan to support and provide remediation for students with learning deficits and will follow the Response to Instruction & Intervention (RTI^2) 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. Chattanooga Prep's 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 Chattanooga Prep model has been calibrated to accelerate learning among underserved students.

Chattanooga Prep will employ multiple tools and structures to support continuous academic progress and excellence and reinforce classroom instruction.

- Wednesday RTI^2 Intervention & Extension Period: Each Wednesday, the school schedule includes an extended RTI^2 Intervention & Extension period. This will be a time for instructional staff to engage in collaborative planning and professional development while students participate in intervention and enrichment activities guided by programmatic partners, volunteer tutors, academic coaches, and interventionists.
- In-class Guided Remediation: Most classrooms will utilize a station rotation model where students will progress through a variety of learning activities within a course period. These stations may include combinations of the following tutoring & learning modes including computer-assisted learning, tutoring or coaching by instructional staff or volunteers, peer tutoring, etc.
- Student Technology: At Chattanooga Prep, each student will be assigned a laptop / notebook computer and internet access. Loaded with class materials, homework assignments and supplemental educational resources, the portability of the laptop allows students access to academic content on a 24/7 basis. The regular use of the laptop not only supports the curriculum and academic program, but it also sharpens students' computer skills and familiarity with technology and a variety of computer applications.
- Reading and Writing labs: Reading and writing competencies are threaded throughout all coursework. Reading and Writing labs are staff-guided blocks of time that provide for a concentrated focus on specific reading or writing skills. Unlike tutorials, the reading and writing labs pull in materials outside the required

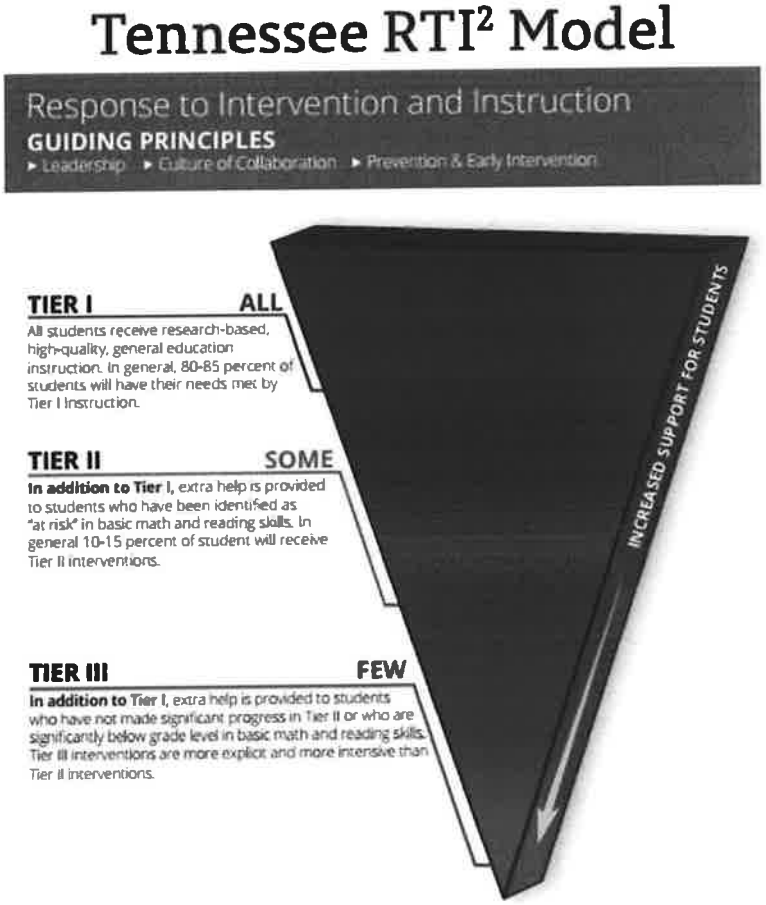
course materials to serve as the foundation for instruction. Reading and writing labs are technology supported.

Response to Instruction and Intervention (RTI²)

Given the academic outcome data for the target student population, Chattanooga Prep has a strong plan in place to implement Response to Instruction and Intervention (RTI²) procedures.[39] All students will take a variety of assessments including diagnostic, formative, and summative assessments. All assessments required by the Hamilton County Department of Education and the Tennessee Department of Education will be incorporated into the assessment structure. Additional formal and informal assessments will be used regularly to monitor student achievement, track progress, and identify knowledge/skill gaps. See Section 1.7 for details regarding the assessment plan.

These ongoing assessments will inform lesson and intervention planning and identify RTI² tiers for each student. This data will be available to all teachers and will be used as a benchmark to identify services and monitor progress. Across content areas, teachers will monitor student progress towards mastery of key learning/skill competencies and adjust instruction and intervention as needed. Assessments – either formal or informal will occur on at least a weekly basis.

For the most part, students will be exposed to Tier III interventions with students who are at Tier I or Tier II participating in extended learning to further hone academic growth and critical thinking.



The school model allows frequent opportunities for small group and individualized differentiation of instruction. Small student to teacher / staff ratio ensures that each student receives individualized support, that faculty can utilize the "station rotation" method to differentiate instruction for individuals or small groups of students, and that children do not "slip through the cracks" as they sometimes do in larger schools.

In addition, the school schedule is crafted to allow for an extended RTI² Intervention & Extension period each Wednesday. This will be a flexible time for students to engage in peer tutoring, academic coaching, college/career preparation, computer-assisted interventions, and other strategies to provide additional support to students who are face academic struggles.

[39] RTI2 at Chattanooga Prep will adhere to State of TN's standards. https://www.tn.gov/assets/entities/education/rti2/attachments/rti2_manual.pdf

1.5 Phase-In / Turnaround Planning (for applicants proposing a conversion)

Chattanooga Preparatory School is a new, start-up school established by a local planning and design team familiar with the neighborhoods to be served and the educational landscape of our community. The school will benefit from the ongoing leadership of Dr. Elaine Swafford, an educational change agent who has led a successful turn-around of the Chattanooga Girls Leadership Academy (see turnaround data in Attachment H.)

1.6 High School Graduation and Postsecondary Readiness

Graduation Requirements

Chattanooga Prep is designed to meet all of the academic milestones and graduation requirements established by the State of Tennessee. Students will earn credits by satisfactory completion of rigorous, college-preparatory coursework. Chattanooga Prep will utilize a standards-based grading system, but there will be a key for translating achievement of course standards into letter grades and those letter grades will be used to calculate grade point averages. Transcripts will be maintained for each student and will include course standards and an overview of achievement related to individual course standards. These transcripts will be more descriptive of what students know and are able to do as an outcome of coursework rather than traditional transcripts which just include a letter grade. Chattanooga Prep students will complete all graduation requirements stipulated by the State of Tennessee. In addition to successfully completing the program of study, students must also have a satisfactory record of attendance and conduct. See details about the curriculum in Section 1.3; details about co- and extra-curricular activities can be found in Section 1.8.

CHATTANOOGA PREP GRADUATION REQUIREMENTS	
Math – 4 credits	• Algebra I – 1 credit • Algebra II – 1 credit • Geometry – 1 credit • Advanced Math Course – 1 credit
English – 4 credits	• 9th Grade English – 1 credit • 10th Grade English – 1 credit • 11th Grade English – 1 credit • 12th Grade English – 1 credit
Science – 4 credits	• Biology – 1 credit • Chemistry – 1 credit • Physics – 1 credit • Research / Another Laboratory Course – 1 credit
Social Studies & Personal Finance – 3.5 credits	• US History and Geography – 1 credit • World History and Geography – 1 credit • US Government and Civics / Economics – 1 credit • Personal Finance - .5 credits
Health & Wellness – 1.5 credits	• Physical Education –.5 credits • Wellness – 1 credit
Foreign Language – 2 credits	• Spanish I – 1 credit • Spanish II – 1 credit
Fine Arts – 1 credit	• Visual Art or Music / Elective – 1 credit
College & Career Readiness – 8 credits	• Senior Project - .5 credits • ACT Preparation - .5 credits • Elective Focus – 7 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement, or International Baccalaureate
TOTAL: 28 CREDITS REQUIRED FOR GRADUATION	

Preparing Students for Postsecondary Success

Chattanooga Prep seeks to prepare all students for the postsecondary opportunity of their choice – whether that is a 4-year baccalaureate program, community college, technical or vocational training, or military service. The school program will create a platform for students to interact with individuals who have achieved success from a diverse array of postsecondary and career pathways. Chattanooga Prep has a strong plan to ensure that graduates are equipped to succeed in the postsecondary pathway of their choice. In 2007, the Bill and Melinda Gates

Foundation articulated an operational definition of college readiness in the publication, *Toward a More Comprehensive Conception of College Readiness.*[40] This definition has been adopted by Chattanooga Prep as an expected outcome for students.

DEFINITION OF COLLEGE READINESS

The level of preparation a student needs in order to enroll and succeed – without intervention – in a course-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.

Chattanooga Prep will graduate students who possess the four dimensions of college readiness:

1. **Habits of Mind**
2. **Key Content Knowledge**
3. **Academic Behaviors**
4. **Contextual skills and knowledge**

1. **Habits of Mind:** Chattanooga Prep will cultivate the key habits of mind at each stage of students' educational experience. Research shows that these habits must be developed over an extended period of time so that they become ways of thinking and students are habituated to draw on these habits when pursuing intellectual activities.

HABITS OF MIND ESSENTIAL FOR COLLEGE SUCCESS	SAMPLING OF CHATTANOOGA PREP'S STRATEGIES TO FOSTER AND PROMOTE HABITS OF MIND
Intellectual openness and Inquisitiveness ***Chattanooga Prep students will...*** • *Require evidence to substantiate statements and beliefs,* • *accept and offer constructive criticism, and* • *change personal views if warranted by the evidence,* • *engage in active inquiry and dialogue about subject matter and research questions, and* • *seek evidence to defend arguments, explanations, or lines of reasoning.*	• The **curriculum** is based around challenging coursework that requires students to delve beyond basic knowledge. • **Instructional strategies** such as problem-based learning, the Socratic seminar, and expeditionary learning engage students in questioning and exploring a text or solving a problem in collaborative groups. • **Assessment practices** provide opportunities for teachers to model ways for students to give and accept constructive criticism. • Students' **portfolios, debriefing sessions, and reflective essays** will provide guided opportunities for students to reflect upon their opinions, beliefs and attitudes and how they have evolved over time. • **Active learning and knowledge creation** are essential elements of Chattanooga Prep learning activities. Inherent in Socratic Seminars is inquisitiveness. Expeditionary learning is the inquiry based outgrowth of the Socratic process.
Analysis, Reasoning, Argumentation, and Proof ***Chattanooga Prep students will...*** • *identify and evaluate data, material, and sources for quality of content, validity, credibility, and relevance;*	• Students will gain **contemporary literacy skills** which will require them to not only utilize technological resources to seek information but also to evaluate information from a variety of sources and become informed consumers of information.

[40] Conley, David T. Toward a More Comprehensive Conception of College Readiness. Eugene, OR: Bill & Melinda Gates Foundation, March 2007.

• *compare and contrast sources and findings and generate summaries and explanations of source materials;* • *construct well-reasoned arguments to explain phenomena or issues; and* • *utilize forms of reasoning to construct an argument and defend a conclusion.*	• **Instructional Strategies** such as problem-based learning, Socratic seminar, and expeditionary learning will foster students' reasoning, argumentation, and proof skills. • **Course assignments** including formal papers, in-class writing assignments, lab reports, essays, and reflective writing assignments will support students in refining their analytical, reasoning and argumentation skills. • **Class activities** including debates, guided rhetorical analysis of historical arguments and speeches, and reflections on current events will provide students with practice in expressing their ideas through well-researched arguments and defense of their points of view.
Interpretation ***Chattanooga Prep students will...*** • *analyze conflicting descriptions of an event or issue to determine strengths, flaws, commonalities, and distinctions;* • *synthesize the results of an analysis of competing or conflicting descriptions into a coherent explanation;* • *state the interpretation that is most likely correct or is most reasonable; and* • *present an extended description, summary, and evaluation of varied perspectives and conflicting points of view on a topic or issue.*	• The **constructivist teaching strategies** used in Chattanooga Prep classrooms will require students to work individually, in small groups, and as a class to analyze differing perspectives, arguments, and accounts. • The **curriculum** provides numerous opportunities for students to analyze and synthesize competing perspectives to draw conclusions. • All **coursework and activities** will be followed by an opportunity for students to evaluate information through a post-write, reflection, or essay that is an extended description, summary and/or evaluation of varied perspectives and conflicting points of view. • Student **papers, projects, and presentations** will be designed to emphasize student interpretation skills.
Precision and accuracy ***Chattanooga Prep students will...*** • *know what type of precision is appropriate to the task and the subject area,* • *be able to increase precision and accuracy through successive approximations generated from a task or process that is repeated, and* • *use precision appropriately to reach correct conclusions.*	• **Instructional strategies** such as the Socratic seminars reinforce the process of selecting the appropriate level of precision and accuracy required to support a conclusion. Using the scientific method and project-based learning activities, students will explore a variety of STEM topics (robotics, engineering, etc.) to practice ever-higher degrees of accuracy and precision in measurements, equations, etc. • **Assessment practices** will also foster precision and accuracy by establishing progress and achievement as things that are measured by a continuum of learning as opposed to "one-shot" assignments.
Problem solving ***Chattanooga Prep students will...*** • *develop and apply multiple strategies to solve routine problems,* • *generate strategies to solve non-routine problems, and* • *apply methods of problem-solving to complex problems*	• Through **problem-based learning** students will be guided in exploring a problem or issue that must be solved. • Problem solving is integrated into all aspects of a **democratic classroom**. Students participate in problem solving in Socratic seminar, expeditionary learning teams, and in other group work. • **Problem/Project-Based Learning assignments and coursework** will require students to draw upon a variety of strategies to solve complex problems related to authentic social, technological, or scientific challenges.

2. **Academic Knowledge and Skills:** Chattanooga Prep will ensure that students have a strong academic foundation that includes a breadth of learning and experiences as well as a depth of understanding and applied practice in a variety of disciplines. Achieving the academic standards that Chattanooga Prep expects of students will require that students exercise the habits of mind within the context of rigorously challenging coursework.

3. **Academic Behaviors:** Chattanooga Prep will foster among students a range of academic behaviors to ensure that students develop the self-awareness, self-monitoring, and self-control necessary for college success. Strategies to support the development of these skills will be integrated throughout the curriculum; embedded in extended learning activities; reinforced in the code of conduct, disciplinary strategies, and restorative justice practices; and modeled in school structures and processes.

Academic Behaviors Required for College Success	Sampling of Chattanooga Prep's Strategies to Foster and Promote Academic Behaviors
Self monitoring (as a form of metacognition) ***Chattanooga Prep students will...*** • *be aware of their current level of mastery and understanding of a subject, including key misunderstandings and blind spots;* • *be able to reflect on what worked and what needed improvement in any particular academic task;* • *persist when presented with a novel, difficult, or ambiguous task;* • *employ a range of learning strategies; and* • *transfer learning and strategies from familiar settings and situations to new ones.*	• **Assessment practices** such as the use of a continuum of learning based on course outcomes will condition students to view learning as a "work in progress" rejecting the pass/fail mentality. • **Course assignments and assessment** will include regular reflective debriefing sessions to model and support reflectivity and iterative learning. • The **assessment and academic support process** includes regular student conferencing with faculty and advisors. Conferences will include honest and constructive assessments of student progress and the identification of actionable strategies for intervention and enrichment. • The **curriculum** includes numerous opportunities for **students to pursue their interests and make choices** in inquiry-based learning. • Through the **integrated curriculum**, students learn how to tailor and apply strategies across disciplines.
Study skills ***Chattanooga Prep students will...*** • *manage time effectively,* • *prepare for and taking examinations,* • *use information sources,* • *take class notes,* • *communicate with teachers and advisors, and* • *participate in a study group and recognizing the critical importance of study groups to success in specific subjects*	• **Classroom activities and strategies** will prepare students to use organizational tools for effective time management. • School activities will support students in the development of **test-taking techniques** for standardized exams (e.g., ACT, AP, etc.). • Chattanooga Prep will engage students in a variety of **cooperative learning activities** including small group work in class, peer circles, peer review teams to discuss writing assignments, lab partners and teams, and formal study groups. • Class and small-group activities will ensure that students understand **appropriate ways to access peer support** in class projects and peer editing.
Contextual skills and awareness - The privileged information necessary to understand how college operates as a system and a culture. ***Chattanooga Prep students will possess...***	• Beginning in 6th grade and continuing through graduation, students will engage in **formal activities to learn about the postsecondary education system,** researching and visiting various types of colleges and universities+. • **College visits** will be organized so that Chattanooga Prep students learn the formal and informal structures and

• *a systematic understanding of the postsecondary educational system;* • *specific knowledge of the norms, values and conventions of interaction in the college context;* • *interpersonal and social skills that will enable them to interact with a diverse cross-section of academicians and peers; and* • *"college" knowledge (formal and informal; stated and unstated) necessary for both gaining admission to and navigating within the postsecondary environment*	processes from the perspectives of college administrators, faculty, and students. • Chattanooga Prep social services programming will place an emphasis on fostering the development of **social and interpersonal skills** critical in college & careers. • Chattanooga Prep structures and processes will **model the college experience** to prepare students for the norms, values, and conventions of higher education. • Access to **dual enrollment courses** will place Chattanooga Prep students in college environments so they gain experience in handling the structure of college classes and in interacting with faculty. • Chattanooga Prep **prepares parents and other adult caregivers** to support their children in navigating the higher education system, including the application and financial aid processes.

4. **Keystone Skills of College Readiness:** Chattanooga Prep students will attain mastery of the following skills which are critical in supporting the success of students in postsecondary programs.

• **Consistent intellectual growth and development over four years of high school resulting from the study of increasingly challenging, engaging, coherent, academic content.**
• Deep understanding of and facility in applying key foundational ideas and concepts from the core academic subjects.
• **A strong grounding in the knowledge base that underlies the key concepts of core academic disciplines.**
• Facility with a range of key intellectual and cognitive abilities and capabilities.
• **Reading and writing skills and strategies sufficient to process the full range of textual materials commonly encountered in entry-level college courses.**
• Mastery of key concepts and ways of thinking found in one or more scientific disciplines sufficient to succeed in at least one introductory level college course.
• **Comfort with a range of numeric concepts and principles sufficient to take at least one introductory level course.**
• Ability to accept critical feedback.
• **Ability to assess objectively one's level of competence within a subject and to devise plans to complete course requirements in a timely fashion.**
• Ability to study independently and with a study group on a complex assignment.
• **Ability to interact successfully with a wide range of faculty, staff, and students from different backgrounds.**
• Understanding of the values and norms of colleges, and within them the disciplinary subjects as the organizing structures for intellectual communities.

The Chattanooga Prep College Readiness strategies are implemented through formal structures and activities as well as sets of relationships. Parents and other adult caregivers are fully integrated into all college readiness strategies.

Student Support to Ensure Graduation

Supporting students to – and beyond – high school graduation is the cornerstone of Chattanooga Prep's school model. Given the diverse needs of the target population, the following elements of the school model are designed to support students to graduation.

- ***Small Learning Community:*** Chattanooga Prep has been designed as an intentionally small learning environment where every student will have opportunities to interact and develop positive role-model and peer relationships with adults and other students. The House structure will organize the student population into a smaller subset of learning communities to foster a sense of family, group cohesion, and belonging.

Advisories will provide another framework for students to have personal and small-group interactions within the school. Each student will also be paired with an adult mentor through the mentorship program.

- ***Experiential & Active Learning:*** Chattanooga Prep's instructional model will include significant opportunities for students to be immersed in experiential and active learning. The classroom instructional framework which will be adapted for use in all courses will guide students in moving through a variety of activities including teacher-led instruction, individual learning, small group activities, and directed learning assignments. This classroom model allows for purposeful and directed student interaction and movement. The school schedule also includes 160 minutes of experiential, problem-based learning each week where students will be engaged, individually and in small groups, in problem/project-based learning activities aligned with state standards.
- ***Instructional Strategies:*** The classroom instructional framework is aligned with state learning outcomes and is ideally suited for students with varying levels of academic proficiency. Instructional strategies will utilize a "flipped classroom" format where students will complete readings or other preparatory assignments before the classroom lesson. In class, teachers will use a learning "hook" to engage students, give them guided opportunities to grapple with subject matter to hone critical thinking and problem-solving skills, and lead students in rotating through stations including peer coaching, self-guided learning or remediation, instructor coaching, etc.
- ***Competency-Based Assessment & the Grit Grade:*** Chattanooga Prep's competency-based assessment system will enable students with academic deficiencies to make progress towards proficient & advanced performance across all content areas even as they continue to benefit from remediation and shore up areas of academic weakness. The competency-based grading reinforces that learning is an iterative process unlike traditional grading systems provide a "snapshot" of what a student knows and is able to do at a particular moment in time and then denies students the opportunity to continue to make academic progress. Incorporating the "Grit Grade" element into the assessment system also underscores students' critical role in their own learning. See Section 1.7 for additional details.
- ***Data-Driven Instruction:*** Academic tutoring, coaching, and response to intervention & instruction are integrated into Chattanooga Prep's school and course schedules. Data-driven instruction further ensures that students get the optimum benefit from tutoring and remediation by focusing on each student's learning gaps and academic deficiencies. Instructional staff and the students themselves can readily identify areas where they need extra work or practice. See Section 1.3 for additional details.
- ***Tutoring & Academic Coaching:*** Tutoring and academic coaching is embedded in every course period. In addition, after-school tutoring with support from instructional staff will be offered 4 days per week. The Wednesday RTI^2 Intervention & Extension period will be another opportunity for academic tutoring and coaching – as well as enriched learning experiences – for students struggling with academic content. Summer programming will also be used to extend learning time for students who are struggling with particular learning objectives or standards.
- ***Prep Journeys:*** Through expeditionary learning activities, tied to the academic and leadership curricula, students will have opportunities to expand their academic and geographic horizons through a variety of local and regional off-campus learning excursions. Middle school students will spend a week at Camp Alpine. High school students will take a cultural learning visit to Washington, D.C. Pre Journeys will also include college visits as well as diverse cultural and learning experiences.
- ***Grit Speaker Series:*** As part of Chattanooga Prep's Leadership focus and curriculum, the school will host an ongoing speaker series that will engage speakers who have overcome obstacles similar to those faced by students. The speaker series will provide motivation and inspiration for students, forging leadership skills and evoking an ethos of community and team-building.
- ***College Counseling & Preparation Experiences:*** Beginning in the 6th grade, postsecondary expectations and preparations will be consistently communicated to students and families. School activities will foster exploration of the variety of postsecondary opportunities open to students as well as their parents and family members. Career exploration will incorporate the academic pathway required to enter and succeed in that career. Students will participate in college visits beginning in middle school and "college knowledge" development will be built into career exploration, ACT Prep, speakers, etc. Guidance staff, advisory leaders, instructional staff, mentors, and speakers will consistently promote postsecondary academic success – in a field and mode of their choice – as an achievable expectation for all students.

1.7 Assessments

Assessing Student Learning

Chattanooga Prep will administer all state-mandated assessments in accordance with state of Tennessee requirements. In addition, Chattanooga Prep will administer assessments embedded in blended learning and RTI^2 programs (see Sections 1.3-1.4 for details). Chattanooga Prep will administer benchmarking assessments created by Academic Coaches 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. All assessments will align with Chattanooga Prep's rigorous, college-preparatory curriculum and will help to ensure that all students are on track to achieve graduate requirements and be prepared to enroll in a postsecondary program of their choice.

The Dean of Faculty will have primary responsibility for testing coordination within the building. The Dean of Faculty will also lead all data collection and analyze and interpret data through regular reports for all stakeholders. Data will be crucial to Chattanooga Prep'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.

Across all coursework, Chattanooga Prep 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 Chattanooga Prep 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	KNOWLEDGE: 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	UNDERSTAND: Explain, Describe, Summarize, Predict, Demonstrate
3: Mastery **PROFICIENT/Green**	-Student can execute/ show evidence of mastery -Meets standard/learning goal	APPLY: Solve, Calculate, Interpret, Examine
4: Beyond **Mastery/Blue**	-Goes beyond standard /learning goal -Evidence of thinking at an advanced level	ANALYZE: Classify, Connect, Criticize, Organize; SYNTHESIZE/EVALUATE: Judge, Conclude, Debate, Justify, Persuade; CREATE: 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 against college-preparatory standards, Chattanooga Prep will also assess students based on the "habits of mind" – engagement, executive function, and interpersonal skills critical for success in postsecondary programs and the workforce. 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 – 26.9 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.

Using Data to Inform Decisions and Ongoing Improvement

Tracking & Communicating Achievement Data: School staff, students, parents, and teachers will be able to track learning outcomes related to specific standards readily via an online portal (e.g., haikulearning.com or similar). In addition, students and parents can access PowerSchool to view student attendance records, class schedules, 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 Dean of Faculty 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 using resources such as MasteryConnect, an online resource that helps teachers identify and track student mastery of Common Core State Standards to plan instruction and inform teaching practice. MasteryConnect's site is programmed with every state's standards and affords teachers the option to manually input student raw scores or take advantage of MasteryConnect's digital resources to create online assessments, then generate reports based on student progress towards standards mastery. MasteryConnect allows teachers to keep track of student formative assessment data through a user dashboard. Through the dashboard, teachers can view data for the entire class or for individual students. Data is color coded to show students that need remediation, are near mastery, or have mastered a standard. Teachers can filter data to sort by specific standards or by analyzing a specific item or question. MasteryConnect will facilitate both horizontal (grade level) and vertical (content area) teacher collaboration by enabling data sharing between teachers and generating collaborative reports across multiple classrooms. Administrators can utilize MasteryConnect to view school-level data. MasteryConnect generates reports based on the total percentage of standards assessed, progress towards mastery of the standards assessed, and information on individual assessments and standards. Administrators determine how broad or how granular they would like each report to be, making it possible to look at school, classroom, teacher, and individual student data.

1.8 School Calendar and Schedule

Chattanooga Prep will operate an extended academic calendar which will include 181 instructional days in the regular school calendar for students and an additional 30 days of summer programming. Please see Attachment A for the 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 additional time to achieve proficiency and progress to advanced performance. The school schedule, including the flexibility inherent in the AB Block Schedule and the integrated academic model optimizes the strategic use of learning time to support the vision, mission, and education program to drive gains in academic achievement.

School Schedule and Instructional Time

A typical school day will begin with breakfast at 7:20am with an official start of the school day at 7:50am. Reading/Seminar period begins daily at 7:50 a.m. The school will deploy an A/B Block schedule whereby students rotates through a number of classes/activities on Day A and then through a number of classes/activities on Day B. Chattanooga Prep will offer 1,889 instructional minutes per week. This schedule allows more time for in-depth learning of content rather than traditional scheduling which limits teachers to mainly didactic instruction with minimal time available for active learning, practice, Socratic inquiry, group activities, etc. The block schedule offers significant advantages: students can focus on a smaller number of classes per day, more limited transitions between classes maximizes learning time, more time for curricular integration and problem-based learning, more closely aligned with postsecondary schedules, smaller student to teacher ratio, greater opportunities for embedded RTI^2 within classrooms, and more time available for teacher collaborative planning.[41]

While the number of hours may vary from day to day, students will participate in significant instructional time across core academic subjects: 100 minutes per week in sustained silent reading, 603 minutes per week in English/Language Arts and Reading & Writing Lab, 335 minutes per week in math, 335 minutes per week in science, 335 minutes per week in social studies. In each grade level, students will participate in 31.5 total hours of learning each week. Tiered interventions, learning extension, tutoring, and coaching are integrated across all instructional time.

- 100 minutes per week (20 minutes x 5 days per week) is allocated for mandatory sustained silent reading, using tiered content options based on student learning needs.
- 160 minutes per week (40 minutes x 4 days per week) is allocated for mandatory RTI^2 intervention and extension for all students with individualized activities to address student learning needs.
- 85 minutes per week (Wednesday RTI^2 Intervention & Extension period) is allocated for intervention and extension including individual, small group, and large group intervention and enrichment activities.
- 160 minutes per week is allocated for Project-Based Learning (PBL) which will also be tiered to engage and challenge students through learning activities designed to scaffold students through tiered interventions. Examples of the A/B Block schedule are included below.

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41 http://stafford.schoolfusion.us/modules/groups/homepagefiles/cms/120789/File/Public%20Hearings/Alternating_Block_Presentation_School_Board.pdf

Sample Student Schedule 4 Days Per Week (Mon/Thur & Tues/Fri)

Time	Group A 6th – 8th	Group B 6th – 8th	Time	Group A 9th – 12th	Group B 9th – 12th
7:50 – 8:10	Reading	Reading	7:50 – 8:10	Reading	Reading
8:15 – 9:22	1st Block	2nd Block	8:15 – 9:22	1st Block	2nd Block
9:27 – 10:34	3rd Block	4th Block	9:27 – 10:34	3rd Block	4th Block
10:39 – 11:19	RTI² Intervention & Extension	RTI² Intervention & Extension	10:39 – 11:19	RTI² Intervention & Extension	RTI² Intervention & Extension
11:24 – 11:49	Lunch	Lunch	11:24 – 12:04	Project Based Learning	Project Based Learning
11:54 – 12:34	Project Based Learning	Project Based Learning	12:09 – 12:34	Lunch	Lunch
12:39 – 1:46	5th Block	6th Block	12:39 – 1:46	5th Block	6th Block
1:51 – 3:00	7th Block	8th Block	1:51 – 3:00	7th Block	8th Block

6th – 8th Sample Student Schedule 1 Day Per Week (Wed)

Time	Group A 6th – 8th	Group B 6th – 8th
7:50 – 8:10	Reading	Reading
8:15 – 9:23	1st Block	2nd Block
9:28 – 10:36	3rd Block	4th Block
10:41 – 11:06	Lunch	Lunch
11:11 – 12:19	5th Block	6th Block
12:24 – 1:30	7th Block	8th Block
1:35 – 3:00	RTI² Intervention & Extension	RTI² Intervention & Extension

9th – 12th Sample Student Schedule 1 Day Per Week (Wed)

Time	Group A 9th – 12th	Time	Group B 9th – 12th
7:50 – 8:10	Reading	7:50 – 8:10	Reading
8:15 – 9:23	1st Block	8:15 – 9:23	2nd Block
9:28 – 10:36	3rd Block	9:28 – 10:36	4th Block
10:41 – 11:49	5th Block	10:41 – 11:06	Lunch
11:54– 12:19	Lunch	11:11– 12:19	Lunch
12:24 – 1:30	7th Block	12:24 – 1:30	6th Block
1:35 – 3:00	RTI² Intervention & Extension	1:35 – 3:00	RTI² Intervention & Extension

Sample Teacher Schedule 4 Days Per Week (Day A & Day B)

Teacher schedules will be developed by the leadership team. The schedule below is a sample schedule used by CGLA, offering an example of how team-based planning will be integrated into the regular school schedule.

School	1	2	3	4	5	6	7	8
[illegible]	Plan	Alg 9	Alg 9	SAILS	STATS	Plan	Alg 9	Alg 9
Brinkmeier	Alg II	GEOM	GEOM	ALG II	ALG II	Plan	Plan	GEOM
Semanco	ENG 9	CR WRIT	ENG12	ENG 9	Plan	Plan	ENG12	ENG 9
Monroe	ENG 10	ENG 10	ENG 11	ENG 11	Plan	Plan	ENG 11	ENG 10
Cole	Biol 10	Plan	RES 12	Biol 10	Plan	SCI 12	Biol 10	SCI12
Leverette	PWC	CHEM	CHEM	PWC	Plan	Plan	CHEM	PWC
Dillard	SER LEARN	WH	Plan	EG	EG	WH	WH	Plan
Gibeault	UH	UH	ACT/PF	ACT/PF	Plan	Plan	ACT/PF	UH
Horn			SP 2	Plan	Plan	Sp 1	SP 2	SP 2
Huchison			SP 2	SP2				
Baron	STEM 2/3	STEM2/3	Plan	Plan	STEM 2	STEM 2	RES 12	STEM 2
Bagby	STEM 1	STEM 1	Plan	Plan	STEM 1	ART*	MS Art	MS Art
Ainsworth	STEM 2	STEM 2	Plan	Plan	STEM 3	STEM 3	MS Ex Tech	MS Ex Tech
Collins					Gen Mus	Chorus*	MS Chorus	MS Chorus
Thrower	Plan		Gen Mus		Gen Mus		Gen Mus	
Buchanan			Plan	Plan	Wellness	Wellness*	MS PE	MS PE
Foster	DI-HS	DI -8th	DI-HS	Inc. Monroe	Plan	Plan	DI-7&6	Inc. Semanco
Jarvis	DI-8th	DI-HS	Inc. K.Reed	Inc. Potts	DI-HS	Plan	Plan	DI-7&6
Heredia	ESL 1	Self/Taylor	Warwick/Frick	ESL 1	Plan	Plan	ESL	ESL
8th Grade								
Blake	Plan	Plan	SS 8	CI10/CI11	SS8	CI	[illegible]	CI*
Garrison	Plan	Plan	CW10/CW11	ELA 8	CR	ELA 8	CR10/CR11	SS 8
Potts	Plan	Plan	[illegible]	[illegible]	ALG 2	ALG 2	ALG 3	ALG 3
Roberson	Plan	Plan	SCI	STEM	[illegible]	[illegible]	SCI	STEM
7th Grade								
Taylor	ELA		ELA		ELA		Plan	Plan
Self	Soc Studies		Soc Studies		Soc Studies		Plan	Plan
Bland	Math		Math		Math		Plan	Plan
Smith	Science		Science		Science		Plan	Plan
6th Grade								
Warkwick	ELA		ELA		ELA		Plan	Plan
Beard	Soc Studies		Soc Studies		Soc Studies		Plan	Plan
Frick	Math		Math		Math		Plan	Plan
Mount	Science		Science		Science		Plan	Plan
	1	2	3	4	5	6	7	8

Extra- or Co-Curricular Activities

One day per week (Wednesdays, in the sample schedules above), the formal school day will end at 1:30 and the remaining 85 minutes will be used for tutoring / tiered interventions, co-curricular activities, and special programs with academic components (e.g., Junior Achievement, Launch, etc.). Teachers will use this time for planning, team meetings, and professional development while students are engaged in activities guided by interventionists, coaches, or external volunteers.

Co-Curricular Clubs and Activities: Ultimately, Chattanooga Prep will offer a robust array of co- and extra-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: Debate Team, Chorus, Theatre / Improvisation, Robotics, Computer Programming, Entrepreneurship, and others to be determined. Chattanooga Prep has already initiated discussions with several organizations who will support these co-curricular activities either through shared staffing, sponsorships, etc. The budget includes some funding to offset the costs of co-curriculars (supplies, materials, instructors, etc.) and we will also write grants and engage in development efforts to raise additional funds needed.

Summer Programming: In addition to the 181-day regular academic year, Chattanooga Prep will operate a 30-day summer program. Summer program will be required for all students who are academically struggling including those who are behind their grade level in credit accrual or reading proficiency and those who scored at Level 1 or 2 in any core subject (Math, English/Language Arts, Science, or Social Studies). In addition, Chattanooga Prep will engage a variety of community partners to offer an additional 10-day summer camp-type experience for children,

focusing on personal development, teamwork, leadership, and character-building activities within a variety of fun activities. Activities will include maker lab, community service projects, outdoors activities (hiking, swimming, etc.), etc. As students progress from middle to high school. The 10-day summer program will be replaced by individual summer learning plans which will be individualized for each student and coordinated by Chattanooga Prep staff. Summer learning plans may include paid or unpaid internships, summer research activities, participation in local/regional/national summer programs for high school students, etc. Chattanooga Prep staff will be responsible for engaging and securing community partners to support students' summer learning plans.

Athletics: We know that athletics are an important opportunity for all students and especially boys. Chattanooga Prep athletics teams will include track and basketball beginning in year 1 and scaling up to soccer, lacrosse, and other sports of interest to students and families. Funding has been allocated in the budget and will be supplemented by fundraising and sponsorships.

1.9 Special Populations and At-Risk Students

As described in Section 1.2, Chattanooga Prep will serve a student population that is likely to face academic challenges and need remedial support. Based on data from schools in the target recruitment zone, we anticipate that a significant portion of students will enter with academic learning deficits in one or more core subjects, that a sizeable proportion of students will be English Language Learners, and that many students will enter with a special education Individualized Education Plan. The Chattanooga Prep Planning Team has taken these factors into consideration in all aspects of the school design.

Planning & Design Team Expertise

Chattanooga Prep's plan to support special populations and at-risk students was informed by the experience of several educators including Dr. Elaine Swafford, Mr. Sean Kane, and Ms. Jennifer Harvey. All three have experience in meeting the learning needs of special populations and at-risk students. Ms. Harvey has significant expertise in special education, including a focus on supporting students with learning differences in reading, writing and mathematics and experience in teaching intellectually gifted children. Ms. Harvey's professional experience includes teaching students with moderate to severe cognitive disabilities and facilitating their transition from high school to college or job/ employment.

Staffing & Operational Plans to Support Special Populations & At-Risk Students

Given the scope of academic deficits anticipated for the target school population, 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. Chattanooga Prep will have a highly-qualified special education teacher beginning in year 1 with a second special education teacher added in year 3. Overall, the small learning community, staffing structure, and school schedule will allow for multiple qualified adults available in most classrooms to provide additional support and differentiated instruction for all students whether they are struggling or excelling academically.

Using Data to Inform Instruction & Evaluate Academic Progress

The iterative and ongoing use of data to inform instruction and evaluate the academic progress of ALL students is a hallmark of the Chattanooga Prep 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. Based on the recruitment plan and target recruitment area, the Planning & Design Team anticipates that the vast majority of students will have academic and socioeconomic risk-factors for academic difficulties.

Special Education

Chattanooga Prep 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 Chattanooga Prep 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.

Chattanooga Prep 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. Chattanooga Prep 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 Chattanooga Prep (as determined though 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 his IEP in the context of the CGLA 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 during annual review. 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.

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 instructional delivery in the inclusion classroom at Chattanooga Prep, with both teachers actively involved in all aspects of curriculum planning, instructional delivery, and on-going assessment of the students they share. Students who are experiencing difficulties in the general classroom will have additional academic and behavioral supports provided during regular tutorial and intervention classes available to all students and monitored regularly by their case manager.

Parents and families of Chattanooga Prep students with special needs also play a vital supporting role in their child's academic success. Chattanooga Prep's learning community embraces families, actively engaging, supporting, and empowering them to participate fully in the educational life of their children. Chattanooga Prep 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 Chattanooga Prep student, including those with disabilities, is full inclusion with the general curriculum, earning credits required for graduation, and achieving a high school diploma. This will be consistently communicated to students and parents from their initial contact with Chattanooga Prep staff. A diploma of Special Education may be earned for satisfactory completion of an IEP (Individual Education Program) and satisfactory record of attendance and conduct. A transition certificate may be awarded at the end of the fourth year of high school to students with disabilities who have (1) taken classes toward a high school diploma, (2) have satisfactorily completed an individualized IEP, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition certificate may continue to work towards the high school diploma through the end of the school year in which they turn 22 years old.

English Learners (EL)

The needs of the English Language Learner (ELL) are focused on the concept of immersion into a strong academic core program, like that which is provided to every Chattanooga Prep student. 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.[42]

Chattanooga Prep 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

The parents of a student identified as requiring ELL services will be notified of ELL placement and will be regularly updated about the student's progress.

ELL services will be delivered during the regular school day, supplemented by after school tutorials, as needed. Student language mentors will partner with ELL students when possible. The goal for English language learners is not only that they achieve English language acquisition, but also academic success and a love of learning.

Students may exit ELL services based on proficiency in all areas of language including listening, speaking, writing, and reading. Chattanooga Prep 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. Chattanooga Prep will monitor students who exit ELL for a period of 2 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 Chattanooga Prep 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 course outcomes. Chattanooga Prep'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.

CHATTANOOGA PREP PHILOSOPHY OF INTERVENTION & REMEDIATION DRAWN FROM STUDENT SUPPORT PRACTICES AT HIGH IMPACT SCHOOLS[43]
• Provide help in a way that keeps students on track with college preparatory requirements.
• Make tutoring mandatory for students who are in jeopardy of failing.
• Ensure that struggling students get the appropriate interventions based on data.
• Have in place early warning systems to identify students who need help before it is too late.
• Consider counselors as members of the academic team and hold them responsible for actively monitoring student performance.
• Partner with local businesses that allow students to have hands on experience working in the field of their choice.
• Engage business and college partnerships to prepare students for postsecondary opportunities.
• Find ways to extend time for struggling students though external resources, Saturday classes, and guaranteed transportation.

The Chattanooga Prep 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 to succeed, thus they will be more likely to challenge themselves because they know they will not be unduly penalized if they struggle with academic

[42] https://www.wida.us/standards/eld.aspx

[43] Education Trust. Gaining Traction, Gaining Ground: How Some Schools Accelerate Learning for Struggling Students. Washington, D.C.: Education Trust, 2005.

content. The following strategies are key components of Chattanooga Prep'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. The Wednesday Intervention & Extension periods afford students the opportunity to receive intensive support while remaining on-track in their coursework.
Sustained Silent Reading	Students will participate in sustained silent reading, selecting a book of their choice. This period of sustained silent reading is designed to condition students to enjoy reading while ingesting larger amounts of written material in ever shorter periods of time.
Haiku Learning, Benchmarking Assessments, and Assessments built into Blended Learning Interventions	The Haiku Learning (or similar) program will be utilized to track student progress within the context of Chattanooga Prep's standards-based assessment system. The program selected will interface with Power School to ensure that local and state agencies have all data points needed. Haiku reports will be invaluable for informing intervention and academic support for the student body, students within classes, and individual students. An individual student and/or his advisor can access the student's information to get detailed information about knowledge and skills gaps and to support remediation. Teachers can monitor student progress and have the flexibility to plan a variety of interventions and support strategies for groups of students who are struggling with certain standards. Benchmarking assessments, administered three times per year, will provide granular information on student progress towards mastery of state standards. The technology-assisted blended learning programs that Chattanooga Prep intends to use (e.g., Discovery Education, Lexia, LANGUAGE! Live, Odysseyware, etc.) also incorporate standards-based assessments that can provide ongoing, real-time data on student progress and enable teachers to plan additional interventions for individuals or small groups of students and to plan for instruction and adjust classroom practice to optimize student learning.
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 after-school 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	Chattanooga Prep will have highly-skilled educators available to support students academically. Reading Specialists and Learning Interventionists are built into the school staffing structure. In addition, teachers not engaged in instruction will be available to provide additional support for students after school or during in-class small group sessions.

Web-Based Remediation: Key elements of the Chattanooga Prep assessment model enable students, parents, and instructional staff to maintain a laser-like focus on each student's academic progress. That alone alleviates a number of problems with traditional assessment and remediation strategies (e.g., summer school, etc.) which require students to repeat entire classes where they are likely to encounter the same difficulties and barriers that stymied them on the first attempt and includes material they have already conquered versus pinpointing specific areas of difficulty.

The standards-based assessment will be linked to a unique feature of Chattanooga Prep's remediation plan, access to technology-assisted, age-appropriate blended learning resources. These will include Discovery Education, LANGUAGE! Live, Lexia, Khan Academy, Odysseyware, etc. Teachers will deploy these resources as part of the classroom station rotation and students can access them via tutoring periods, RTI^2 Intervention & Extension periods, during Saturday or Summer sessions, and outside of school time (using a school-provided laptop). The student's learning progress on these websites will be accessible to both the primary classroom teachers, tutorial coaches, reading and writing block teachers, and parents to complete a circle of complementary oversight that will result in a more highly individualized plan for addressing students' needs and cohesive faculty support.

Literacy Support: Because literacy difficulties will manifest themselves in all academic areas, students at every grade level will participate in a comprehensive literacy support system. Literacy support is designed to be fluid (connected to both the humanities and STEM curricula); flexible (designed to be responsive to the student's individual evolving needs as determined by both the teachers and the students); and individualized (differentiated to need).

- **Sustained Silent Reading:** There will be a school-wide sustained silent reading period for 20 minutes each morning. This time is critical for students with literacy deficits to hone their emerging literacy skills, build their vocabulary, bolster reading comprehension, and help students complete the transition from "learning to read" to "reading to learn."
- **Reading & Writing Lab:** Middle school students will participate in a Reading & Writing Lab to provide intensive focus on reading and writing skills across a spectrum of texts and forms of written discourse.
- **Cross-Curricular Reading Focus:** Students will improve their reading skills across the spectrum of texts including fiction, non-fiction, technical, scientific, and test-related reading materials. Students will initially learn such skills as listing, defining and identifying important aspects of the text. They will build on these entry skills to summarization, interpretation and prediction and then to examination, relation, analysis and explanation until they master such advanced areas as assessment, discrimination, judgment, conclusion, and evaluative summarization. Students will learn to actively read by marking texts, taking notes, predicting and questioning. Teachers will lead students through the use of word lists for focused reading, graphic organizers and read aloud sessions during which the teacher will model active reading techniques.
- **Cross-Curricular Writing Focus:** Students will hone their skills in fiction, expository, and scientific (i.e. lab reports, explanation of math problems) writing. Students will also work on precision skills such as sentence correction (grammar and punctuation). Students will gain key skills by brainstorming / pre-writing (clustering, looping and listening), planning (outlining and using graphic organizers), and writing and revising (responding to outside critique of teacher/peers).

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 college preparatory curriculum and enrichment opportunities provided in daily instruction at Chattanooga Prep. 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 Chattanooga Prep curricular framework, including enrollment in the wide variety of Advanced Placement (AP) and Honors courses, virtual and/or online classes at local post-secondary institutions, 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 Problem-Based Learning or Intervention & Enrichment periods.

Student progress will be carefully monitored to ensure that students are continuously engaging with challenging and enriching curriculum that extends their learning.

1.10 School Culture and Discipline

School Culture

Establishing a strong, cohesive school culture is a priority for school founders. Chattanooga Prep will be open to all residents of Hamilton County but anticipates enrolling boys primarily from urban areas. Data shows that schools in the primary recruitment zones have significantly higher percentages of suspensions and expulsions than the county average. Children – and particularly boys – in the target recruitment zone do not have a background of academic success. These students are likely to have had negative experiences with school discipline and received punishment that banished or segregated them from the school community. Students who have limited experience with academic success may use negative or rule-breaking behavior as a method to avoid coursework. Chattanooga Prep's plan for acculturating students is grounded in research on the unique needs and circumstances for adolescents in terms of neurological, social, emotional, and intellectual development.

CHATTANOOGA PREP CORE VALUES

- Integrity
- Excellence
- Creativity & Innovation
- Emotional Intelligence
- Collaboration & Community
- Perseverance & Resilience
- Diversity
- Service to Others

A diverse body of research literature asserts that adolescence is a critical period for identity formation where adult and peer relationships impact concepts of social belonging, community, status, and feelings of self-efficacy, resilience, independence and interdependence. Experiences and feelings of emotional support and closeness provide a context (positive or negative) for students to explore and establish their sense of self which includes decisions and behaviors with lifelong consequences.[44] To create a sense of "family" at school, students will be organized into 3-4 learning communities or "houses." Houses will include students spanning multiple grade levels and will function as smaller units for intramural competitions; provide a framework for supportive structures such as peer tutoring, mentoring, and mediation; establish peer networks to build a sense of belonging, brotherhood, and mutual support and cooperation. School leaders and students will participate in identifying and naming the houses. ....

The school culture will be grounded in the Chattanooga Prep Core Values and reinforced by school symbols and rituals, the academic curriculum and classroom practices, and through co- and extra-curricular activities. All school mentors will participate in a web-based orientation to ensure that they understand and are prepared to reinforce the school culture and high expectation for all students.

The school mascot of the Sentinel references the iconic Sentinel of Pompeii, found during excavation preserved in the blanketing ash, still standing guard at the city gates.[45] The school culture will be reflected in a coherent message including marketing, outreach, and enrollment materials; messaging and expectations of school leaders and all staff; morning meeting which will include student leadership and participation; and across all academic and non-academic school elements.

CHATTANOOGA PREP: HALLMARKS OF SCHOOL CLIMATE AND CULTURE	
Safe School Climate A safe school environment is critical for learning.	• Through the "Grit Grade" component, Chattanooga Prep shifts the focus from school personnel maintaining order through authoritarian controls to making each student responsible for regulating their own behavior and cultivating a positive learning community. • The Grit Speaker Series will bring regular speakers into the school who can share inspirational and motivational stories of overcoming obstacles and achieving personal goals.

[44] http://books.wwnorton.com/books/detail-inside.aspx?ID=12826&CTYPE=G Erikson, Erik. *Childhood and Society*. W.W. Norton & Co: New York, 1993.

[45] http://www.academia.edu/20381949/The_Sentinel_of_Pompeii_An_Exemplum_for_the_Nineteenth_Century

	• Chattanooga Prep's core values (see Section 1.1) will be relentlessly emphasized throughout the school program. • The focus of the school discipline policy and practices is to help students learn from mistakes and give them the tools and supports to make better choices moving forward.
Small Learning Communities Small learning communities support students, particularly those at-risk for academic struggles.	Chattanooga Prep has been designed – intentionally – as a small school environment that will have 350-360 students at full enrollment capacity. This means that every student will be known to one another and to the school faculty, staff, and leaders. • The Student House structures will create learning communities to provide students with a sense of belonging and "family" within the school context. Students will be assigned to each House at enrollment. Students will remain with their house until graduation. Each House will have faculty, staff, and school leaders who will act as advisors including a "Head of House" who will provide oversight and support for students under the auspices of the Dean of Students. • The course schedule and integrated curriculum as well as academic coaches will ensure that there are multiple adults in each classroom, providing many opportunities for individual interactions with adults.
Supportive Adult Relationships Supportive adult relationships are critical for positive social and emotional development; however, many adolescents have little contact even with their own parents.[46]	The Chattanooga Prep model seeks to engage a network of adults who provide guidance and support for students. This network will create concentric circles of support for each student individually and within a cadre of peers. • Each student will be paired with a community member mentor with whom the student will meet weekly at school. Community mentors will be paired with students based on shared career / creative interests. Mentors will receive training and utilize a mentoring guide aligned with Chattanooga Prep's mission and core values. • Through the House structure, students will have consistent access, year after year, to a set of adults, assigned to their House, who will interact frequently with students and establish longitudinal relationships • Advisory groupings provide students with an adult leader within a small group context.
Engaged Learning Research indicates that students, particularly middle and high school students, tend to disengage from passive learning environments.	Chattanooga Prep's curriculum and instructional practices create active, engaged learning environments where students are not passive consumers of information but are expected to participate in inquiry and discovery. • The instructional framework that all teachers will use is crafted to engage students in active learning. • Project- / Problem-Based Learning is built into the school schedule. Students will participate in at least 160 minutes of problem-based learning activities that integrate multiple content areas and address curricular standards. • Expeditionary Learning activities will be integrated throughout the curriculum to broaden students' perspectives and help them feel connected to the broader community. Learning expeditions will focus on local and regional excursions to extend learning, provide for career exploration, support college knowledge & expectations, and bolster the leadership and innovation school focus. Middle School students will have the opportunity to participate in a week-long summer camp experience, and high school students will have an opportunity to visit Washington, D.C. as part of the Prep Journeys initiative.

[46] According to researcher Mihaly Csikszentmihalyi (2000): "Most of the time, adolescents are either alone (26%) or with friends (34%) and classmates (19%). Very little time is spent in the company of adults. The typical American adolescent spends only about five minutes a day alone with his or her father—not nearly enough to transmit the wisdom and values that are necessary for the continuation of a civil society" (p. 46).

Metacognitive Strategies Adolescents and young adults experience cognitive shifts in their ability to harness executive functions of mind.	Chattanooga Prep will reinforce and foster development of habits of mind that will reinforce resiliency, perseverance, self-discipline, and executive cognitive functions such as planning, goal-setting, reflection, etc. • The classroom instructional framework will explicitly guide, model, and coach students in using and honing "habits of mind" associated with learning. • The assessment system will incorporate a "grit grade" which creates and clearly defines expectations for students in terms of self-regulation and executive cognitive functions. • The standards-based assessment system underscores the fact that learning is an iterative, ongoing process and establishes a mechanism – and explicit expectation – that students take responsibility for learning and recognizes and supports student efforts to achieve standards and extend their learning.
Student Roles in Decision Making Students should have opportunities to practice and engage in school leadership and governance.	Chattanooga Prep seeks to prepare students for creative leadership. Students will be engaged in school governance and decision-making. Students will have numerous opportunities to experience leadership roles, including the following: • Chattanooga Prep Student Ambassadors will participate in school tours, greeting and explaining classroom activities to visitors, etc. • Students who are advanced academically, will be nominated to serve as peer tutors and coaches within classrooms or as part of after-school tutoring, Wednesday RTI^2 Intervention & Extension, etc. • Peer mediation and a student honor court will be established in years 2-3 to engage students in school leadership and governance. • The House structure will include leadership opportunities for students at all grades. • Student-led conferences, assemblies, and representational groups (councils, student government, student committees, etc.) will create multiple opportunities for students to participate meaningfully to school governance.

School Discipline

Chattanooga Prep will be a vibrant, positive school environment focused 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 Attachment C 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 Chattanooga Prep, 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 using the Classroom Dojo system. The School Principal is responsible for overseeing disciplinary policies and procedures.

Faculty and administrators assigned to each of the student Houses will monitor student behavior weekly and will implement interventions as appropriate. Disciplinary / behavioral interventions at the House level may include a meeting with the faculty Head of House to re-establish expectations and set short-term "Grit Goals" related to self-regulation and academic commitment. Additional strategies may include referrals to the school counselor / social work staff, peer tutoring or mentoring, faculty or peer-guided mediation (if appropriate), or referrals to the Dean

of Students. Persistent disciplinary issues may result in loss of privileges or assignment of detention in the form of school service, Saturday School, or Evening School. Any serious disciplinary issues will be referred immediately to the Dean of Students and, when necessary, School Director. The Dean of Students will monitor Classroom Dojo data at least monthly for all students. The Dean of Students will meet individually with all students at least once over the course of each semester. Serious offenses or intervention for students who do not show growth in their self-regulations skills will involve the school leadership team including the Executive Director and Principal as well as parents or guardians.

1.11 Marketing, Recruitment, and Enrollment

Please see the proposed enrollment plan in Attachment D.

Informing the Community: Marketing and Outreach

The design for Chattanooga Prep has been developed through the collaborative efforts of educators, parents, students, and representatives from community agencies and organizations. As a result of this inclusive design process, Chattanooga Prep has already stimulated broad-based interest and support in the community. Outreach activities include:

- Community forums to gather and share information with local stakeholders about the educational needs of boys and the Chattanooga Prep model
- Creation and distribution of informational & enrollment materials to parents and other key stakeholders via mail, community canvassing, and special events
- Radio advertisements on stations likely to reach the target communities
- Community meetings with parents and boys to gauge interest in the school and obtain input and feedback on the school design
- Informational meetings with groups of corporate sector representatives
- Meetings with youth-serving nonprofits and community-based organizations

The favorable response to these outreach efforts indicates that the school, its mission, and its design are directly aligned with student and community needs and preferences and that parents, community residents, and stakeholder organizations are in active support of the school's goals and objectives.

Recruitment

Upon approval of the Chattanooga Prep charter school application, a formal, countywide 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 Dean of Students with oversight and support from Principal and Executive Director. In order to ensure that eligible families are aware of the Chattanooga Prep opportunity, the eligibility criteria and the application process, Chattanooga Prep will utilize the following recruitment strategies:

Chattanooga Prep Recruitment Strategies
Collaborative recruiting with the Chattanooga Girls Leadership Academy to outreach to families already interested in single-gender 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.
Chattanooga Prep 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 *Chattanooga Times Free Press, the Pulse,* and *the Courier*; strategically-placed billboards.
Information kiosks in high traffic locations including shopping malls, supermarkets, and public housing management offices.
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 elementary schools, churches, civic organizations, and community-based organizations serving families in poverty. Recruitment will be coordinated with CGLA to reach target area families interested in the Chattanooga Prep model.

Application Plan, Pre-Admission Activities, & Timeline

For the inaugural school year, 2018-19, applications for 6th grade will be accepted between April 1st and May 5th, 2018. 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 Chattanooga Prep website, the CGLA website, the CGLA school office, and CGLA 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. ***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.***	April - June

Nondiscriminatory Admission Policies

Chattanooga Preparatory School's admission and enrollment policies and practices will be nondiscriminatory and will be fully compliant with T.C.A. § 49-13-107. Chattanooga Prep 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, Chattanooga Prep 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.

On-Going Recruitment Efforts

After Year One, recruitment of students will be an ongoing process and similar strategies will be used annually. 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 students will provide a natural recruitment pool, and the schools will coordinate recruitment efforts to maximize the impact.

1.12 Community Involvement and Parent Engagement

The vision for Chattanooga Prep emerged from countless conversations about the needs of students in poverty in urban Hamilton County. The school founders and Planning & Design Team members have met with numerous community partners and parents in the target area to gauge interest and inform the school design. There is a strong consensus about the need for a boys charter school to promote academic achievement and graduate college-ready young men.

Chattanooga Prep 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. Chattanooga Prep's 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, Chattanooga Prep 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, Chattanooga Prep has planned the following parent & family engagement strategies. Please see Attachment B for a copy of the Student Handbook and school forms

Chattanooga Prep Parent & Family Engagement Strategies	
Enrollment & Student Intake	Enrollment & student intake procedures that inform and educate parents and family members about school policies, commitments, and opportunities. School personnel will secure state assessment scores and require initial summer school for students with learning deficits.
Parent & Family Orientation	Parent & student orientation that reviews and underscores opportunities and commitments related to parent & family involvement.
Prep Promise Commitment	Chattanooga Prep will ask that a parent or guardian for each student sign the "Prep Promise" as part of the enrollment process. The Prep Promise will be articulated as a Memorandum of Understanding that will outline the what parents can expect from Chattanooga Prep and what is expected of parents and families to support student learning. The Prep Promise asks parents to commit to (1) participating in parent orientation each year; (2) attending at least 4 school functions per year (student-led conferences, Innovation Evenings, etc.); and (3) stating that every day they will do something to help support their son in school.
Website & Online Access to Achievement Data	Online access to student achievement data through the Haiku Learning program and to student behavior data through the Classroom Dojo program.
Parent & Family Conferences	Student-led Conferences will occur at least twice per year.
School Governance	The Chattanooga Prep Governance Board will include two family representatives who will be voting board members. School staff will work with parents to establish a Parent & Family Organization to support school activities and ensure that parents have consistent opportunities to give input and
Parent Education	Chattanooga Prep will offer regular parent education opportunities with topics including Technology Use and Security, Financial Planning for College, Nutrition,

School-Based Wrap-Around Services: Chattanooga Prep has planned a variety of services and amenities to engage and support parents and families.

- Food Pantry: In partnership with CGLA and other community partners, Chattanooga Prep will offer a monthly mobile food pantry for families. The food pantry will include healthy food options and recipes.
- Uniform Assistance: The Board of Directors and Development staff will engage community supporters to provide assistance for students who need financial support to purchase school uniforms.

- Computer & Home Internet Service: All Chattanooga Prep students will receive a laptop or tablet computer and home internet service. This is critical for flipped classroom homework assignments and so that students and families can access student achievement information, academic resources, etc.
- Health & Wellness: Chattanooga Prep will enter into a partnership agreement with a local health care provider to offer health care through a Family Nurse Practitioner-led clinic model.
- Parent Education & Career Support: Chattanooga Prep will facilitate career opportunities for parents including facilitating connections with employment opportunities, resume and interview preparation support, and support for educational advancement (GED preparation, postsecondary enrollment, etc.).

Community Involvement & Partnerships

Chattanooga Prep has a strong foundation of community support and will continue to steward and expand partnerships to meet student and family needs. Chattanooga Prep has already engaged in informal discussions with numerous other organizations and individuals who have expressed interest in partnering to support the school.

2. Operations Plan and Capacity

2.1 Governance

The organizational sponsor for Chattanooga Prep is Friends of Chattanooga Prep, a tax-exempt organization incorporated under section 501(c)(3) of the IRS code. The founding board for Friends of Chattanooga Prep has served as the organizing entity for the school during the planning and design phase, overseeing the development of the school's application and accountability plan, securing school facilities and property, and establishing the initial fund raising campaign.

Once the charter application has been approved and the Chattanooga Prep Governance Board is operational, the Friends of Chattanooga Prep Foundation will shift to a primarily property management, strategic direction, and fundraising role to ensure the school's long term financial sustainability. The Friends of Chattanooga Prep will pay the salaries for the Executive Director and hold title to Chattanooga Prep real property.

The Executive Director will be a .5 FTE position shared with the Chattanooga Girls Leadership Academy. An MOU will be executed between Friends of Chattanooga Prep, the Chattanooga Prep Governance Board, the Young Women's Leadership Academy Foundation, and the Chattanooga Girls Leadership Academy to formalize the collaborative relationship among these entities.

As the school becomes operational, the majority of Friends of Chattanooga Prep board members (as well as others to be determined during the planning year) will be empaneled as the Chattanooga Prep Governance Board. The Friends of Chattanooga Prep will maintain an executive committee for organizational oversight, but responsibility for school governance will shift to the Chattanooga Prep Governance Board. Chattanooga Prep will also be incorporated as a 501(c)(3) organization. The philosophy of the Friends of Chattanooga Prep and the Chattanooga Prep Governing Board will reflect the mission, vision, and values of Chattanooga Prep.

The Governance Board will include 12-24 members, and membership will reflect the operational competencies required for Chattanooga Prep's success. Board members will be recruited to ensure the following perspectives and areas of expertise and influence are represented:

- Academic excellence for boys and young men
- 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 has final say in all policy, financial, and operations decisions and for setting the overall direction of the school. Therefore, the charter school board is one of the most critical elements of the school's success. The relationship between the Chattanooga Prep school leadership team and the Governance Board is one of shared commitment to the school's success but with very distinct roles and responsibilities. The Chattanooga Prep Governance Board assumes the following key responsibilities:

Chattanooga Prep 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. Documentation of annual training will be provided to HCDE.
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 Chattanooga Prep's vision and mission.	Board members will promote Chattanooga Prep'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, Prep Promise 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 listed in Section 1.1, academic 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.

Governance Board Membership

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: **Ted Alling**	Partner, Lamppost Group and Dynamo	Organizational Development, Youth and Community Outreach, Fund Development & Management
VICE-CHAIR: **Kelly Schmidt Alling**	Community Volunteer	Facility, Youth Development, Fund Development & Management
TREASURER: **DAVID CAINES**	Chief Operating Officer, Kenco Group	Finance, Operations, Fund Development & Management

SECRETARY: **Sean Kane**	Freelance Writer & Podcaster	Single-Gender Education for Boys and Young Men
Montrell Besley	Community Activist & Volunteer	Youth Development, Community Outreach & Engagement
Krue Brock	Co-Founder, Chattanooga Football Club	Education, Community Outreach
Steve Cox	President and COO, Steam Logistics	Finance, Operations, Fund Development & Management
Ward Davenport	Managing Director, Pointer Management	Finance, Fund Development & Management
Jennifer Harvey	Soddy Daisy Middle School	Special Education, Instructional Inclusion
Natalie Jackson	Community Volunteer	Education, Youth Development
Joe Martin, EdD	Author, Publisher, and Speaker	Academic & Personal Development for Boys and Men
David W. Rice, MD	Retired Physician, Community Volunteer	STEM Education
Sue Anne Wells, PhD	CGLA Founder	Single-Gender Education, Charter School Operations

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)

2.2 Start-Up Plan

Chattanooga Prep 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 2018 with classes beginning August 2018. The following key actions have already been completed or initiated:

Chattanooga Prep Start-Up Actions to Date	
Facilities	• Facilities have been purchased (see Section 2.3 for details) • Facilities renovation plans have been finalized
Fundraising	• The Friends of Chattanooga Prep Board has initiated fundraising efforts • A Grantwriting Consultant has been selected and has begun preliminary planning for grant proposals
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.

Chattanooga Prep'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:

FCP	Friends of Chattanooga Prep (sponsoring entity)
ED	Executive Director
CPGB	Chattanooga Prep Governance Board (governing entity)
CPP	Chattanooga Prep Principal
DOF/DOS	Dean of Faculty / Dean of Students
DOHR	Director of Operations & HR
DOD	Director of Development
GW	Grant Writer

Month	Task	Responsibility
January 2017	Apply for Non-Profit Status	FCP
	Hire Grant Writer	ED
	Continue to build community relationships with community partners, donors, prospective board members	FCP, ED
February 2017	Submit Charter Application	FCP
	Apply for funding/Research Funding Sources	FCP, ED
	Continue to build community relationships with community partners, donors, prospective board members	FCP, CPGP, ED
	Create Marketing Committee & initiate marketing efforts	FCP, CPGP, ED
	Post Job Descriptions and begin search for start-up team	FCP, CPGP, ED
	Review resumes for candidates and narrow pool	FCP, CPGP, ED
	Begin to finalize site work	FCP, CPGP, ED
April 2017	Start interview process from candidate pool	FCP, CPGP, ED
	Apply for funding	FCP, CPGP, ED, GW

June 2017	Transition responsibility for ongoing governance from the Friends of Chattanooga Prep (FCP) to the Chattanooga Prep Governance Board (CPGB)	FCP, CPGP
	Hire first level of start-up team	CPGP, ED
	Begin Start up schedule for school opening Summer 2018	CPGP, ED, CPP, DOF, DOS, DOHR,
September 2017	Start up team training and travel	CPGP, ED, CPP
	Review and finalize budget with start up team	CPGP, ED, CPP
October - December 2017	Lay out School Plan with potential school leaders	CPGP, ED, CPP
	Convene Board and Advisory	ED, CPP
	Review Charter Agreement	CPGP, ED, CPP
	Contact State for cafeteria bids	DOHR
	Determine purchasing needs: i.e. technology, furnishings, etc.	CPP, DOF, DOS, DOHR
	Start up team training and shadowing	ED, CPP
	Layout school plan with school leaders	CPGP, ED
	Continue to train staff and finalize school plan	ED, CPP
	Post Job Descriptions for faculty and staff	CPP, DOF, DOHR
	Finalize student recruitment plan and recruit	ED, CPP, DOS
	Determine selection criteria for faculty and staff	ED, CPP, DOF
	Advertise for staff and teachers	CPP, DOF
January 2018	Meet with Board/Advisory	CPGP, ED, CPP
	Complete Vendor contracts	CPP, DOHR
	Finalize purchasing needs	DOHR
	Begin Cafeteria Bids	DOHR
	Continue hiring for staff and teachers	CPP, DOF, DOHR
April 2018	Begin weekly meetings with staff and faculty	ED, CPP
	Meet with Board/Advisory	ED, CPP
	Complete hiring process for teachers and staff	CPP, DOF, DOHR
	Purchase equipment for staff and faculty	CPP, DOF, DOHR
	Site operational for start-up year	CPP, DOHR
	Install food equipment	DOHR
May 2018	Host parent visits	ED, CPP, DOF, DOS
	Finalize all staff and faculty offers	CPP, DOF, DOHR
	Escalate Recruitment efforts	CPP, DOS
	Meet with Board/Advisory	ED, CPP
	All furniture installed	CPP, DOHR
June 2018	Teacher training two days a week	ED, CPP, DOF
	Home visits to families	CPP, DOF, DOS

	Parent/Student transition meetings/Summer Enrichment	ED, CPP, DOF, DOS
July 2018	Teacher training four days a week	ED, CPP, DOF
	Placement assessment for students	CPP, DOS
August 2018	SCHOOL OPENS for 2018-19 School Year with	ALL

Anticipated Challenges & Strategies to Overcome Them

The Chattanooga Prep 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 minority, low-income young men, 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. Chattanooga Prep's innovative, integrated curriculum requires teachers with a depth of content knowledge, creativity, and empathy for the diverse needs of students. Chattanooga Prep will utilize several strategies to meet this challenge. School Founder, Ted Alling, and Dr. Elaine Swafford each have significant expertise in recruiting and mentoring a talented, innovative workforce across a variety of sectors. Connections with schools statewide and with national organizations will create recruitment opportunities. See Section 2.4 for details.
Recruiting Students	Chattanooga Prep will be the first single-gender public school for young men in Hamilton County. The extended school schedule, standards-based assessment, and other innovative school elements will be unfamiliar and, possibly, intimidating for students and families. Chattanooga Prep has been engaging in on-going outreach and marketing to community members and prospective students. 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	Chattanooga Prep students will enroll from numerous school zones throughout the district. To address this challenge and establish a safe and positive school environment and cohesive community of learners, Chattanooga Prep will invest considerable effort and resources into building community and establishing a sense of brotherhood among students. See Section 1.10 for details.
Overcoming Student Academic Deficiencies & Skill Gaps	The Chattanooga Prep 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. See Section 1.3 for details.
Fundraising	Chattanooga Prep 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. Chattanooga Prep has been engaged in fundraising activities since October of 2016. The Board has raised $6 million to date. The Board has an active Development Committee that is engaged in ongoing development activities.

2.3 Facilities

In September 2016, Friends of Chattanooga Prep purchased the school facilities located at 1849 Union Avenue and 605 South Orchard Knob, Chattanooga, TN. Chattanooga Prep is strategically located in Highland Park, easily accessible to urban communities throughout Hamilton County. Chattanooga Prep 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 laboratory facilities, the maker space, laboratory, etc..



Chattanooga Prep founders have raised private funds and purchased the school facility through the Friends of Chattanooga Prep organization. Remodel is currently underway and will ensure that the school is ready for staff during the planning year and for school to open for students in August of 2018. All facilities will comply with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures, and all health and safety requirements per T.C.A. § 49-13-107.

The Chattanooga Prep physical plant and facilities solely dedicated to Chattanooga Prep facilities encompass 43,000 square feet of space and include the following:

- Chattanooga Prep facilities allow for 31 classrooms totaling 19,500 square feet (sf).
- Specialized learning areas include computer labs totaling 2,289sf, a 1,331sf Robotics Lab, a 162-seat lecture & performance space, and a 500sf informal seminar space, and a 380sf visual art gallery space that can be made accessible by the public for gatherings or meetings.
- Administrative space includes 1,042sf of offices, a 905sf open-plan administration space, and 780sf of breakout and flex spaces that can be configured for multiple purposes, and a 281sf Health Clinic
- Teacher Space includes a 240sf Teacher Resource Center / Data Room, a 441sf faculty lounge
- Outdoor space includes an outdoor gathering space, and a small urban plaza with opportunities for public art, in addition to the Athletic Fields shared by CGLA.

Including facilities jointly used with CGLA, Chattanooga Prep students will have access to another 8,210 square feet of space (bringing the total available space to 51,210 sf). Shared facilities include the following:

- Gymnasium
- Athletic Fields
- Cafeteria / Auditorium (5,120sf)
- Maker Space (2,031sf)

Organizational Capacity

The school founders and founding board members 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 has been heavily involved in facilities planning.

2.4 Personnel / Human Capital

Leadership Team Structure

The school's proposed leadership team structure is designed to maximize innovation and build economies of scale within a local charter partnership between Chattanooga Preparatory School and the Chattanooga Girls Leadership Academy. Dr. Elaine Swafford, a proven school leader with an impressive track-record of accelerating student success. Please see Dr. Elaine Swafford's resume as well as CGLA achievement data as Attachment H. An Organizational Chart is included in Attachment G.

Executive Director: Dr. Elaine Swafford – 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 provided the inspiration and roadmap for the establishment of Chattanooga Prep. 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 two consecutive years. Dr. Swafford will dedicate .5 FTE to serving as Executive Director for Chattanooga Prep. Her other .5 FTE will remain dedicated to CGLA. Dr. Swafford will be an employee of the Friends of Chattanooga Prep. The Executive Director is the chief executive officer for Chattanooga Prep and will have the following responsibilities:

- Serve as the public face of the school during the planning and initial start-up period when the Principal will be focused on school implementation and operations.
- Hire, assess, and make recommendations 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 during the application, planning, and initial start-up period.
- Lead strategic planning and staff orientation.
- Oversee implementation of all school operations and processes including staffing, student recruitment, academic planning, financial management, and operations.

School Leader - Chattanooga Prep Principal: Chattanooga Prep's Principal will possess the experience and qualifications that exemplify learning-centered school leadership.[47] The Principal is the academic leader and will establish a leadership team and will serve 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. Within the context of the Tennessee Standards for Instructional Leaders,[48], the Principal will be expected to do the following:

- Implement a systematic, coherent approach 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 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.

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[47] 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>.

[48] 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>.

- Facilitate continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy, including political action when appropriate.
- 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.

Dean of Faculty: The Dean of Faculty position is critical to the achievement of Chattanooga Prep mission, vision, and goals. This position underscores Chattanooga Prep's commitment to providing students with a rigorous, challenging, motivating, and relevant curriculum; implementing a cutting-edge, highly personalized, and data-driven assessment system, and supporting teachers in creating a vibrant, supportive professional learning community. The responsibilities of the Dean of Faculty include the following:

- 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.
- Support recruitment, selection, and hiring of instructional staff by assisting the Director including responsibility for setting instructional staffing priorities, developing and advertising position descriptions, setting hiring standards, and chairing instructional staff selection committees.
- 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, in collaboration with the Dean of Students.
- Plan community-based learning opportunities, in collaboration with the Dean of Student Services.

Dean of Students: The Dean of Students 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.

- 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.
- Recruit social work interns and supervise practica.
- Plan and oversee implementation and outcomes of student support services (leadership development, college preparation, health & wellness, etc.).
- Plan and oversee implementation of the school discipline model.
- Oversee and evaluate family engagement programs including family nights, open houses, and family engagement efforts.
- Organize and/or lead professional development activities that enhance faculty skills in responding to and supporting students' social and emotional development needs.
- Foster community partnerships that support achievement of Chattanooga Prep's goals and vision.
- Oversee planning, implementation, and quality of academic intervention and support activities, in collaboration with the Dean of Faculty.
- Plan community-based learning opportunities, in collaboration with the Dean of Faculty.

Director of Finance: The Director of Finance works under the direction of the Principal and serves as a member of the school leadership team to ensure that fiscal resources of the school are managed responsibly and efficiently, and used effectively. Responsibilities include budget development, accounting, and financial reporting and oversight. Specific duties include the following:

- Implement all policies, rules, and regulations pertaining to the supervision and administration of internal school funds under the Principal's supervision and in accordance with established policies and rules of the governance board.
- Oversee the processing of expenditure documents, including reimbursement requests, time sheets, invoices, and credit card statements, to ensure availability of funding, mathematical correctness, and compliance with state and federal funding requirements.
- 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.
- Work with the Principal to coordinate 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 Director or the governance board.
- Review annual audit reports with the Principal and ensure that remedial action is taken to resolve any audit findings and recommendations.

Director of Development: The Director of Development works under the direction of the Principal and in collaboration with the Executive Director and CGLA Development Staff to serve as a leadership team member and implement a comprehensive fund development plan to ensure financial stability and sustainability. Responsibilities include all fundraising and development activities. Specific duties include the following:

- Development and implementation of a development plan with annual goals and benchmarks to achieve Chattanooga Prep's revenue needs.
- Select and implement a donor and fundraising management program and develop processes in collaboration with the Principal and Director of Finance.
- Coordinate with Governance Board members, the Executive Director, and other stakeholders to implement a variety of fundraising strategies including small and large events, individual solicitations, etc.
- Coordinate efforts with the Grantwriting Consultant to pursue and secure external funding via grants from corporations, foundations, and governmental sources.

Director of Operations & Human Resources: The Director of Operations & Human Resources (HR) works under the direction of the Principal and serves as a member of the school leadership team to ensure that all school operations and human resource functions are managed effectively. Responsibilities include all school operations, human resources, payroll, employee benefits, and facilities 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.

Recruiting & Hiring the School Leader and Key Staff Positions

Chattanooga Prep will create a unique educational opportunity for young men 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 Chattanooga Prep staff members - instructional and non instructional - play important roles in supporting and encouraging students' academic achievement and healthy social development.

Chattanooga Prep 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 Chattanooga Prep 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 abuse 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 Chattanooga Prep charter and PREP Promise to students and families
- 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 Chattanooga Prep 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:

- ***Principal / School Leader:*** The Governance Board and Executive Director will conduct a search for a seasoned school leader with experience in urban education for academically disadvantaged students.
- ***Dean of Faculty & Dean of Students:*** The Executive Director and Principal will conduct searches to recruit a Dean of Faculty and Dean of Students.
- ***Operations / Administrative Key Positions:*** The School Principal and Executive Director will recruit and select key administrative staff positions including the Director of Operations/Human Resources, Director of Finance, and Director of Development.
- ***Instructional Staff:*** The Principal and Dean of Faculty will recruit and select instructional staff leaders for Chattanooga Prep's initial year of operation.

Chattanooga Prep 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 Chattanooga Prep website. • 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, charter school associations, etc.
Conduct Preliminary Screening	Applications received for open positions will be screened by the appropriate member of the executive leadership team (e.g., Dean of Faculty will review instructor applications; Principal will review executive team member applications, etc.) 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 for the purpose of assessing depth and The hiring committee will make recommendations to the Principal.
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, School Director, and additional stakeholders (e.g., parent

	representative, technology integrationist, etc.). If not included in the first round of interviews, 2nd 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 Checks	In accordance with the laws of the State of Tennessee, Chattanooga Prep will require that all employees pass a criminal background check.
Make Final Decision and Extend Offer	The Principal will make the 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 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 single-gender education
- 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 Chattanooga Prep instructors will hold a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the TN Department of Education.

Chattanooga Prep Faculty Will Embody the Following Hallmarks of Excellence:	
Expert Content Knowledge	Chattanooga Prep'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 through Socratic and inquiry-based learning, and recognize how ideas and skills are transferrable to everyday life.[49].
Rich & Diverse Pedagogical Toolbox	Chattanooga Prep faculty will need to possess and apply a diverse set of instructional strategies, including differentiated instruction, engaged learning/personalization, Socratic seminar/questioning strategies, standards-based curriculum development, critical thinking processes, use of data to inform instruction, interdisciplinary instruction, and technology supported instruction.
Professional Training and Credentials	Chattanooga Prep 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.
Prep Leadership Principles	Chattanooga Prep faculty will reflect the core values of the school and model the leadership qualities expected of students. Faculty members are expected to exhibit respect for students, parents, and colleagues.

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

High Expectations for Student Achievement	All Chattanooga Prep 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.

Researchers have identified teacher quality as a key factor—perhaps the single most important factor—in student achievement.[50] Research also indicates that lower achieving students are the most likely to benefit from increases in teacher effectiveness.[51] In light of this research, Chattanooga Prep 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. Chattanooga Prep hiring policies will be consistent with the following principles:

- Chattanooga Prep is an equal opportunity employer.
- Chattanooga Prep 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 or be eligible for certification in Tennessee.
- 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.
- Chattanooga Prep does not discriminate on the basis of race, color, creed, national origin, sex, age, disability condition, or veteran status.

Personnel Compensation & Retention

The Chattanooga Prep 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 4 and 5 of the sample Faculty & Staff Handbook which is included as Attachment I and are also described in Attachment P.

Supporting & Retaining Personnel

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

Principal: Supporting and retaining an effective school leader is key to organizational success. The following strategies will be used to support and retain the school principal:

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

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[50] 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.

[51] Sanders and Horn 247-256.

Leadership Team: The Chattanooga Prep 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 Executive Director and Principal 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 Principal 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 Chattanooga Prep'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. To encourage teachers to actively seek out professional learning experiences, Chattanooga Prep will offer teachers $1,000 mini grants to support teachers in identifying and participating in professional development related to their professional growth plans.
- Supportive Professional Learning Community: The development of a mutually supportive professional learning community is a cornerstone of the Chattanooga Prep 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: Chattanooga Prep's smaller course size and course schedule and instructional plan are designed to allow for team teaching to support curriculum integration (e.g., teaching math and science or social studies and English/Language Arts) together as an extended period and to allow for interventionists and teaching assistants in high-priority content areas such as math, reading, and English/Language Arts. 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 Executive Director and Principal 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 Chattanooga Prep 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 Chattanooga Prep'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

Chattanooga Prep's organizational mission and goals demand a highly-qualified school faculty and well-prepared professional staff. Chattanooga Prep 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 Chattanooga Prep instructors will be evaluated by the Dean of Faculty to assess (1) classroom performance, (2) instructional planning and assessment, (3) communication with parents, and (4) contribution to the Chattanooga Prep mission and community. The annual performance review, which is a summative evaluation, is used to summatively 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 Chattanooga Prep community will demonstrate and continue to build capacity to meet standards for school leaders associated with high levels of student achievement. Chattanooga Prep will use a state-approved model for evaluating administrative and supervisory personnel and approved standard forms in evaluating classified personnel. The Principal is responsible for ensuring that all administrative and supervisory personnel are evaluated.

Licensed Teaching Personnel: Chattanooga Prep 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 Executive Director, Principal, Dean of Faculty, and Interventionists. 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 Principal or Dean of Faculty. As part of the annual performance review, a growth plan shall be developed for all teachers. The plan shall be developed collaboratively by the teacher and the immediate supervisor and/or Principal. 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 shall 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 Principal and Deans of Faculty & Students 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	
1st Semester	Goal-Setting Conference Informal Observation Formal ½ day observation
Mid-Year	Mid-year conference
2nd 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 Chattanooga Prep'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 Chattanooga Prep deems appropriate.

Chattanooga Prep 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. 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.

Chattanooga Prep's Faculty Handbook is included as Attachment I.

Staffing Plan

The chart below summarizes the Full Time Equivalent (FTE) personnel across personnel categories. Note that some FTEs will be shared by Chattanooga Prep and CGLA. The staff effort reflected below indicates the percentage of time that any shared positions will dedicate to Chattanooga Prep.

Position	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director (not included in school budget; paid by sponsor)	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
Principal/School Leader	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean of Faculty	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean of Students	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Counselor	--	--	--	1 FTE	1 FTE	1 FTE

Classroom Teachers – Core Content	--	8 FTE	12 FTE	16 FTE	21 FTE	24 FTE
Special Education Teacher	--	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
Physical Education Teacher	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Art Teacher	--	--	--	1 FTE	1 FTE	1 FTE
Academic Coaches & Extended Learning Staff (part-time)	0	2.25 FTE	2.5 FTE	3 FTE	4 FTE	5FTE
Clerical	2 FTE	3 FTE	3 FTE	3 FTE	3 FTE	3 FTE
Custodial	1 FTE	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
Director of Finance	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Director of Operations / HR	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Director of Development	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Community Engagement Coordinator	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Student & Teacher Recruitment Coordinator	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Social Worker	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Attendance Manager	--	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE

2.5 Professional Development

Recognizing that a highly-skilled, achievement-oriented staff is an essential element in Chattanooga Prep's success, the Planning and Design Team has developed a multi-faceted plan that incorporates best-practices for professional development. Chattanooga Prep's design includes many innovations that will present learning and professional growth opportunities. Establishing a vibrant professional learning community is a key Chattanooga Prep premise. To achieve our goals and outcomes for teachers and students, Chattanooga Prep will implement a variety of professional development mechanisms that will ensure on-going support and continuous professional growth among teachers.

Professional Development at Chattanooga Prep is...

- **Sustained:** Throughout the school year, teachers will meet in a variety of small learning communities for professional development. Two hours is set aside every Wednesday afternoon (1:00 – 3:00) for teacher 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 regular sessions every Wednesday 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 Chattanooga Prep practices and data. Staff will use student data in assessment-related professional development sessions. In-classroom 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.

Chattanooga Prep's professional learning community will involve multiple groupings of teachers, staff, and administrators to maximize learning for students. Teachers will belong to a variety of learning communities including discipline-based departmental teams and grade-level teams. 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. Chattanooga Prep learning communities will serve to identify areas in which additional professional development is needed.[52]

Responsibility for Professional Development

The Principal is responsible for professional development in the building, with strong implementation support from the Dean of Faculty and Executive Director. The Principal 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, Chattanooga Prep's design has been crafted to maximize opportunities for teacher collaboration and professional development. Chattanooga Prep faculty will participate in 4 days per year of intensive teacher professional development as well as 5 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. Chattanooga Prep'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.

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[52] "Learning Communities." National Staff Development Council. 1 Mar. 2008 <http://www.nsdc.org/standards/learningcommunities.cfm>.

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	• Student-Centered Teaching • Relentless Focus on Literacy & Foundational Skills • Curriculum Integration • Project / Problem-Based Learning
Compliance & Reporting	• FERPA • Reporting suspected sexual abuse

Chattanooga Prep 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.
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.
Wednesday Professional Development Period	Every Wednesday, students will be engaged in a special Intervention & Extension learning period which will engage students in learning activities with interventionists, co-curricular partners, tutors, and mentors. Teachers will use this period to engage in professional development activities including school-wide trainings, small group planning and workshops, planning for major curricular initiatives, and other learning activities suggested by data and/or teacher-identified needs.
Summer Institute	Each Summer, Chattanooga Prep will participate in school-wide professional development summer institute which will include a combination of school-wide PD, shared PD with CGLA, and independent PD offered through HCDE or a partnering organization.

HCDE opportunities	Chattanooga Prep staff will be encouraged to participate in HCDE-sponsored professional development opportunities whenever possible.
Professional Development Partnerships	Chattanooga Prep will actively seek out partnerships with organizations to facilitate professional development opportunities for Chattanooga Prep 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 Chattanooga Prep community at-large, small groups of staff, or individuals.

These sample meeting calendars show how the allocated time will be distributed throughout the school year and utilized to achieve specific school goals.

CHATTANOOGA PREP PROFESSIONAL LEARNING COMMUNITY MEETINGS

Meeting	Frequency
Academic Coaches	**Weekly**
Administrative Team	**Monday/ Friday – Twice Weekly**
PD/PBL Planning	**Monthly as part of Wednesday PD**
Leadership Team	**Weekly**
Development	**Weekly**
PBL/STEM Committee	**Weekly**
RTI Committee	**Weekly**
Exceptional ED/ELL	**Mondays during individual planning**
Department Heads	**Weekly**
Faculty Meetings	**Monthly as part of Wednesday PD**
Departmental Data Analysis / PD	**Monthly as part of Wednesday PD**
Team Advisory	**Monthly as part of Wednesday PD**

CHATTANOOGA PREP WEEKLY TEAM MEETINGS

Monday	Tuesday	Wednesday	Thursday	Friday
Individual Planning	**PLC/ Team Planning**	**Individual Planning**	**Teacher Meeting with Admin. Coaches / STEM**	**Individual Planning**

Cultivating Future Leadership Capacity

The Chattanooga Prep 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 integrated curriculum, intensive student support services, and the school culture model make it imperative that school staff work together to achieve school goals. Chattanooga Prep 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., department or grade chairs, committee roles, board representation, etc. Chattanooga Prep 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.

2.6 Insurance

Chattanooga Prep will carry appropriate insurance coverage including workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors, officers, and teachers), and sexual abuse. Because Chattanooga Prep plans to offer athletics opportunities, coverage will also include additional liability insurance. A letter from Reliance Partners documenting that they will provide the required coverage upon approval of the charter application is included as Attachment J.

2.7 Transportation

Transportation Plan

Chattanooga Prep 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 who have been serving the same target area. The budget includes an allocation for contracted transportation services based on the following assumptions:

- 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 escalates along with the increasing number of students each year.
- After-school transportation will be essential for students who are engaged in extra-curricular and athletics activities, something the school will encourage all students and families to consider. In addition, Summer transportation will be important for students participating in the 30-day Summer Intervention & Extension program. Funds are budgeted for after-school and summer program transportation.
- Transportation for expeditionary learning activities are budgeted based on an assumption of 80 trips per year.

Transporting Students with Disabilities

Chattanooga Prep's inclusion model will ensure that transportation is not a barrier for any students to attend, including students with special transportation needs resulting from a disability or other factor.

Oversight of Transportation Plan

The Director of Operations will be responsible for providing daily oversight of transportation services.

2.8 Food Service

Plan for Food Services

Upon approval of the charter application, Chattanooga Prep and CGLA will collaboratively 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. Chattanooga Prep intends to explore sharing food services 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

Chattanooga Prep anticipates that the vast majority of students will be eligible for free or reduced price lunches (FRPL). If the Community Eligibility Provision remains in effect, Chattanooga Prep anticipates meeting the eligibility parameters.

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.

Chattanooga Prep will abide by all USDA guidelines in the preparation, service, and administration of the food services.

2.9 Additional Operations

Technology

The application of technology is pivotal to the achievement of the school's academic goals. Chattanooga Prep 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

The following technology resources are built into the school model and budget forecast.

Chattanooga Prep 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.
Student Resources	All students will be issued a laptop / notebook computer for use at school and at home. In addition, vouchers will be provided for low-cost internet service for students to ensure access to the internet and learning resources.
Classroom Technology	Smart boards and/or projection equipment in every classroom, clickers or 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.
Special Facilities	Computer Science / IT Lab, Media Center (shared with CGLA), Study Space, Auditorium with projection / presentation technology

Technology integration in Chattanooga Prep's Academic Plan	
Recommendation for technology integration in public education	**Chattanooga Prep Model**
Use technology to develop proficiency in 21st century skills. *Knowledge of core content is necessary but no longer sufficient for success in a competitive world. Even if all students mastered core academic subjects, they still would be underprepared to succeed in postsecondary institutions and workplaces, which increasingly value people who can* ***use*** *their knowledge to communicate, collaborate, analyze, create, innovate, and solve problems*	• Chattanooga Prep issues a laptop computer to each student to facilitate routine use of this technology for educational purposes. • The use of productivity software helps each student organize notes, keep up with assignments, and manage time. • Each academic subject area – and each course – includes class and homework assignments that require the use of technology to research and present information. • Through videoconferencing, students take part in collaborative learning projects with their peers in schools throughout the country and the world. • Web-based learning occurs through student activities hosted by NASA, the Challenger Center, the National Academy of Engineering, the Institute for Electrical and Electronics Engineering, etc. • Online coursework at advanced levels or in elective subjects not offered at the school campus is available through a partnership with Chattanooga State Community College.

Use technology to support innovative teaching and learning. *To keep pace with a changing world, schools need to offer more rigorous, relevant and engaging opportunities for students to learn – and to apply their knowledge and skills in meaningful ways.*	• Classrooms are equipped with electronic technology to support interactive and multimedia forms of instruction. • Web-based tutoring complements and supplements personalized tutoring and remediation. • Lessons and classroom materials are available on line to facilitate student review, reinforcement, and practice. • Through web-based assessments, students, teachers, and parents can track progress and identify areas for further work. • Access to on line professional development opportunities connects Chattanooga Prep instructional staff to a broader community of practitioners.
Use technology to create robust education support systems. *To be effective in schools and classrooms, teachers and administrators need training tools and proficiency in 21st century skills themselves. When used comprehensively technology transforms standards and assessments, curriculum and instruction, professional development, learning environments, and administration.*	• Technology resources enhance instruction and assessment. • Technology facilitates communication among students, parents and school staff and is the technology supported dimension of the personalized school community. • The student achievement data system allows students and parents to track progress and provides data that staff uses to evaluate instruction and make informed decisions and timely changes in instructional strategies. • Chattanooga Prep's instructional management system, aligned with HCDE and state standards, provides real time testing results so instruction can be tailored or modified as indicated for individuals, groups and subgroups.

Student Information Management

Chattanooga Prep 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

Chattanooga Prep will comply with the Coordinated School Health Program. Chattanooga Prep will share a school clinic staffed with a Family Nurse Practitioner and operated in collaboration with a community health partner.

Safety and Security

Chattanooga Prep will adopt and implement a school safety plan in accordance with the guidelines articulated by the Tennessee Department of Education. To facilitate coordination, Chattanooga Prep plans to 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 Executive Director is responsible for school safety operations. Chattanooga Prep'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 Executive Director in implementing and supporting school maintenance for the adjacent Chattanooga Girls Leadership Academy site, the school maintenance plan includes the following components.

- The Director of Operations 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.

2.10 Waivers

Chattanooga Prep is not requesting any waivers from State of Tennessee laws nor from State Board of Education rules.

3. FINANCIAL PLAN AND CAPACITY

The budget worksheet and narrative are included as **Attachments O and P**.

3.1 Planning and Budget Worksheet (Attachment O)

The budget and financial plan for the charter school includes all anticipated revenues and expenditures. Chattanooga Prep will operate under an annual budget on a July 1 – June 30 fiscal year.

Attachment P, includes a detailed budget using the required Public Charter School Planning and Budget Worksheet.

3.2 Budget Narrative (Attachment P)

Attachment Q provides a budget narrative including detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time.

ATTACHMENTS

ATTACHMENT A: Annual School Academic Calendar

Chattanooga Prep's Principal will develop an academic calendar and submit it for approval as required. The calendar for the opening 2018-19 academic year will be developed early on during the school's planning year prior to opening. The calendar below provides an example of the information that will be included and accounted for within the school budget. Administrative closing days, specific testing periods, etc. will be adjusted to align with the 2018-19 calendar and will comply with all state requirements.

SAMPLE ACADEMIC YEAR CALENDAR



SUMMER PROGRAM

June – July

- 30-day Summer Program required for academically struggling students & recommended for all students.
- 10-day Prep Summer Camp experience encouraged for all students

ATTACHMENT B: Student Handbook / School Forms

Chattanooga Preparatory School

Student & Family Handbook

INTRODUCTION

The purpose of the Chattanooga Preparatory School (CHATTANOOGA PREP) student and family handbook is to provide a clear and central source of information about common aspects of life at CHATTANOOGA PREP. Students will review this during the Orientation Week. Students and their families must review this book, as it provides answers to almost any general CHATTANOOGA PREP question you may have. Please keep a copy handy so you can refer to it whenever the need arises.

GENERAL INFORMATION

SCHOOL DAY

The school day is 7:50 a.m. – 3:00 p.m. Parents are encouraged to bring their children to breakfast which begins at 7:20 a.m. All students are expected to arrive at the Dining Hall located on Orchard Knob Avenue by 7:40 a.m. Breakfast ends at 7:40 a.m. Students will dismiss from breakfast to class at 7:40 a.m. Reading/Seminar period begins daily in the main building at 7:50 a.m. Students arriving after 7:40 a.m. should be dropped off at the main building. Students arriving after 7:50 a.m. 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 CHATTANOOGA PREP education depends on the student's involvement and participation in each class, and the student who is absent often 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.

Chattanooga Preparatory School recognizes the following as excused absences:

1. Personal Illness – Illness excused by a doctor's note and medical/dental appointment excused by note from doctor, not the appointment card.
2. Family Illness – with documentation from the doctor concerning the necessity of the student's assistance.
3. Religious holidays
4. Court Appointment – with documentation
5. Death in immediate family – with documentation
6. 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 / 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 is not present in his assigned classroom by 7:50 a.m. 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. If a student accumulates three (3) tardies in one semester, it is equivalent to one (1) unexcused absence.

First Tardy	Verbal Warning
Second Tardy	Parent Notified
Third Tardy	Detention – Parent notified and detention slip issued to student.
Fourth Tardy	Saturday School – Parent notified and Saturday school slip issued to student.
Fifth Tardy	Restrictive Attendance – Administrator/Parent Conference

Excessive Tardies – Student will be dismissed from all extracurricular activities and incentives. Discipline consequences determined at the discretion of administration for the 6th tardy and above.

After five (5) unexcused absences, a parent/guardian will be mailed a five day attendance notification letter.

If the student continues the pattern of unexcused absences and reaches ten (10) absences within the calendar year, she will be referred to Juvenile Court for truancy. An informal hearing will occur with a juvenile court officer.

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

Students who need to arrange for a planned absence must make a formal request in writing to the Associate Principal. If the Associate Principal agrees to the planned absence, the student is given a form that each of his teachers must sign. 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: illness, family emergencies, or occasional doctor's appointments are valid reasons to miss school. Among the reasons that are not valid: staying home to complete assignments, 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

School dismisses at 3:00 p.m. **Any change in dismissal status must be accompanied by a handwritten note by the parent or legal guardian including a phone number.** The attendance officer 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.

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. Parents are expected to pick up their child ***no later*** than 3:20 p.m. There is no adult supervision after 3:20 p.m. For the safety and protection of all students, students should not be left after 3:20 p.m. CHATTANOOGA PREP reserves the right to report safety concerns and issues to Child Protective Services.

Early Dismissal
Any student who has valid permission to leave the school grounds during the academic day (between 7:50 a.m. and 3:00 p.m.) 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 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, CHATTANOOGA PREP will make announcements delivered to the local news and radio stations. CHATTANOOGA PREP will also contact you using our calling system. Information will also be posted to our website at www.Chattanooga Preponline.com.

VISITORS

All visitors to the school **must** sign in at the main reception office and wear a visitor's badge. These visitations **ARE NOT** to be used to meet with teachers regarding their children's progress, 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 Registrar.

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 with their child only. Other students may not sit with the parent and child. Appropriate sign in procedures must be followed.

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 intent to harm an individual or property;
5. Physical attacks intended to harm an individual or substantially damage property.

FAMILY AND COMMUNITY ENGAGEMENT

CHATTANOOGA PREP 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. As part of the enrollment guidelines, parents and/or guardians are **required** to attend registration and parent orientation.

MEDICAL INFORMATION

EMERGENCY SITUATIONS

Although it is impossible to plan for every emergency, medical or safety situation, CHATTANOOGA PREP has a basic 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. 7th graders must have an additional series of immunizations. 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 by the last day of Parent Orientation. 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 girl's medical condition or physician must be reported to the Main Office.

MEDICINE AT SCHOOL

Parents must bring prescription and/or over the counter medicine to the Main Office 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 registrar's office.

All medicines must be in its 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.

Over the counter medicines may be kept in the front office with directions for use and must be in its original container. A parent permission form must be completed and on file in the registrar's office.

Students are not allowed to carry or administer medication. All medications must be kept in the main office. Students in possession of over the counter or prescription medication will be subject to disciplinary consequences.

ABSENCE DUE TO ILLNESS

Parents/ guardians are asked to keep their son at home if:

- *His temperature is 99.9 degrees or above.*
- *There is any vomiting or diarrhea.*
- *He tests positively for strep throat: In this case, students must stay home 24 hours after being given an injection or started on oral medicine.*
- *He has a contagious illness (i.e. pink eye, ringworm, rash etc.).*

If your son has any of these symptoms, please do not send him to school for at least a 24-hour period after the symptom(s) have been absent -- even if your child says 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 during school hours will be sent to the office for early dismissal. The receptionist will call the student's parent and they must be picked up within two (2) hours.

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 will be subject to disciplinary consequences.

SAFETY

Personal Property/Electronics Policy

Electronic devices (included but not limited to mP3 players, gaming devices, cell phones) are ***NOT*** allowed.

CHATTANOOGA PREP will not be responsible for a student's personal loss. CHATTANOOGA PREP 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, etc. We recommend students leave these items at home. If a student has an item taken from him, please contact the classroom teacher or administration to arrange a time for an adult to pick up the item. CHATTANOOGA PREP provides computers for students for individual use, thus there is no need to bring personal computers or iPads.

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 be suspended.

Suspected Child Abuse

The faculty and staff at CHATTANOOGA PREP embraces 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

At CHATTANOOGA PREP students will receive traditional letter grades (A, B, C, D or F).
If a student does not demonstrate proficiency through course assessments, she will be required to attend tutoring. With the support of his teacher(s), the student will continue learning and practicing until she 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
Chattanooga Preparatory School 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. Late work may be accepted up to but not exceeding 2 days past the due date.

ADVISORY
Coordinated by the Administration, 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 CHATTANOOGA PREP. 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
-

COMMUNICATION OF STUDENT PROGRESS

Each quarter, students will be provided with a "snapshot" of their achievement. A hard copy of Student Achievement Reports will be sent to parents, and a copy will be available on-line as well. The achievement reports will also form the basis for parent conferences.

CHATTANOOGA PREP Student Achievement Reports will provide a richer breadth and depth of information regarding achievement than traditional report cards that only include letter grades.

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 Friday – Aug. 26th Friday – Sept. 16th Second 9 weeks Friday – Nov. 14th Friday – Dec. 2nd	Third 9 weeks Friday – Jan. 20th Friday - Feb. 10th Fourth 9 weeks Friday – April 13th Friday - May 5th

Remember that end of quarters and report cards are as follows:

1st Quarter:	Aug. 4 – Oct. 6	Report card: Oct. 21
2nd Quarter:	Oct. 20 – Dec. 15	Report card: Jan. 6
3rd Quarter:	Jan. 4 - Mar. 10	Report card: Mar. 31
4th Quarter:	Mar. 27 – May 26	Report card: May 26 (mailed)

PARENT TEACHER CONFERENCES

Requests for parent-teacher conferences will be made through the main office; (423) 702-7230.

Policies & Procedures

TECHNOLOGY
Students are expected to adhere to the Responsible Use Policy. When a student is unable to do so, she could lose the privilege of using his 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.

UNIFORM POLICY
The wearing of uniforms is a requirement at CHATTANOOGA PREP. 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.

Shoes
Students can wear sneakers, and penny loafers or oxford type shoes and Sperry's 'boat shoes', with their uniforms. **Flip-flops or sandals are not permitted.**

Failure to follow dress code policies will result in referrals and disciplinary consequences.

CELL PHONE/ELECTRONICS POLICY
Electronic devices (included but not limited to MP3 players, gaming devises, and cell phones) are **NOT** allowed during school hours from 7:20a.m. – dismissal. Telephones must be in the OFF mode during this time or in lockers. Any student caught using a cell phone or any electronic device mentioned, without permission during the school day, will have the following consequences applied. Parents should not text or call a student's cell phone during school hours but should contact the main office at 664-5721. The administration will collect the phone accordingly.

1. Referral - 3 days for 1st offense.
2. Referral - 2 weeks for 2nd offense.
3. Referral - The cell phone will not be returned until the end of the school year for the 3rd offense.

Refusing to give teacher/staff a cell phone will result in further disciplinary action, including suspension.

CHATTANOOGA PREP will not be responsible for a student's personal loss. CHATTANOOGA PREP 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, MP# players, cameras, cellular phones, handheld games, iPods, iPads, personal computers, etc. We recommend students leave these items at home. If a student has an item taken from him, please contact the classroom teacher or administration to arrange a time for an adult to pick up the item.

CHATTANOOGA PREP DISCIPLINE PLAN

NOTE: Chattanooga Prep's School Discipline Plan is included in full as Attachment C. To save space and comply with the application page limit, it is not reproduced here.

GRADUATION REQUIREMENTS

"All students will pursue a focused program of study preparing them for postsecondary education. While all students may not enter postsecondary
training immediately following h school, they must be prepared for lifelong learning."

Subject	**Course/Credit**
English	4
Math	4 (Algebra I, Geometry, Algebra II and 1 advanced math) Math) students must take math each school year.
Science	4 (Biology, Chemistry/Physics)
Social Studies	3 (World History/World Geography/World Cultures/World Studies, American History/American Studies, and American Government and Economic) .5 Govt.
Wellness	1
PE	.5
Personal Finance	.5
Foreign Language	2 (same language)
Fine Arts	1

Capstone experience such as senior project or service learning required.

Elective Focus	3
REQUIRED	**23 credits – traditional** **28 credits –block**

*Students transferring to our system as high school students having passed Algebra I in the 7th grade will be advancing to Geometry, Algebra II and two advance math courses.

Major Studies: 3 credits above core requirements
(Personalized Educational Program – Coherent Sequence of Courses)

(1) Math/Science/Technology (any 3 courses or combination of courses in math/Science/technology.)

(2) Technical/Career (State required program of study. Where only 3 courses are required.)

(3) Humanities (any 3 courses or combination of courses and any Literature, History, Foreign Language, and Fine Arts.)

(4) AP (any 3 course or combination of courses above the core requirements).

DIPLOMA CRITERIA

- A regular high school diploma requires a successful completion of the program of study.

- Complete and satisfactory record of attendance and conduct is required for all graduates.

- If students who transfer into Hamilton County their junior or senior year and are not in line to graduate under Hamilton county graduation requirements, the principal will contact the Assistant Superintendent for Secondary Education to determine an appropriate program of study and graduation possibilities for that student.

- **Beginning with the class of 2013 all students must earn the prescribed 23 credit minimum. This includes students with disabilities**

- **A diploma of Special Education may be earned for satisfactory completion of an IEP (Individual Education Program) and satisfactory record of attendance and conduct. Beginning with the class of 2013 a transition certificate may be awarded at the end of their fourth year of high school to students with disabilities who have (1) taken classes toward a high school diploma, (2) have satisfactorily completed an individualized IEP, and (3) have satisfactory records of attendance and conduct. Students who obtain the transition certificate may continue to work towards the high school diploma through the end of the school year in which they turn 22 years old.**

CLASS RANKING: REPEATING A COURSE

- **Valedictorian** - must have the highest numerical average, rounded to the nearest hundredth, not to exceed 100. The valedictorian's course selection must include core courses from the highest level (Honors, National Industry Certification, joint enrollment, AP, and IB) offered in English, mathematics, social studies, and science at each high school. The valedictorian must be enrolled in the school from which he/she graduates at the beginning of the junior year.

- **Salutatorian** - must have the second highest numerical average, rounded to the nearest hundredth, not to exceed 100. The salutatorian's course selection must include core courses from the highest level offered in English, mathematics, social studies, and science at each high school. The salutatorian must be enrolled in the school from which he/she graduates at the beginning of the junior year.

- For determining valedictorian and salutatorian, only ninth grade students may repeat a course to improve their grade point average (GPA). The highest grade earned in a course that has been repeated will be used in determining a student's grade point average and class rank for all other purposes other than determining valedictorian and salutatorian.

- HONORS COURSE – 3 ADDED POINTS

Honors course designation can be sought by application for courses in the following areas: mathematics, science, English, foreign language, social studies, all college joint enrollment courses, career and technical courses, and such special courses as applied for and approved by the State.

- NATIONAL INDUSTRY CERTIFICATION - 3 ADDED POINTS

Career and technical courses which students take the nationally recognized examination specific for the course.

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 him or his person or damage to him or his 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 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, 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 barbital 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 this student handbook with my child and will be an active participant in the education of my son. I understand that charter schools are schools of choice and will work with the administrators and teachers of CHATTANOOGA PREP to make sure that I am making the best choice for my son.

_____

(PARENT'S SIGNATURE) (DATE)

_____

(STUDENT'S SIGNATURE) (DATE)

ATTACHMENT C: Student Discipline Policy

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
- Student Advisor Referral – A referral to guidance, advisor, or social worker
- Time out of class – An area inside the room away from others, another room with another teacher, or a brief time (1 minute or less) outside the room
- Parent Involvement – Phone call, written notice, Agenda Mate correspondence, or parent conference
- Behavior Plan – a written behavior modification plan specific to the student
- Detention – Assignments can be after or before school, usually one hour long. If teacher or team has given detention, the administration will not give another. The number of detentions should be limited (such as 3) before a more serious consequence is sought.

STUDENT VIOLATIONS OF BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

Violations of the behavioral expectations are identified as Level 1, 2 or 3. The information below provides examples of violations at each level as well as consequences for infractions.

EXAMPLES OF LEVEL 1 VIOLATIONS OF STUDENT BEHAVIORAL EXPECTATIONS	
LEVEL 1	• 3rd offense- daily classroom disruption • Failure to serve detention or Saturday school • Excessive tardiness • 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 • Minor damage or defacement of school property • Unauthorized use of school equipment • Gambling • Minor physical aggression with another student (e.g., pushing, shoving) • Scholastic dishonesty • Other minor school-based misconduct

CONSEQUENCES FOR LEVEL 1 VIOLATIONS	
FIRST VIOLATION	• Warning- make student aware of offense and consequences

	• Restrictive Attendance (contact parent to pick up student) • Student returns to school after administrator/parent conference • Make student aware of offense and expectations • 1 day detention
SECOND VIOLATION	• Restrictive Attendance (contact parent to pick up student) • Parent contact • 1 day Detention • 1 day Saturday School
THIRD VIOLATION	• Restrictive Attendance (contact parent to pick up student) • Evening School and Saturday School – minimum of 10 school days • Parent/Administrator/Teacher/Student conference
FOURTH VIOLATION	• Restrictive Attendance (contact parent to pick up student) • Evening School and Saturday School – minimum of 15 school days • Parent/Administrator/Teacher/Student conference
FIFTH VIOLATION	Discipline will be determined at the discretion of Administration
SEVERE CLAUSE	*Administration reserves the right to change disciplinary consequences due to individual situations at any time.*

EXAMPLES OF LEVEL 2 VIOLATIONS OF STUDENT BEHAVIORAL EXPECTATIONS	
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 VIOLATION	• Restrictive Attendance • Parent must return with student for re-admitting conference • Administrator/parent conference • 8 hours Saturday School
SECOND VIOLATION	• Restrictive Attendance • Parent must return with student for re-admitting conference • Administrator/parent conference • Student assigned to Evening School and Saturday School for a minimum of 10 school days
THIRD VIOLATION	• Restrictive Attendance • Parent must return with student for re-admitting conference • Administrator/parent conference • Student assigned to Evening School and Saturday School for a minimum of 15 school days

FOURTH VIOLATION	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 days
SEVERE CLAUSE	*Administration reserves the right to change disciplinary consequences due to individual situations at any time.*

EXAMPLES OF LEVEL 3 VIOLATIONS OF STUDENT BEHAVIORAL EXPECTATIONS	
LEVEL 3	• Persistent bullying • Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion • Persistent sexual harassment • 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 Level 2 offenses

CONSEQUENCES FOR LEVEL 3 REFERRALS	
VIOLATION	• 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 CGLA.
SEVERE CLAUSE	*Administration reserves the right to change disciplinary consequences due to individual situations at any time.*

EVENING SCHOOL

Students who do not respond to behavior intervention strategies may be assigned to attend Evening School. When assigned, attendance is mandatory.

EVENING SCHOOL - POLICY AND PROCEDURES

Policy

1. Evening School will operate Monday through Thursday from 2:00 p.m. until 6:00 p.m. and serve as a deterrent to discipline.
2. Discipline referrals for evening school will be made by the school Associate or Assistant Principal; the parent / guardian of the student will be advised.
3. If a student refuses to attend evening school, they will be subject to additional disciplinary action.
4. Students assigned to evening school must attend Saturday school.

5. If a student has been referred to Evening School or Saturday school but is unable to attend, the parent or guardian must contact the administration the day before the absence. Days of absence will be added to the length of the assignment regardless of it is an excused or unexcused absence. *Administration reserves the right to assign additional Saturday school if rational given for missing Saturday school is unsatisfactory.*
6. Students must adhere to the school uniform policy and follow all school rules and policies. Failure to do so will result in additional referrals resulting in extended days and/or suspension.

Procedure

1. Student and parent will meet with administration to determine the time to report and time of dismissal and review expectations.
2. As students report for evening school, they must check in with front office staff. Parents/guardians are not allowed in the building.
3. Upon arrival all cell phones will be given to the teacher. Students who refuse to check in their cell phone will not be permitted to stay.
4. If use of an electronic device is discovered, the student will be required to attend additional sessions and disciplinary consequences will be applied.
5. Students must sign in and out with the evening school supervisor.
6. Parents/ guardian are responsible for transportation.
7. Students must work on school assignments.
8. Teacher will collect completed assignments and place in the mail box of classroom teachers.
9. Students are not allowed to sleep or disrupt class.

SATURDAY SCHOOL

Students who do not respond to behavior intervention strategies can be assigned to attend the Saturday School. When assigned, attendance is mandatory. During this time students will participate in activities to build skills that will enable them to make positive contributions to the learning environment. If a student fails to attend Saturday school she will be placed on restrictive attendance subject to additional disciplinary consequences including a referral. The student must also serve the hours missed in addition to the remaining assigned hours.

SATURDAY SCHOOL - POLICY AND PROCEDURES

1. Saturday School will operate every other Saturday (unless otherwise assigned) from 8:00 a.m. – 12:00 p.m. and serve as a deterrent to discipline, and or failure to comply with after school detention.
2. Discipline referrals will be made by the school Associate or Assistant Principal; the parent / guardian of the student will be advised of Saturday School.
3. If a student is assigned to Saturday School due to failure to attend detention, a letter will be sent home by the student notifying the parent /guardian of their Saturday school status.
4. If the student has been referred to Saturday school and is unable to attend, the parent or guardian must contact the administration the day before absence.
5. *Administration reserves the right to assign additional Saturday school if rational given for missing Saturday school is unsatisfactory.*
6. If a student refuses to attend Saturday school, they will be subject to additional disciplinary action.
7. Saturday school takes precedent over weekend athletic or school related activities.
8. Students must adhere to the school uniform policy.

STUDENT PUBLICATIONS

Student publications are an important part of the academic program and contribute to the accomplishment of the school 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 the school, 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.

The 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 the Principals determine that the material is libelous or obscene according to 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 school website or contacting school administration.

SECRET SOCIETIES/GANG ACTIVITY

Secret Societies: Secret fraternities, sororities, or other clubs made up of students from 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 an 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 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 other employee 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, and/or alcohol on school property or at school sponsored events as these items are considered to be wrong and harmful.

STUDENT/PARENT CONCERNS, COMPLAINTS AND GRIEVANCES
Chattanooga Prep 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.

PROTECTION OF STUDENTS WITH DISABILITIES
In all disciplinary actions and proceedings, students' disabilities, special education needs, or special circumstances will be carefully considered and taken into account. For students with IEPs, a special educator will serve in an advisory capacity to ensure protection of the rights of students with disabilities.
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FIRE ALARMS
Students who engage the fire alarms without proper cause can be reported to local law enforcement agencies.

Chattanooga Prep 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.

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 banned from participation. In addition, students on sports teams must maintain a 2.5 average at all times, serve all detentions as assigned, and refrain from any referrals. If a student receives a referral, they will be suspended from their athletic team. Athletes with F averages in a course at progress report and the end of 9 week terms, will be dismissed from their teams.

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.

"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:

- Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- 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.

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 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.
- Possession of knives or sharp objects of any kind, firearms, pepper spray or mace, tasers, pets or other living animals on the bus.
- Tampering with any of the safety devices such as door latches and fire extinguishers.
- Shouting or make gestures toward anyone outside the bus.
- Extending hands, arms, head, or any other part of their body through the window.
- Defacing or littering 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.
- Consuming food or drinks
- Smoking
- Blocking or impeding passage in the bus aisle
- Asking the driver to let a student 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.

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 barbital 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.

ATTACHMENT D: Student Enrollment Policy

Application Plan, Pre-Admission Activities, & Timeline

For the inaugural school year, 2018-19, applications for 6th grade will be accepted between April 1st and May 5th, 2018. 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 Chattanooga Prep website, the CGLA website, the CGLA school office, and CGLA 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. ***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.***	April - June

Nondiscriminatory Admission Policies

Chattanooga Preparatory School's admission and enrollment policies and practices will be nondiscriminatory and will be fully compliant with T.C.A. § 49-13-107. Chattanooga Prep 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, Chattanooga Prep 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

At this time, Chattanooga Preparatory School does not have any articulation plans of agreements in place. If the school considers entering into any such agreements in the future, all articulation and enrollment activities will be in compliance with T.C.A. § 49-13-113.

Policies and Procedures

Lottery: Chattanooga Prep 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, Chattanooga Prep 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. Chattanooga Prep will provide a transfer form indicating that the withdrawal is complete and will provide official records to the students new school upon request from the new school.

Withdrawals: In the event that a student must withdraw from Chattanooga Prep 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

THE UNIVERSITY OF TENNESSEE
CHATTANOOGA

Vice Chancellor for Research

Dept 4905
615 McCallie Avenue
Chattanooga, TN 37403
Phone: (423) 425-4431
Fax: (423) 425-4052

January 26, 2017

Mr. Ted Alling
Friends of Chattanooga Prep

Dear Mr. Alling,

The University of Tennessee at Chattanooga is pleased to offer support for the Chattanooga Preparatory School. UTC shares your vision for a vibrant and diverse educational landscape in our community. Young men, particularly young men of color from low-income households, face tremendous barriers to completing high school, enrolling in and completing postsecondary programs, and participating in careers of their choice. For our community – and our world, it is simply unacceptable to have entire segments of the population unable, due to poor academic preparation, to participate in the knowledge-based economy. I applaud your efforts and strongly support your plan to establish the Chattanooga Preparatory School to provide a single-gender academic option for boys and young men.

I look forward to partnering with Chattanooga Prep to support the school in the following way(s):

- Partner with Chattanooga Prep on grant-funded projects when mutually beneficial to both parties.
- Assist with teacher recruitment and placement.
- Include Chattanooga Prep teachers and administrators in K-12 teacher professional development opportunities for teachers and administrators.
- Collaborate with Chattanooga Prep to expose students to postsecondary and career exploration activities such as campus visits, laboratory demonstrations, job shadowing, etc.
- Explore opportunities for UTC students to complete internships or practicum experiences. Examples may include social work students, nursing students, public administration students, etc.

I look forward to an ongoing dialogue about the school and how we can collaborate to benefit teachers, students, and families.

Sincerely,

Joanne G. Romagni, PhD
Vice Chancellor for Research
Dean of the Graduate School

Tennessee Aquarium
IMAX® 3D Theater
River Gorge Explorer
One Broad Street • P.O. Box 11048 • Chattanooga, TN 37401-2048 • 423/265-0695 • www.tnaqua.org

January 24, 2017

Mr. Ted Alling
Friends of Chattanooga Prep

Dear Mr. Alling,

In my role as the Vice President responsible for community access, diversity and inclusion, I am familiar with the tremendous needs of young men residing in Chattanooga's economically disadvantaged communities. I strongly support your efforts to establish the Chattanooga Preparatory School to provide a single-gender academic option for boys and young men. The school will fill a critical need in Hamilton County's educational options for young men and their families, and we welcome the opportunity to work with Chattanooga Prep in the following way(s):

- Ongoing expeditionary learning opportunities at the Tennessee Aquarium, an accredited educational asset by AdvanceED.
- Learning opportunities in classrooms through programs delivered by the Aquarium's award-winning environmental education outreach coordinator.
- Learning expeditions into the heart of the Tennessee River Gorge with a naturalist on board the River Gorge Explorer.
- Opportunities to stimulate interest in STEM through viewing films at the Tennessee Aquarium IMAX Theater. For example, *Dream Big* inspires students to consider engineering careers.
- Programs at the Tennessee Aquarium Conservation Institute to help train the next generation of scientists. We can help students gain a greater appreciation for our region's natural resources and learn about the actions and career paths they can take to make a difference.
- Internship opportunities at the Aquarium for deserving students.

I urge the charter application reviewers to give the Chattanooga Preparatory School careful consideration and support this important investment in the future of our young people.

Sincerely,

Cindy Todd

Cindy Todd
Tennessee Aquarium Vice President
Chief Marketing and Development Officer

Alpine Camp
FOR BOYS

ATOP LOOKOUT MOUNTAIN ★ Post Office Box 297, Mentone, Alabama 35984-0297

Telephone: (256) 634-4404
Facsimile: (256) 634-4405

WWW.ALPINECAMP.COM

Directors Glenn & Carter Breazeale | Directors Emeritus Dick & Alice O'Ferrall

February 8, 2017

Mr. Ted Alling
Friends of Chattanooga Prep

Dear Mr. Alling,

In my role as Director at Alpine Camp for Boys in Mentone, AL, I am familiar with the tremendous needs of young men residing in Chattanooga's economically disadvantaged communities. Our camp is based just south of Chattanooga, TN and has held a mission of growing boys into men for over 55 years now. We believe strongly in helping our neighbors and partnering with any organization that has as its mission to raise up men, regardless of economic circumstance. I strongly support your efforts to establish the Chattanooga Preparatory School to provide a single-gender academic option for boys and young men. The school will fill a critical need in Hamilton County's educational options for young men and their families.

We would hope to use our tremendous asset of 350 acres of woods, river, ropes course and adventure to allow boys from Chattanooga Prep to get out into nature. At Alpine we believe that boys thrive when they can unplug from all the modern technology surrounding us today. Boys learn by doing things side by side (activities). Being in a camp setting allows boys to learn how to relate to one another organically as they do activities together. They bond. They argue. And they learn how to make up. We would love to be a part of teaching boys from Chattanooga Prep these skills.

I urge the charter application reviewers to give the Chattanooga Preparatory School careful consideration and support this important investment in the future of our community and our young people.

Sincerely,

Glenn Breazeale

Glenn Breazeale
Director

skye▸strategies

1100 Market Street, Floor 6
Chattanooga, TN 37402
423.710.8808
www.SkyeStrategies.com

January 18, 2017

Chattanooga Preparatory School
800 Market Street, Suite 200
Chattanooga, TN 37402

Dear Ted:

I am pleased to write this letter confirming the commitment of Skye Strategies to provide grant writing services for Chattanooga Preparatory School, as outlined in our signed Scope of Services initiated in January 2017. As an all-boys public charter school serving our community's most at-risk young men, Chattanooga Prep is poised to have a dramatic impact on education in Hamilton County. We are honored to provide grant writing services to support the planning and development of the school.

Skye Strategies offers a team approach to grant development support for our clients and is the only company of its kind in the Chattanooga region. Our staff includes seasoned grant development and nonprofit professionals who are passionate about education and improving opportunities for the underserved in our community. With more than $27 million in grant funding awarded, our staff have built meaningful relationships across a variety of service sectors in order to accomplish both small and large wins. Our expertise includes federal funding (such as the U.S. Department of Education, U.S. Department of Health & Human Services, Health Resources & Services Administration, National Science Foundation, National Endowment for the Humanities, and U.S. Department of Agriculture), state and local government funding (such as the Tennessee Department of Education, Tennessee Department of Health, and City of Chattanooga), and local and national foundation funding. Skye Strategies has worked with more than 35 nonprofit and education partners across the Chattanooga region, impacting 16 counties.

Skye Strategies will assign two lead staff members to support Chattanooga Prep, including a Project Manager (Jennifer Hoff) and Grant Development and Research Coordinator (Ashley Branam). Jennifer Hoff will provide overall supervision and leadership for grant development and management support. Ashley Branam will provide day-to-day grant research, grant writing, and grant management support, as directed by Ms. Hoff.

In addition to the two lead staff, Skye Strategies will provide other staff and technical resources necessary to support successful grant development and management. We currently maintain three full-time staff and one part-time staff member, and we also work closely with an experienced evaluation consultant. An overview of our key services and staff bios are attached.

We look forward to helping Chattanooga Prep achieve its vision and mission as a transformative educational choice for at-risk, underserved young men in Hamilton County.

Sincerely,

Jennifer Hoff
President and Founder

skye►strategies

Skye Strategies is a Chattanooga-based grant development, strategic planning, and communications firm that offers a broad range of services for the nonprofit, education, healthcare, and government sectors. With over 44 years of combined professional experience, the Skye Strategies team is committed to and passionate about the institutions we represent and the individuals whose lives are improved through our individualized and collaborative approach to fund and program development.

► **Grant Development:** With more than $26 million in grant funding awarded, our staff of professional grant writers and development strategists have built meaningful relationships across a variety of service sectors in order to accomplish both small and large wins. Our expertise includes federal funding (such as the U.S. Department of Education, U.S. Department of Health & Human Services, Health Resources & Services Administration, U.S. Department of Labor, National Science Foundation, National Endowment for the Humanities, Community Development Block Grants, and U.S. Department of Agriculture), state and local government funding (such as the Tennessee Department of Education, Tennessee Department of Health, and City of Chattanooga), and local and national foundation funding. Skye Strategies has worked with more than 35 nonprofit and education partners across the Chattanooga region, impacting 16 counties. Specific services include:

- Grant planning & research
- Program design
- Grant proposal writing & editing
- Budget development
- Metrics development
- Award management
- Grant outcome reporting
- Development staff coaching

► **Strategic Planning:** Skye Strategies facilitates strategic planning sessions with agency leadership and key stakeholders to help identify organizational strengths and weaknesses and guide participants in creating a comprehensive strategic plan. A concise, mission-driven strategic plan that tracks specific outcomes is vital for streamlining both staff and board member efforts in order to maximize agency effectiveness. Key services include:

- Program audit
- SWOT analysis
- Focus groups
- Short and long-term goal setting
- Strategy compilation and review
- Strategic plan development
- Development committee support
- Board and staff coaching

► **Communications:** Effective communications go hand-in-hand with implementing successful fund development strategies. Our team provides marketing and public relations support to broaden community awareness of your agency and spotlight program successes so current and prospective funders understand the scope and impact of your work. We have experience developing and managing a variety of special communication projects, including:

- Annual reports
- Annual fund marketing collateral
- Presentations and speeches
- Website content
- Newsletter content
- Press releases

► **Contact:** www.skyestrategies.com ♦ 423-710-8808 ♦ jennifer@skyestrategies.com

skye►strategies

Our Team

Jennifer Hoff, President & Founder

Jennifer has over 17 years of experience in grant development and communications, including grant writing, public relations, marketing, magazine feature writing, university teaching, and professional writing. Jennifer's passion for helping nonprofits fulfill their mission and expand their impact led her to launch Skye Strategies in 2012 so she could broaden the reach and impact of her work. Jennifer's professional positions have included Director of Public Relations for WTCI-PBS, Program Administrator and Grant Consultant for the University of Tennessee at Chattanooga, and Grant Writer and Trainer for Research Associates, a national grant development firm. Jennifer has published more than 55 articles in regional magazines and is a regular contributing writer for *Chattanooga* magazine. Jennifer is active in the community and has held numerous board positions, including President of the Chattanooga Writers Guild (a nonprofit she co-founded in 2001), Chair of the WTCI Community Advisory Board, Member of the WTCI Board of Directors, and Secretary of the Leadership Chattanooga Alumni Association Board of Directors. Jennifer holds a Master of Arts in English: Rhetoric and Writing from the University of Tennessee at Chattanooga and a Bachelor of Arts in English: Writing from the University of Tennessee at Knoxville. She is a graduate of Leadership Chattanooga, Protégé Chattanooga, and the Holmberg Arts Leadership Institute and holds professional certifications in grant writing and management.

Connie Fernandez, Vice President of Strategy & Operations

Connie has over 17 years of experience in marketing and fund development, including grant writing and management, content development for marketing and fundraising collateral, strategic planning, program development, community needs and program outcomes assessment, fundraising campaigns, and special event management. Before joining Skye Strategies, Connie served as President/CEO of The Speech & Hearing Center, Associate Communications Director: Development Editor at McCallie School, and Marketing & Development Director at Girls Incorporated of Chattanooga. Connie has served on the Health Advisory Council and Policy Council for Chattanooga Head Start/Early Head Start and has held many offices and board positions, including President and Chairman within the Downtown Sertoma Club of Chattanooga, receiving both the club and district Sertoman of the Year awards. A graduate of the University of Tennessee at Chattanooga with a Bachelor of Arts in Mass Communication and Anthropology, Connie enjoys having meaningful work that positively impacts the lives of others and creates systemic change within our community.

Ashley Ledford Branam, Grant Development & Research Coordinator

Ashley holds a Master of Arts in English with a concentration in rhetoric and writing from the University of Tennessee at Chattanooga. Her professional background includes grant writing, editing, and creative writing. As a member of the Skye Strategies team, Ashley has worked on a variety of grant development projects spanning the education, healthcare, workforce development, social services, higher education, and research fields. Ashley has a panache for program research and statistical analysis and maintains an extensive research database of funding opportunities, needs data statistics, and research articles that inform and support program design. She has served as the lead writer on several successful grant proposals and has developed expertise in federal and state grant development, including National Science Foundation, U.S. Department of Education, Health Resources and Services Administration, U.S. Department of Agriculture, Tennessee Department of Education, and Tennessee Higher Education Commission grants. In addition to working with Skye Strategies, she reviews articles for *Harlot*, a peer-reviewed journal of rhetoric. Ashley's short fiction has been published in *The Sequoya Review*.

Our Team

Marclyn Porter, Evaluation Consultant

Marcy has served as an evaluation consultant on a variety of projects and currently serves as the External Program Evaluator on grants funded by the Health Resources and Services Administration (HRSA), Lyndhurst Foundation, U.S. Department of Agriculture, and BlueCross BlueShield of Tennessee Health Foundation. She is the Program and Evaluation Coordinator for the University of Tennessee at Chattanooga's (UTC) School of Nursing HRSA grant awarded in June of 2014. Prior to joining the grant team, she was the Senior Research Associate at UTC's Center for Applied Social Research (CASR) and an adjunct professor of Sociology at UTC. During her four-year appointment at the CASR, she conducted more than two dozen studies for UTC ranging from program evaluation and needs assessment studies, to investigations regarding capital projects, program development, employee diversity training, and workplace diversity. Additionally, she served as co-lead investigator on the City of Chattanooga's Comprehensive Gang Assessment and played a key role in developing the 2013 Gang Implementation Plan. Marcy received a B.S. from Vanderbilt University, an M.Ed. from UTC, and is currently a doctoral candidate in UTC's Learning and Leadership program. She is the author of numerous published reports and academic journal articles, and is frequently invited to present podium presentations and research posters at professional conferences.

Electric Power Board

---------- Forwarded message ----------
From: **Malnda, Hodgen** <maindahm@epb.net>
Date: Fri, Jan 20, 2017 at 2:12 PM
Subject: Chattanooga Prep
To: "talling@lamppostgroup.com" <talling@lamppostgroup.com>

Ted – greetings! I hope all is well on your end.

I am following up on your email re: EPB and the role we would potentially play with supporting Chattanooga Prep.

We have a sponsorship committee that meets weekly (we met yesterday) and discussed what you sent. We would love to support in a couple areas;

1) We cannot promote internally but we thought it would be beneficial if we did a EPB only tour of the school when appropriate. During tour, you will have opportunity to pitch support through mentorships, internships and etc.

2) We are also interested in supporting community outreach and development efforts – we would like to get a detailed proposal from you on this.

I hope this helps. For your FYI, EPB is doing a few things w/CGLA similar to what you have requested, we will be happy to support your efforts.

Thanks Ted.

Hodgen Malnda
Community Development
EPB
P.O. Box 182255
Chattanooga, TN 37422
maindahm@epb.net
423.648.1293 (work)
[redacted](mobile)

Chattanooga Girls Leadership Academy / Young Women's Leadership Academy Foundation

After approval, a Memorandum of Understanding ("Memorandum" or "MOU") will be executed to serve as a statement of principles and agreement for collaboration between the Chattanooga Preparatory School, acting by and through the Friends of Chattanooga Preparatory School, the Chattanooga Girls Leadership Academy, and The Young Women's Leadership Academy Foundation. The MOU will outline each parties' intentions to share resources to mutually support the Chattanooga Girls Leadership Academy and the Chattanooga Preparatory School for the benefit of educationally disadvantaged students in Hamilton County.

ATTACHMENT F: Board Governance Documents

Attachments include the following:

- **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 biographical information and references
- **F7.** Board policies, including policies on open meetings and open records

F1. ARTICLES OF INCORPORATION

B0293-9170 09/07/2016 4:24 PM Received by Tennessee Secretary of State Tre Hargett

CHARTER
NONPROFIT CORPORATION (SS-4418)

Page 1 of 2

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only
-FILED-
Control # 000865397

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Friends of Chattanooga Prep, Inc.

2. Name Consent: (Written Consent for Use of Indistinguishable Name)
☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: School Organization - Exempt

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:
KEVIN STEPHEN ROSE
STE 200
800 MARKET ST
CHATTANOOGA, TN 37402-2677
HAMILTON COUNTY

5. Fiscal Year Close Month: December **Period of Duration:** Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a ☑ public benefit corporation / ☐ mutual benefit corporation.
This corporation is a ☐ religious corporation / ☑ not a religious corporation.
This corporation will ☐ have members / ☑ not have members.

9. The complete address of its principal office is:
KEVIN ROSE
STE 200
800 MARKET ST
CHATTANOOGA, TN 37402-2677
HAMILTON COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

B0293-9171 09/07/2016 4:24 PM Received by Tennessee Secretary of State Tre Hargett

CHARTER
NONPROFIT CORPORATION (SS-4418)

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only
-FILED-
Control # 000865397

The name of the corporation is: Friends of Chattanooga Prep, Inc.

10. The complete mailing address of the entity (if different from the principal office) is:
KEVIN ROSE
STE 200
800 MARKET ST
CHATTANOOGA, TN 37402-2677

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Kevin S Rose	800 MARKET ST STE 200	CHATTANOOGA, TN 37402

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

☑ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).

☑ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).

☑ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:
In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Sep 7, 2016 4:24PM
Signature Date

Electronic
Incorporator's Signature

Kevin S Rose
Incorporator's Name (printed or typed)

F2. PROOF OF NON-PROFIT AND TAX EXEMPT STATUS

Chattanooga Prep has filed an application for tax exempt status. The application, IRS Form 1023, was submitted in January 2017. 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, 2017.

F3. BY-LAWS

APPROVAL DATE: 1/25/2017

BYLAWS

OF

FRIENDS OF CHATTANOOGA PREP, INC.

(A Tennessee nonprofit corporation)

ARTICLE I

GENERAL PROVISIONS

1.1 General Purposes. Friends of Chattanooga Prep, 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 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 and the restrictions contained in the Corporation's Charter, as such may be amended from time to time.

All activities of the corporation shall be consistent with its charitable tax-exempt purposes and all funds net of all costs and expenses shall be contributed to Chattanooga Prep, a charter school for men to be founded in Chattanooga, Tennessee or to such successor or similar educational organizations as are approved by the Board of Directors. The following are the specific classes of organizations which Friends of Chattanooga Prep, Inc. and the funds raised by the Corporation are to support, arranged in a nonbinding order of preference and in all events to be organizations exempt from federal taxation under Section 501 (c)(3) of the Internal Revenue Code:

a. A single-sex, public, charter school for men to be founded in metropolitan Chattanooga, Tennessee and operated by the Hamilton County Board of Education and the laws of the State of Tennessee applicable to charter schools under the name Chattanooga Prep or any other name;

b. One or more public schools in metropolitan Chattanooga, Tennessee providing single-sex education for men and or boys;

c. A private, independent school in metropolitan Chattanooga, Tennessee providing single-sex education for men and or boys of the broadest social, economic and educational backgrounds reasonably possible;

d. Other charter, public or private educational organizations providing single-sex education for men and or boys of the broadest social, economic and educational backgrounds reasonably possible; or

e. Any educational organization.

1.2 State of Incorporation. This corporation is incorporated under the laws of the State of Tennessee. Any reference to "this state" means the State of Tennessee, and any reference to "the laws of this state" includes the Tennessee Nonprofit Corporation Act.

1.3 Gender and Number. Any use of the masculine includes the feminine and the neuter and vice versa; 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 or the Charter of Incorporation of the corporation.

ARTICLE 2

OFFICES

The principal office and -the principal business office of the corporation in this state shall be at 800 Market Street, Suite 200, 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

BOARD OF DIRECTORS

3.1 General Powers. The business and affairs of the corporation shall be managed by the Board of Directors.

3.2 Number and Qualification. The number of directors shall be fixed by the then current Board of Directors, 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 Directors may establish an advisory Board of educators or persons with experience in single-sex education which shall have none of the powers or authority of the Board of Directors as established in these Bylaws but which may advise and make recommendations to the Board.

3.3 Election and Term of Office. 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. 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.

3.4 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 the by the chairman of the board, president or any two (2), directors.

3.5 Notice of Meetings of Board of Directors. The regular meetings of the Board of Directors may be held without notice. 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 not less than five days before the meeting, or if such meeting is to be held telephonically, by notice received 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 matter shall not affect actions taken by a majority of the Board of Directors present at such special meeting.

3.6 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.

3.7 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) for 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.

3.8 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. ·

3.9 Compensation for directors. Directors may not receive compensation for their services of directors, but the Board of Directors may authorize reimbursement of expenses incurred in the performance of their duties. 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.

3.10 Participation in Meetings By Conference Telephone. 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.

3.11 Action by Consent of Directors. Whenever the Board of Directors is required or permitted to take any action by vote, such action may be taken without a meeting 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.

ARTICLE 4

COMMITTEES

4.1 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.

4.2 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 5

OFFICERS

5.1 Number. The offices of the corporation shall consist of a president, 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 president and secretary.

5.2 President. The president shall be the chief executive officer of the corporation. Subject to the provisions of these bylaws and to the direction of the Board of Directors, she shall have the responsibility for the general management and control of the business and affairs of the corporation and shall perform all duties and have all powers which are common to the office of chief executive or which are delegated to him by the Board of Director. She 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.

5.3 Secretary. The secretary shall issue all authorized notices for, and shall keep minutes of all meetings of the Board of Directors. She 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.

5.4 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 is elected and thereafter until her successor has been elected and qualified or until the earlier of resignation or removal. An officer need not be a director.

5.5 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 6

RESIGNATIONS, REMOVALS AND VACANCIES

6.1 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.

6.2 Removal of Officers. Any officer or agent may be removed by the Board of Directors at any time with or without cause.

6.3 Removal of Directors. One or more of the directors may be removed with or without cause by vote of the Board of Directors.

ARTICLE 7

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

7.1 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

7.2 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.

7.3 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.

7.4 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.

7.5 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 8

NOTICES

8.1. 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.

8.2 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 him of the meeting unless she 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 9

INDEMNIFICATION

Any director or officer, or the executor or administrator of any director or officer, is entitled to indemnification to the fullest extent permissible under the laws of this state.

ARTICLE 10

MISCELLANEOUS

10.1 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.

10.2 Fiscal Year. The fiscal year of the corporation shall end June 30 or shall be as fixed, by the Board of Directors.

ARTICLE 11

AMENDMENTS

These bylaws may be amended or repealed by the Board of Directors, unless otherwise required by law.

F4. CODE OF ETHICS

Chattanooga Preparatory School
Code of Ethics for Board Members

Goal: To establish a set of principles and practices of the Friends of Chattanooga Prep Board of Directors that will set parameters and provide guidance and direction for board conduct and decision-making.

Code: Members of the Board of Directors of the Friends of Chattanooga Prep 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 Friends of Chattanooga Prep.
- 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 Friends of Chattanooga Prep board, committees and membership, and formally register dissent as appropriate.
- Promote collaboration, cooperation, and partnership among association members.

Approval Pending: Friends of Chattanooga Prep Board of Directors

Source: National Council of Nonprofit Associations

F5. CONFLICT OF INTEREST POLICY

APPROVAL DATE: 1/25/2017

FRIENDS OF CHATTANOOGA PREP, INC. – CONFLICT OF INTEREST POLICY

I. POLICY - CONFLICT OF INTEREST

It is the Policy of Friends of Chattanooga Prep, Inc. ("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 Chattanooga Prep, Inc. and the community and exercises care that he or she does not act in a manner that furthers his or her private interests to the detriment of the Organization's purposes; and

• 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 the Organization and/or any of its Affiliates, such Director is deemed to also have 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 Chattanooga Prep, 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 he or she, or any immediate family member of his or hers, 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: (l) 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 any 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 Audit 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:

- Has a material financial interest; or
- 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.

F6. 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. .

THEODORE WILLIAM ALLING *CHAIR*

Ted is a serial founder who has built two successful and fast-growing companies. In 2002 Ted founded Access America Transport, one of the fastest-growing third-party logistics companies in the country. With his two best friends from college, Barry Large and Allan Davis, they grew Access to over $500 million in revenue. In 2010 they founded Lamp Post Group, a venture capital firm and tech business incubator. Both companies were founded on core principles of empowerment, camaraderie, passion, and positivity and the belief that entrepreneurship is one of the guiding forces that makes America great. In 2014 Access America merged with Coyote Logistics, forming a $2 billion dollar transportation powerhouse. Since the merger Ted and his fellow partners are focusing even more energy on Lamp Post Group and the startups the company invests in. This year, Ted co-launched the premier logistics accelerator in the heart of Chattanooga called Dynamo and graduated its first class in October. Alongside his wife, Kelly Alling, Ted announced his next effort of opening an all-male charter school, *Chattanooga Prep* in Highland Park. Ted will serve on the board of directors and prepare the school to open in August of 2018. Ted is husband to Kelly Alling and father [redacted]

References:

Allan Davis [redacted] adavis@lamppostgroup.com	Chad Eichelberger chad.eichelberger@reliancepartners.com [redacted]	John Arthur Daniel [redacted]

KELLY SCHMIDT ALLING *VICE CHAIR*

Kelly Schmidt Alling of Chattanooga, Tenn. is mom of [redacted] and wife to Theodore William Alling. Passionate about serving underprivileged communities, Kelly founded *The Alling Foundation* in 2014, a foundation created by her and her husband to help benefit those in need. In October 2016, Kelly, alongside Ted, announced their next effort of opening an all-male charter school, *Chattanooga Prep* in Highland Park. Kelly will serve as an executive director on the board and prepare the school to open in 2018. Kelly previously worked as the Resource Manager for *Habitat of Humanity of Greater Chattanooga*. Kelly received her Bachelors in Human Development and Family Studies from *Samford*. Currently, Kelly served on the Chattanooga Youth Network Board and is a part of Garden Club and Bible Study Fellowship.

References:

Linda Katzman [redacted]	John Campbell [redacted]	Jeff Eckert [redacted]

MONTRELL BESLEY

Mr. Besley is a Chattanooga native and community academic advocate. Mr. Besley graduated from Austin Peay State University with a Bachelor's of Science degree in Health and Human Performance and a Master's of Science degree in Public and Community Health. Mr. Besley has more than 15 years of experience in youth development and community relations. Mr. Besley's commitment and activities in bolstering community and youth development were recognized in 2012 with a prestigious Jefferson Award for community service in the Chattanooga area. He is deeply committed to the success of our city's youth and possesses a unique combination of leadership abilities, relationship building skills, management experience, education, and vision required to provide advice and guidance on school and youth development. Mr. Besley has extensive experience in engaging community partners to provide enriching youth services, implementing academic and evidenced-based impact programs for youth, implementing grant funded stipend programs for teens; serving on community boards; implementing community gardens; and leading efforts to engage youth through sports. Mr. Besley served as an elementary school health and physical education teacher in Hamilton County. He grew up and resides in the Alton Park Community, and is a devoted father of three.

References:

Chris Ramsey Chief Operating Officer, Tech Town [redacted] cramsey@gotechtown.org	Serdrick Collins Program Manager, City of Chattanooga [redacted] scollins@chattanooga.gov	Moses Freeman City Council, Chattanooga District 8 [redacted] mfreeman@chattanooga.gov

KRUE BROCK

Krue Brock is a Chattanooga native and leader in Chattanooga's vibrant entrepreneurial community. Mr. Brock hold degrees from Vanderbilt University and St. John's College and is an educational advocate. He has served as an Adjunct Professor at Covenant College and is heavily involved in educational change efforts and is a tireless advocate for educational opportunity for all Chattanoogans. Mr. Brock is the Co-Founder of Chattanooga Football Club and is an agent for civic innovation across multiple sectors. Mr. Brock is particularly concerned with ensuring academic equity for low-income children and families in our community.

References:

Lurone Jennings Sr. Youth & Family Development, City of Chattanooga jennings_lurone@chattanooga.gov	Corkey Coker Coker Tire corkyc@coker.com	Sarah Morgan Benwood Foundation smorgan@benwood.org>

DAVID CAINES *TREASURER*

Mr. Caines is COO of Kenco Group, a leading provider of distribution, transportation and supply chain intelligence solutions. He is responsible for the strategic direction of the company as well as its operating and financial performance. Mr. Caines joined Kenco in 2002 with responsibility for the Cummins account in Memphis, TN. Since then he has held positions of increasing responsibility within the organization. He is currently responsible for all of Kenco's operating contracts, which encompass over 100 facilities, 4,500 employees, and 30 million square feet of warehouse space. Mr. Caine's education includes a Bachelor's degree in Business Administration and Accounting from Covenant College; and a Master's degree in Business Administration from Duke University. Mr. Caines is a member of CSCMP, WERC and the UT Executive Supply Chain Forum. He also serves on the boards of The University of Tennessee's Global Supply Chain Institute; Chalmers Center; Covenant College; See Rock City, Inc.; and the Chattanooga Chamber of Commerce.

References:

Mike Whitehead CEO/Founder, Center for Intentional Leadership 5901 Sardis Road Charlotte, NC 28270 Phone: 704-366-5335 mike@centerforintentionalleadership.com	Stephen A. Smith (Andy) COO, FedEx Supply Chain Solutions 5050 E Holmes Rd Memphis, TN 38118 Phone: [redacted] Andy.Smith@genco.com	Rob Levin CEO, Republic Partners 2000 N Racine Ave Chicago, IL 60614 Phone: [redacted] rob.levin@republicpartners.com

STEVE COX

Mr. Cox serves as Steam's President and COO of Steam Logistics. Mr. Cox joined Steam having served previously as EVP of Access America Transport, one of the nation's largest and fastest growing domestic 3PLs and ranked #9 on the Forbes list of *America's Most Promising Companies*. Mr. Cox held prior roles in supply chain and logistics at Target, Supervalu, and CH Robinson Worldwide. Mr. Cox holds a Bachelor of Science degree in Business from St. Cloud State University. Mr. Cox lives in North Chattanooga with his wife Tammy and [redacted]

References:

Paul Green Executive Director, Hope for the Inner City pgreen@hope4theinnercity.org	John Shulman Head Basketball Coach, McCallie School jshulman@mccallie.org	Will Hunt Morgan Stanley will.hunt@morganstanley.com

WARD DAVENPORT

Mr. Davenport has extensive expertise in finance and wealth management. He is Managing Director at Pointer Management, a $3 billion fund of hedge funds that manages capital for over 400 clients including foundations, endowments, not-for-profit hospitals, and high net worth individuals. Mr. Davenport earned a Bachelor of Arts degree in Economics from Washington and Lee University and is a graduate of the Baylor School in Chattanooga. Mr. Davenport is committed to community development and currently serves on several boards including the United Way of Greater Chattanooga, Tennessee Aquarium, and The Bright School. Mr. Davenport and his wife, Ashley Davenport are proud parents [redacted]

References:

Patrick Stowe pstowe@pointermc.com [redacted]	John Stout jstout@pointermc.com [redacted]

JENNIFER HARVEY

Ms. Harvey is a licensed special education teacher working within Hamilton County Schools serving Soddy Daisy Middle School. Ms. Harvey has significant expertise in special education, including a focus on supporting students with learning differences in reading, writing and mathematics and experience in teaching gifted children. Prior to moving to Tennessee, Ms. Harvey taught in several of the top performing school districts in Minnesota, teaching students with moderate to severe cognitive disabilities and facilitating their transition from high school to college or job/ employment. Ms. Harvey served as a committee member for the local and state Autism Networks in Minnesota as well as serving as an Assistive Technology Liaison within the school district. Ms. Harvey has a track-record of giving back to the community, having volunteered with the Minneapolis Public Schools as a tutor for adult learners working toward obtaining their GEDs. Ms. Harvey holds a Bachelor of Science degree in Special Education from St. Cloud State University and holds a Tennessee Professional License in K-12 Special Education. Ms. Harvey lives in Soddy Daisy with her husband, Stacy, and [redacted]

References:

Jane Reynolds Principal, Soddy Daisy Middle School (423) 332-8800 ext 223 reynolds_jane@hcde.org	Gerri Stancil School Psychologist, North Hamilton Elementary and Sale Creek Middle/ High School [redacted] stencil_gerri@hcde.org	Susie Grant Guest Engagement Manager, Tennessee Aquarium Girl Scout Leader, Girls Scouts of the Southern Appalachians [redacted] scd@tnaqua.org

NATALIE JACKSON

Ms. Jackson is a community volunteer with significant experience in multiple aspects of education, organizational development, and child development. Ms. Jackson holds a Bachelor of Science in Child Development and Human & Organizational Development as well as a Master of Education degree in Human Development Counseling from Vanderbilt University. Ms. Jackson has wide-ranging experience in youth-serving roles including serving as an instructor for inner-city youth, as Student and Family Life Counselor for Brentwood Academy, and as Assistant Summer Program Coordinator for Northwestern University's Center for Talent Development. Ms. Jackson is a mother of [redacted] and serves as a PTA Board Member for [redacted]

References:

Phil Hurt Director, Camp DeSoto phil@campdesoto.com	Nancy Brasher Middle School Head, Brentwood Academy nancy_brasher@brentwoodacademy.com	Frank Hitchings Associate Pastor, Lookout Mtn Presbyterian Church frank@lmpc.org

SEAN KANE *SECRETARY*

Mr. Kane's background as a middle school teacher, middle grades administrator, and with several creative endeavors brings considerable talents to the Chattanooga Prep Planning and Design team. Mr. Kane holds a Bachelor's degree in English with a minor in Film Studies from Boston College and a Master's of Science degree in elementary education from Northwestern University. He is currently serving as a freelance writer, podcaster, and stay-at-home dad. Most recently, Mr. Kane served as Dean of the 7th Grade at Chicago Jesuit Academy which involved managing student services including academic intervention plans, social and emotional interventions for students, parent communications, and academic accountability for students. Mr. Kane also has several years of experience as a middle grades English / Language Arts teacher in all-boys school that served families residing on Chicago's south side. Mr. Kane also has experience with extra-and co-curricular school offerings such as basketball, improvisation, and comedy writing and sketch performance.

References:

Thomas Beckley Principal, Chicago Jesuit Academy Beckley@cjacademy.org 773-638-6103	Matthew Lynch President, Chicago Jesuit Academy Lynch@cjacademy.org 773-638-6103	Jenna Boyle Dean of Academics, Chicago Jesuit Academy Boyle@cjacademy.org

JOE MARTIN, EDD

Dr. Martin is an award-winning, internationally-known speaker, university professor, author, and professional builder of men. He holds a B.A. Degree in public relations (University of West Florida), M.A. Degree in Mass Communications (University of West Florida), and an Education Doctorate in Curriculum Development (Florida A&M University). At the age of 24, Dr. Martin became the youngest tenure-track faculty member ever hired to teach at a state university in Florida. He also had the distinct honor of being the youngest professor at his institution to ever be nominated twice for the "Distinguished Teacher's Award." In addition, Dr. Martin has taught students at all levels in K-12, including Title I, alternative education, and gifted students. Dr. Martin has addressed more than 750 organizations, associations, businesses, colleges and universities, and public school districts, earning accolades as "College Speaker of the Year" from the Association for the Promotion of Campus Activities. Dr. Martin has worked as a top sales trainer for a Fortune 500 company and as a public relations professional for both the state and federal government, including a position as Communications Director with the Florida Governor's Office. Dr. Martin currently hosts "Real Men Connect," an iTunes podcast that mentors and teaches "good men" how to be great men, amazing husbands, awesome fathers, and extraordinary leaders. His "man-building" website, RealMenConnect.com has received rave reviews from organizations like Man in the Mirror, Iron Sharpens Iron, and the Men's Ministry Network. He is also the author of nine books, including: "Tricks of the Grade," "Good Teachers Never Quit," "Stop Parenting & Start Coaching," and "Are You the Man: 201 Lessons I Wish My Dad Would Have Taught Me." Dr. Martin also serves as a guest columnist for three national publications: Student Leader Magazine, All-Pro Dad, and Education World; and he's the publisher and editor of the highly-acclaimed First Class Teacher e-Newsletter and the Man-to-Man e-Newsletter that's read my thousands of educators and men each month.

References:

Chris Ackerson Men's Ministry Network Executive Director chris@mensministry.org [redacted]	Stacy Lightfoot Public Education Foundation Vice President slightfoot@pefchattanooga.org [redacted]	LeAndrea Ware Hamilton County Schools Innovative Schools Director ware_leandrea@hcde.org [redacted]

DAVID RICE, MD

Dr. David Rice is a retired physician specializing in radiation oncology. Dr. Rice retired from practice in 2012 and has become a champion for STEM education. Dr. Rice holds a Bachelor's degree from Birmingham-Southern College, a Medical Degree from the University of Alabama, and completed a residency at the Medical College of Georgia. In his professional career, Dr. Rice managed a private practice and served as Chief of Radiation Oncology at Memorial Hospital. He served on Memorial Hospital's Radiation Safety Committee and Institutional Review Board. Dr. Rice is a tireless advocate for STEM education, seeing first-hand the power of STEM to engage youth who may feel disengaged from school. Dr. Rice was part of the core group who shaped the initial plan for Chattanooga Prep.

References:

Dr. Laura Fiveash Executive Director Spring Valley School 2701 Sydney Drive Birmingham, AL 35211 ph. [redacted]	Alfred Johnson, Sr. Senior Pastor The Church of the First Born 3418 St. Elmo Ave. Chattanooga, TN 37409 ph. [redacted]	Dr. Charles Portera, Sr. Developer and Owner Bluff View Art District 411 E 2nd St. Chattanooga, TN 37403 ph. [redacted]

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 and currently serves on ArtsBuild of Greater Chattanooga, A Night To Remember, National Mentoring Partnership, University of Chattanooga Foundation, 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 [redacted] womack@corker.senate.gov	Edna Varner [redacted]	David Shapiro [redacted] dshapiro@mentoring.org	Stacy Lightfoot [redacted]

Theodore William Alling

https://www.linkedin.com/in/tedalling/

Profile

Serial founder who built two successful and fast-growing companies by age 35. Fluent in German. Extensive background in leadership, entrepreneurship, and logistics.

Education

B.S. Business Management	Samford University	2000

Experience

Since Apr 2016 **Co-Founder, Chattanooga Preparatory School** Chattanooga, TN

- Collaborates with key stakeholders to design and open all-boys charter school serving primarily inner city youth with tremendous barriers to academic and personal success.

Since Mar 2016 **Managing Director, Dynamo Accelerator and Fund** Chattanooga, TN

- Collaborates with loudest and most passionate leaders in the industry to bring logistics into the future.

Since Jan 2010 **Partner and Founder, Lamp Post Group** Chattanooga, TN

- Actively recruits and mentors entrepreneurs, encouraging them to build startups with long-term potential.
- Assists Lamp Post startups navigate the challenges of creating new businesses while cultivating positive work culture and camaraderie.

Aug 2002 – Mar 2014 **CEO/Co-Founder Access America Transport** Chattanooga, TN

- Grew company from zero in sales to over $500 million in revenue with a customer base of 8,000 in 12 years without venture capital or private equity.

Jan 2000 – July 2002 **Outside Sales Representative, CH Robinson** Chattanooga, TN

- Managed inside and outside sales.
- Developed successful less-than-truckload refrigerated program to expand services

Civic Engagement

Aug 2014 – Present	**Advisory Board Member, Students**	London, UK
Nov 2012 – Present	**Board Member, Steam Logistics**	Chattanooga, TN
Sept 2012 – Present	**Board Member, PriceWaiter**	Chattanooga, TN
Feb 2009 – Present	**Board Member, Reliance Partners**	Chattanooga, TN

Honors

April 2016	**Inducted into UTC Entrepreneurship Hall of Fame**
Feb 2013	**Named #9 Most Promising Company by Forbes**

KELLY SCHMIDT ALLING

[redacted]

PROFILE | Passionate about serving underprivileged communities.

EXPERIENCE | **CO-FOUNDER** THE ALLING FOUNDATION
2014 - PRESENT

Helping to benefit those most in need within underprivileged communities.

RESOURCE MANAGER HABITAT FOR HUMANITY OF GREATER CHATTANOOGA

EDUCATION | **SAMFORD UNIVERSITY**
B.S. HUMAN DEVELOPMENT AND FAMILY STUDIES

LEADERSHIP | Will serve as Vice Chair on the board of Chattanooga Prep and has been instrumental in every aspect of school planning. She is heavily involved in the facilities planning and design process and has marshaled her considerable talents to prepare the school to open in 2018. She previously served on the Chattanooga Youth Network Board.

Montrell Besley, M.S.

https://www.linkedin.com/in/montrell-besley-m-s-a724473b/

PROFILE

Health education professional with extensive youth development experience and dedicated service to Chattanooga area. Skilled in community outreach, strategic planning, and public speaking.

EDUCATION

Master of Science: Public and Community Health Austin Peay State University, 2009

Bachelor of Science: Health and Human Performance Austin Peay State University, 2004

EXPERIENCE

Physical Education Teacher, Woodmore Elementary Aug 2015 – Present
Chattanooga, TN

Teen Services Director, Boys & Girls Club of Chattanooga Apr 2015 – Aug 2015
Chattanooga, TN

Director of RBI, Boys & Girls Club of Chattanooga Oct 2014 – Mar 2015
Chattanooga, TN

Program Coordinator, City of Chattanooga Parks and Recreation May 2013 – Oct 2014
Chattanooga, TN

Facility Manager, Brainerd Community Center May 2011 - May 2013
Chattanooga, TN

Recreation Specialist, City of Chattanooga Parks and Recreation July 2007 – May 2011
Chattanooga, TN

COMMUNITY SERVICE

Design & Implementation Team, Chattanooga Prep Apr 2016 – Present

Board Member, Hamilton County Step One July 2007 – Oct 2014

HONORS

Jefferson Award, 2011

Krue Brock

krue@chattanoogafc.com

Profile

Heavily involved in the world of education, business, and politics while serving multiple leadership roles within the Chattanooga community to help ignite the city's entrepreneurial spark. He is particularly concerned with ensuring academic equity for low-income children and families in the Chattanooga community.

Education

Vanderbilt University
St. John's College

Experience

Co-Founder
Chattanooga Football Club

Adjunct Professor
Covenant College

Owner
Market Street Tire & Auto

Leadership

Board of Directors
United Way of Greater Chattanooga

Planning & Design Team and Board of Directors
Chattanooga Preparatory School

David W. Caines

[redacted]

Professional Experience

Kenco, Chattanooga, TN
$537MM North American full service logistics company operating over 100 facilities and more than 30 million square feet of distribution space in 28 states and Canada.

Chief Operating Officer, Kenco Group Inc. *2014 – Present*

- *Full responsibility for all operating divisions*
  - *Logistics, Transportation & Material Handling*
- *Exceeded all Financial Hurdles Rates & Guardrails*
  - *Compound Annual Growth Rate*
  - *Return on Equity*
  - *Return on Invested Capital*
  - *Debt Capitalization*
- *2016 was the best financial year in 66 year history of Kenco*

President, Kenco Logistic Services & Kenco Transportation Services 2011 – Present

- P&L responsibility for 2 operating companies (Logistics & Transportation)
  - Combined annual revenue $351 million (79% of parent)
- 5 direct reports, 5,483 employees (1,200 temporary)
- Direct annual strategic planning process since 2006
- 2011, 2012 & 2013 Record Financials (Sales, Profit, ROE, ROIC)
- Growth of company 10.8% CAGR (through recession; 100% Organic
- Heavy Engagement in Business Development
- Senior Executive Contact
- Development of Comprehensive Operating System
- Managing Joint Venture with German partner ($26 million annual sales)
- Enhanced internal communication
- Extreme focus on People, Culture and Continuous Improvement
- National Branding Initiative focused on Guiding Principles and History

Senior Vice President, Logistics 2007–2011

- P&L responsibility for 16 major clients, $94 million book of business, 37 locations, 1,490 employees, 10.3 million square feet, 4 direct reports
  - *Clients*: DuPont, GlaxoSmithKline, Whirlpool, Bristol-Myers Squibb, General Mills, Carrier, RJ Reynolds, US Gypsum, Steelcase, Kohler, Electrolux, Graphic Packaging, Valeant, Invista, Mervyns, KordSA
- Direct on-going formal strategic planning process
- Lead start-up / transitions – 3 in 2008 (Ontario, CA, San Bernardino, CA & Fremont, CA)
- Oversee multiple network optimization projects
- Heavy engagement in Sales / Marketing bids – 2008 Records sales year with over $46MM in new sales
- Improved Profit margin by more than 8% form 07' to 08'
- Coordinated development of integration management system

Vice President, Operations 2005–2007

- P&L responsibility for 3 major clients, $16 million book of business, 9 locations, 360 employees, 2.7 million square feet, 8 direct reports
  - *Clients*: General Electric, Parksite Group, Electrolux
- Improved profit margin 43% from 05' to 06'
- Led companies first formal strategic planning process
- Oversaw development of reporting database for engineered standards program
- 3 new business start-ups (Syracuse, NY, Tampa, FL & Ames, IA)
- Led effort to identify and select network design software

Director, Operations 2004–2005

- Developed financial model for corporate level supply chain metrics
- Developed two-day training workshop on company branded efficiency program EIP.
- Completed 3 new business start-ups (Memphis, TN, Atlanta, GA & Louisville, KY)
- Conducted Six Sigma basic training during Annual Manager's meeting
- Stabilized long-term contract by reducing damages, improving productivity (38%) and reducing cost labor cost (9.9%)

KM Logistics, Memphis, TN
$30MM Third party logistics provider for Cummins MDC, 700K-sq-ft facility with 100K SKUs supporting global aftermarket parts network.

Director, Inbound Operations 2003 - 2004

- General management of a 2 shift operation with 450 associates, 2 Operations Managers and 13 Supervisors across 6 departments: Receiving (+/- 10,000 parts / week), Putaway (3,000 per day), Internal Picking for the Packaging operations (2,000 picking lines/ day), and Packaging (2 shifts – 5,000 orders/ week), Major components packaging (oversize/ overweight items 1,000 orders/ week), P&L (line assembly of 350 orders/ week)
- Managed consulting project (Argent Global Services) 15 months developing 87 multi-variable labor standards – results $2.5 MM in labor savings
- Managed 100% piece rate relationship with matrix pricing
- Reduced Inbound Cycle Time - all inbound trucks received into stock within 24 hours
- Packaging Relocation Team – Moved all finished goods packaging in house from outside supplier – 12 days of inventory out of supply chain ($11 MM savings)
- Maintained outstanding safety record with an OSHA incident rate of 1.80 (2004)
- Completed multiple Six Sigma Project

Operations Manager, Outbound Operations 2002 - 2003

- General management of a first shift operation with 170 associates, 7 Supervisors across 5 Pick zones for 35 worldwide customers (65,000 lines or 1,000,000 pieces/ week), a dedicated department for Government and Chrysler customers and Shipping
- General management of a second shift operation (headcount of 75, 2 Supervisors) for picking and expedited shipping worldwide, with a volume of over 3,000 lines daily.
- Increased productivity by 22% - lines per hour avg. from 8.8 to 11.3 (1H 02' vs. 2H 03')
- Achieved world class safety record with an OSHA incident rate of 1.22 (2003)
- Instituted detailed labor management plan by zone for hourly flexing schedules

Education

Duke University, Durham NC
Masters of Business Administration, Fuqua School of Business 2010

Covenant College, Lookout Mountain GA
Bachelor of Arts, Business Administration, concentration Accounting 2002

Invited Committee Memberships

Deacon, East Ridge Presbyterian, 2004–2007
Board Member, Pearl Ministries, 2006–2007
Chairman, Pearl Ministries, 2008 – 2010
See Rock City, Inc, Director – 2009 – Present (for Profit)
Elder, Lookout Mountain Presbyterian Church, 2015 – Present
Chalmers Center for Economic Development, Director 2011 - Present
Chattanooga Area Chamber of Commerce, Director, 2012 – Present
Covenant College, Board of Trustees, 2014 – Present

Leadership and development training

Black Belt - Six Sigma, SBTi, 2003
LEAN, Argent Global Services, 2004
Supply Chain Management, Ohio State Exec. Ed., 2005
Strategic Planning, Michigan State Exec. Ed., 2007
APICS, Certified Supply Chain Professional, 2012
Sandler, Professional Advantage, 2013

Steve Cox

https://www.linkedin.com/in/steve-cox-1484405

Profile

Seasoned logistics professional with over 10 years' executive experience. Skillsets include logistics and transportation management, operations and supply chain management, process improvement, purchasing and contract negotiations, warehouse operations, customer service and sales

Experience

Oct 2013 – Present, President and COO – Steam Logistics	Chattanooga, TN
May 2006 – Oct 2013, Executive Vice President – Access America Transport	Ramsey, MN
2005 – 2006, Routing Analyst – Target	Minneapolis, MN
2004 – 2005, Routing Specialist – SuperValu	Chanhassen, MN
1995 – 2003, Nashville Consolidation Manager – CH Robinson Worldwide	La Vergne, TN

Education

BS: Business	St. Cloud State University	1994

Ward Davenport

wdavenport@pointermc.com
https://www.linkedin.com/in/ward-davenport-098967/

Experience

Mr. Davenport has extensive experience in finance and wealth management. He is Managing Director of Pointer Management, a $3 billion hedge fund that manages capital for over 400 clients, including foundations, endowments, not-for-profit hospitals, and high net worth individuals.

Managing Director, *Pointer Management*	2007 – Present
Analyst, *Pointer Management*	2003 - 2007
Jr. Analyst, *The Sterling Group*	2001 - 2002

Education

B.A. Economics – *Washington and Lee University*	2001
Baylor School	1997

Board Memberships

United Way of Greater Chattanooga	Present
Tennessee Aquarium	Present
The Bright School	Present

Jennifer Harvey

Jennifer Harvey, is a licensed special education teacher for Hamilton County Schools currently teaching at Soddy Daisy Middle School. My focus in Hamilton county schools has been working with children with learning disabilities in reading, mathematics and written language as well as teaching gifted children. Prior to moving to Tennessee, I taught in Minnesota. I worked for several top school districts, including Centennial, Delano, and Moundsview. My teaching focus in Minnesota was teaching students with moderate to severe cognitive disabilities and transitioning them from high school to college or job/ employment. I served as a committee member for the local and state Autism Networks as well as serving as an Assistive Technology Liaison for my school district. I have volunteered with the Minneapolis Public schools as a tutor for adult learners working toward obtaining their GED . I hold a Bachelor of Science degree in Special Education from St. Cloud State University and I currently hold a Tennessee Professional license in K-12 Special Education. I live in Soddy Daisy with my husband Stacy and [redacted]

References:

Jane Reynolds, Principal Soddy Daisy Middle School (423) 332-8800 ext 223; reynolds_jane@hcde.org

Gerri Stancil, School Psychologist North Hamilton Elementary and Sale Creek Middle/ High School [redacted] stencil_gerri@hcde.org

Susie Grant, Guest Engagement Manager at the Tennessee Aquarium and Girl Scout Leader for the Girls Scouts of the Southern Appalachians [redacted]scd@tnaqua.org

Natalie P. Jackson



Experience

Lookout Mountain Presbyterian Church Mother's Day Out Lookout Mountain, TN
Assistant Preschool Teacher Fall 2015-Spring 2016
Assisted in creating a joyful early learning experience for three to four year old children facilitating pretend play, crafts, singing, story time, and conversations about shapes and colors. Encouraged the development of critical life skills including listening, following directions, working collaboratively with others, and conflict resolution.

Northwestern University Center for Talent Development Evanston, IL
Assistant Summer Program Coordinator Fall 2002-Winter 2004
Facilitated various aspects of a summer enrichment program for academically gifted kindergarten-high school students. Reviewed student applications and conducted the admissions process. Interviewed and hired teachers for the program. Interviewed and hired college age counselors who oversaw the residential aspect of the program. Assisted in design of marketing materials. Communicated program goals and led training of counselors and teachers. Ensured that all areas of the kindergarten-middle school program ran smoothly during the summer session.

Brentwood Academy Brentwood, TN
Student and Family Life Counselor Fall 1999-Spring 2002
Student and Family Life Intern Spring 1999
Developed and implemented a comprehensive Life Skills curriculum for both the middle and upper schools. Established trust and rapport with students, parents, faculty, and administration. Acquired knowledge of grade level dynamics and specific student needs and concerns. Provided support and resources for students dealing with social, emotional, and clinical issues via individual and small group counseling sessions. Arranged educational seminars for parents and faculty. Strengthened community ties through participation in the Nashville area Independent School Counselor Network.

H.G. Hill Elementary School Nashville, TN
Guidance and Counseling Intern Fall 1999
Participated in the coordination of special services, testing, and assessment of students; served as a liaison among the school, parents, and community; worked with individuals and small groups of students with specific concerns.

Camp DeSoto Mentone, AL
Camp Counselor Summer 1997
Counseled cabin of eight 15-16 year old girls. Taught climbing and team sports. Responsible for planning and leading creative activities.

The Bridge Program, Inc. Nashville, TN
Teacher July 1995
Taught American History to rising eighth grade students in this enrichment program for inner-city youth. Responsible for planning a curriculum, teaching four classes per day, and participating in extracurricular activities.

Education

Vanderbilt University
Master of Education May 1999
Human Development Counseling
GPA: 3.9/4.0

Vanderbilt University
Bachelor of Science, cum laude December 1997
Majors in Child Development and Human and Organizational Development
Minor in History
GPA: 3.48/4.0

Accreditation and Activities

Mother of [redacted]
Lookout Mountain Presbyterian Church Active member
[redacted] PTA Board Member
Interests include reading, yoga, running, cooking

References Available upon request

Sean Kane

[redacted]

Education:

Graduate: Northwestern University, School of Education and Social Policy
June 2007- June 2010
Masters Science, Elementary Education

Undergraduate: Boston College, College of Arts and Sciences
September 2003- May 2007
Major: English, Minor: Film Studies; GPA 3.4/4.0

Experience:

Dean of the 7th Grade, Chicago Jesuit Academy *June 2014- Present*

- Acting dean of the 7th grade class
- Manage student services: academic intervention plans, social and emotional intervention plans for 7th grade
- Responsible for parent communication, behavior management and academic accountability of students

English/Language Arts Teacher, Grades 7-8, Chicago Jesuit Academy *June 2010- Present*

- Presently teaching Reading and Language Arts for 7th and 8th grade in all-boys, tuition-free, Jesuit Charter School
- 8th grade students annually graduating on an average of 10th grade level, gaining 3 years of growth between 7th and 8th grade on Terra Nova, had numerous admitted to competitive high schools throughout Chicago and US
- Worked and developed programs to complement student needs such as- Guided Independent Reading, Formation, Cura Personalis, HAP Summer Camp Program, 7th grade Basketball and 6-8th grade intramurals

English/Language Arts Teacher, Grades 5-8, St. Columbanus School *June 2007- June 2010*

- Worked full time as a classroom teacher in South Chicago, teaching Language Arts, Reading, Religious Education and Vocabulary Development; coached 7/8th grade boys' basketball
- Created curriculum for 4 grade levels that develops reading and writing as dependent and cooperative skills in cultural and academic literacy within both creative and non-fiction writing.
- Had graduates admitted to premier private high schools; kept high percentage of students grades 5-8 above level in Language Arts standardized skills for 3 years on Stanford Achievement Test

Activities/Experience:

Member/Writer, Astronaut Theater Sketch Comedy *January 2009-Present*

- Writer and performer for sketch comedy group in Chicago
- Sold-out 8+ shows of original and new material annually for 5 straight years
- Performed in Chicago and New York City, played Chicago SketchFest 4 years, New York SketchFest 3 years and Austin Sketch Fest 2012

Student, Improv Olympic Comedy Theater *April 2010- August 2011*

- Enrolled as a student at the Improv Olympic Theater School practicing long form improvisational comedic technique

Student, Second City Advanced Improvisation *March-April 2009*

- Graduated from 8 week course for advanced improvisation within Second City Training Center

Feature Writer, MidwestSportsFans.com *Sept. 14, 2008- Sept. 2009*

- Began work for Fan Blog covering Chicago White Sox; continued work writing on Big Ten Football, Chicago Bears and College Basketball Frequently read and commented writer, actively linked by fan blogs
- Brought blog from a minor site, with 467 visits per week from Sept. 14-20 2008 (join date) to over 17,000 visits for the week of Jan. 11-17 2009.

Corps Member, Inner City Teaching Corps *June 2007-June 2009*

- Volunteer teacher within Inner City Teaching Corps, group dedicated to empowering students in underserved urban schools

Basketball Coach and Camp Administrator *June 2009-July 2009*

- Head administrator of St. Agnes Summer Basketball Camp; taught team and individual skills to boys and girls ages 9-14

Counselor/Facilitator: Counselor In Training Corps, Camp Rockmont; Black Mtn., NC *June & July 2008*

- Worked at an all boys' camp as head counselor and leadership training facilitator for counselors in training

College Experience

Basketball Coach, Newton Recreational League, MA *Winter 2006-07*

- Coach of a 13 year-old boys' basketball team in the town of Newton, practice and games every week. Practice consisted of teaching skills to develop individual players and team play.

Troupe Member, Hello...Shovelhead! Sketch Comedy *Fall'03-2007*

- Member of Boston College's premiere comedy group of 12 members. Writing sketch style comedy, producing a film and performing two live shows.
- Created loyal and broad fan base selling out virtually each show performed on campus. Earned "Baldwin", a student film award, in "Viewer's Choice" for Fall 2004 film *Skating on Thin Ice.*
- Acted as Senior Producer/Director. Maintaining group's elite reputation and fan base. Last show sold out; over 800 viewers were in attendance.

Semester Abroad Student, Quito, Ecuador *Fall 2005*

- Lived with an Ecuadorian family in Quito, Ecuador and studied 20th Century Latin American History and literature at La Universidad San Francisco de Quito, and developed and maintained conversational Spanish fluency.
- Worked weekly in Baca Ortiz's Children's Hospital developed relationships with children and families in the orthopedic ward.

Member, Appalachia Volunteers of Boston College *2005-2007*

- Undergraduate service organization that educates members about entrenched poverty, social justice and theological/spiritual implications of community. Culminates in service trip during throughout the Appalachia region.
- Participated in trips to Raleigh, NC, New Orleans, LA: Summer '06 and Winter '07.
- Lead trip to Norristown, PA in Spring '07; facilitating service and reflection for 15 undergraduates

Mentor, Big Brothers of Massachusetts Bay *Fall 2003-Spring 2004*

- Was tutor, friend and mentor for 10 year old boy in a single mother home for two years.
- Became consistent, positive male figure in his life encouraging pursuits in academics and athletics.

DR. JOE MARTIN

RealMenConnect@gmail.com
RealMenConnect.com

PROFILE

An educational speaker and consultant who trains more than 45,000 teachers and administrators a year. Has addressed more than 750 organizations helping hundreds of students and staff across the country achieve more, level and serve more passionately, and maximize their leadership potential.

EDUCATION

Ed.D. Florida A&M University

Curriculum Development

M.A. University of West Florida

Mass Communications

B.A. University of West Florida

Public Relations

EXPERIENCE

Real Men Connect Podcast

Podcast Host

Mentors and teaches "good men" how to be great men, amazing husbands, awesome fathers, and extraordinary leaders.

Good Teachers Radio Program

Radio Host

Provided educators and parents with strategies to help them motivate, inspire, and connect with students.

Florida Governor's Office

Communications Director

PUBLICATIONS

- Author of these Books:

  - *Tricks of the Grade*
  - *Good Teachers Never Quit*
  - *Stop Parenting & Start Coaching*
  - *Are You the Man: 201 Lessons I Wish My Dad Would Have Taught Me*
- Publisher and Editor of these e-Newsletters:
  - *First Class Teacher*
  - *Man-to-Man*
- Guest Columnist for these Magazines:
  - *Student Leader Magazine*
  - *All-Pro Dad*
  - *Education World*

APPEARANCES

- Guest Appearances on television:
  - ABC, NBC, and TBN

Dr. David W. Rice

[redacted]

Profile

Retired physician specializing in radiation oncology who now champions STEM education. Core member of the group who shaped the initial plan for Chattanooga Prep.

Education

University of Alabama
M.D.
Completed Residency at Medical College of Georgia

Birmingham-Southern College
B.S.

Experience

Memorial Hospital
- Chief of Radiation Oncology

Memorial Hospital's Radiation Safety Committee and Institutional Review Board
- Board Member

Dr. Sue Anne Wells

[redacted]
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

F7. BOARD POLICIES, INCLUDING POLICIES ON OPEN MEETINGS AND OPEN RECORDS

Friends of Chattanooga Prep and the Chattanooga Prep 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 Chattanooga Prep's ethos and both boards will comply with open meeting and open records requirements.

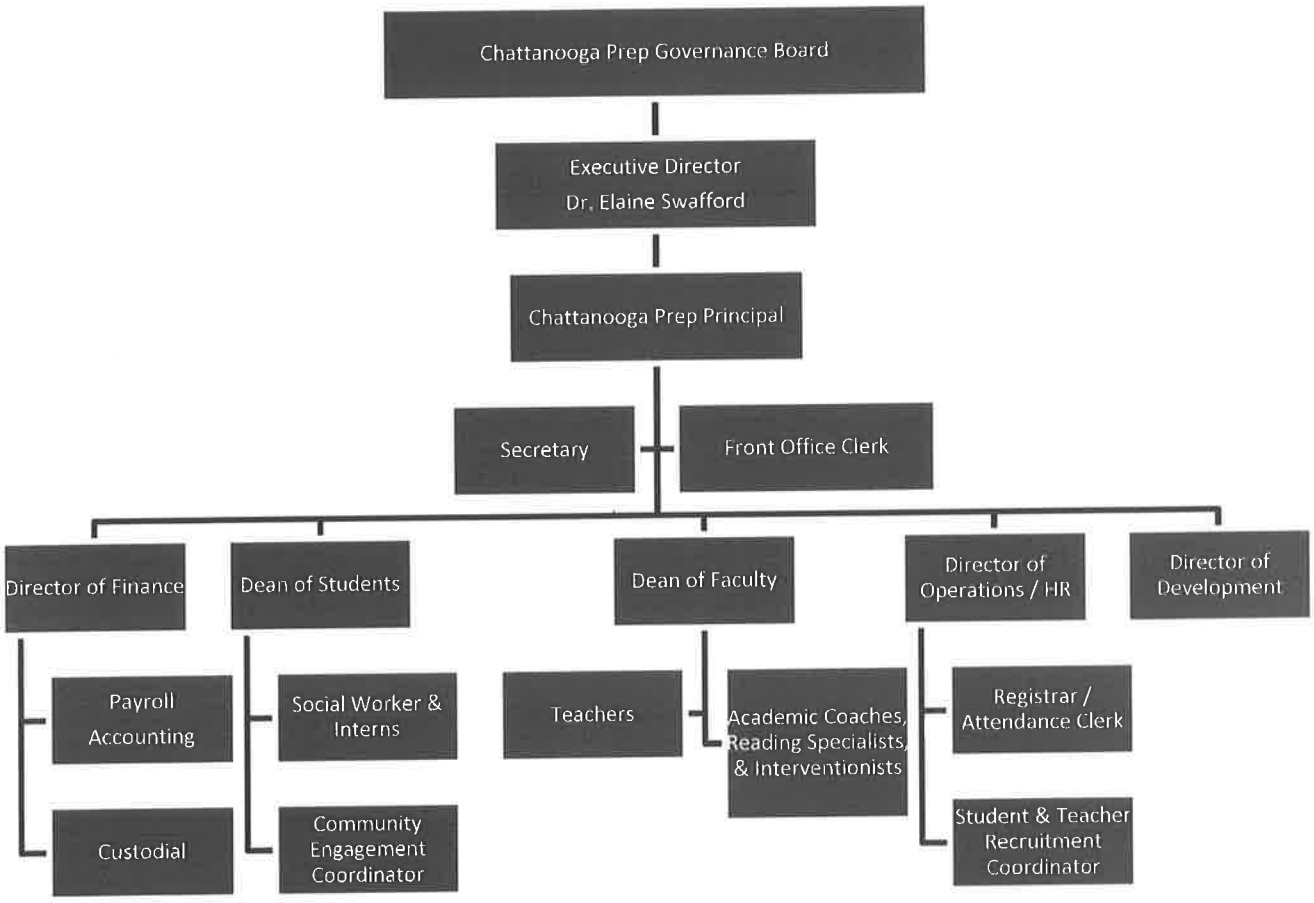
In addition to the Code of Ethics (see F.4) and Conflict of Interest policy (see F.5), Chattanooga Preparatory School will establish the following policies.[53]

- ***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.

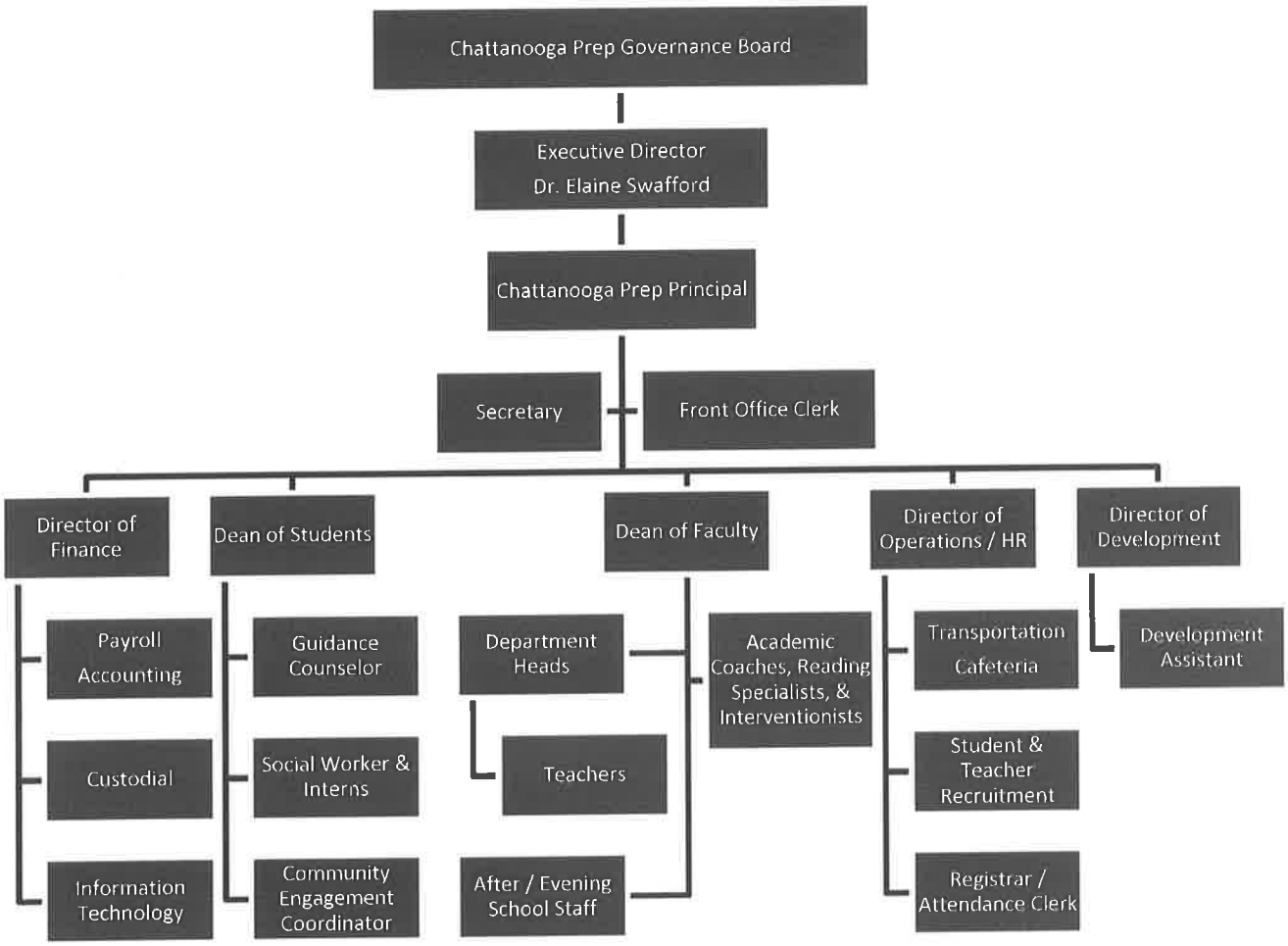
[53] This list is adapted from the Chattanooga Center for Non-Profits' *A Guide to Starting a Nonprofit in Tennessee.* http://www.cnpchatt.org/downloads/FinalWebVersion.pdf

ATTACHMENT G: School Organizational Chart

Organizational Chart – Year 1



Organizational Chart – Full Capacity



ATTACHMENT H: School Leader Resumes / Student Achievement Data

Elaine Swafford

[redacted]

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 with a minor in Biology, Austin Peay State University, 1981

Professional Profile

Over 34 years of experience in public and higher education
Demonstrated ability to in planning, administration and leadership
Ability to build an instructional educational environment for the benefit of teaching and learning for all students
Ability to strategically analyze situations and develop solutions
Demonstrated ability to implement new and innovative programs
Capacity to manage numerous priorities
Ability to foster professional development among school personnel
Ability to make difficult decisions
Expertise in the areas of retention and learning community development
Experience in building and implementing various educational programs initiatives
Ability to bring projects to completion under deadlines
Effectively evaluate performance and provide guidance
Proven fiscal operations responsibilities
Visionary, energetic, positive attitude, and excellent interpersonal skills
Proven commitment to serving faculty, staff, and students
Proven ability to lead school turnaround reform

Professional Experience

Director, Chattanooga Girls Leadership Academy
July 2008-Present

Oversees and directs all the 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 for 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:

- Led school through transformation model in just two years from failing priority school status to Reward School Status
- Established community partnerships with various foundations, business and industry, colleges and universities
- Established viable mentoring program
- Lead successful major finance campaign
- In effort with Director of Finance and Accounting established sound financial policies and procedures
- Led school through successful SACS accreditation
- Led hiring process for school and foundation
- Established six athletic programs for students
- Initiated data drive approach to school turnaround
- Implemented proven differentiated professional development program for teachers
- Initiated leadership series for associate and assistant principals
- Implemented proven processes and model replicable for school reform and turnaround
- Responsible for fundraising efforts of-------over four year period

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
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

Board of Directors, United Way
Member of University of Tennessee at Chattanooga Chancellor's Roundtable
Member of University of Tennessee at Chattanooga College of Computer Science and Engineering Advisory
Member of University of Tennessee at Chattanooga Honor College Advisory Board
Member of Chattanooga Downtown Rotary
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
Past Board of Directors
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
Speaker, Chattanooga Chamber Leadership Group
Speaker, Mayor's State of the City Address
Speaker, Chattanooga Women's Leadership Institute
Speaker, GED Graduation
Speaker, Various Community Education Forums

Honors and Awards
NAACP 2016 Educator of Year Award-Chattanooga Chapter
Member of The National Coalition of 100 Black Women, Inc, Chattanooga Chapter
Hyksos 2014 Educator of the Year Award

CHATTANOOGA GIRLS LEADERSHIP ACADEMY

UNLOCKING A WORLD OF POSSIBILITY

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	➢ 353 students in 2016-17 school year ➢ 62% African American, 29% Latina, 7% Caucasian, 0.5% Asian, 0.5% American Indian, and 1% two or more races ➢ 97% of CGLA students are low-income ➢ Over 85% of CGLA's students live in Chattanooga's urban core
Impact	➢ Top 5% of schools in Tennessee for academic progress for two consecutive years—Reward School designation 2013 and 2014 ➢ Highest percentage of academic growth in Hamilton County during 2012-13 and 2013-14 school years ***On average over the last three school years, CGLA has seen a:*** ➢ **29% increase** in mathematics proficiency for middle school students ➢ **30% increase** in science proficiency for middle school students ➢ **60% increase** in students scoring proficient/advanced on Algebra I EOC exam ➢ **39% increase** in students scoring proficient/advanced on Biology EOC exam ➢ **26% increase** in students scoring proficient/advanced on English I & II EOC
Honors	➢ 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) ➢ Sixth grade teacher, Angela Frick, received the Middle School Teacher of the Year Award from the Tennessee Charter School Center in Spring 2015 for her leadership and impact as an educator.
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

Chattanooga Preparatory School

FACULTY/STAFF HANDBOOK

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 Chattanooga Preparatory School 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 CHATTANOOGA PREP. All policies of CHATTANOOGA PREP, 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 Principal.

SECTION 2

POLICIES & PROCEDURES

ASSEMBLY PROGRAMS

Teachers will supervise students at all assembly programs. Any misconduct should be dealt with and reported to an assistant principal 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 before the tardy bell and remain until the end of each class period.
- Report to morning duty areas by 7:15 am if not on duty report by 7:35 am.
- Report to pm designated area two minutes before dismissal (Take your 4th block class with you to these areas.)

- When absence is known in advance regarding personal leave, please give the office substitute's name.
- All requests for personal leave must be submitted online.

Teachers are to notify an administrator and sign out in the main office if they desire to leave campus (any time for any reason) during the school day. On your return to campus, please remember to sign back in. Teachers may leave during lunch time unless on duty. Teacher must request permission to leave campus out of lunch time.

ATTENDANCE (Staff)

It is essential for the success of CHATTANOOGA PREP 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 CHATTANOOGA PREP. Unsatisfactory attendance or tardiness may result in disciplinary action up to and including discharge.

An employee must notify their Supervisor of an impending absence no later than 6:00 a.m. of the day of the absence. Three consecutive absences without notification will be construed as voluntary termination.

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 to go anywhere other than the office is not allowed. (This does not include Time Out arrangements with other teachers.)
- To maintain control in the classroom each teacher should meet the students at the classroom door before the tardy bell rings, 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.
- 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.
- PLEASE DO NOT DISMISS YOUR LAST CLASS DURING THE FINAL ANNOUNCEMENTS. THE BELL WILL RING FOR DISMISSAL.
- 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.

- 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.
- 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.

CODE OF ETHICS

CHATTANOOGA PREP employees are expected to comply with all applicable laws and regulations and to conduct work in accordance with all relevant laws. CHATTANOOGA PREP 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 work.

DRUG AND ALCOHOL POLICY

CHATTANOOGA PREP 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 unauthorized 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 CHATTANOOGA PREP. CHATTANOOGA PREP 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.

CHATTANOOGA PREP 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.

EMPLOYEE CONCERNS/OPEN DOOR POLICY

CHATTANOOGA PREP 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 CHATTANOOGA PREP 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. Follow-up activities should include a writing assignment. Be sure to notify the Operations Manager 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 Intervention & Extension.

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 Assistant Principal. 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 20th. 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 CHATTANOOGA PREP. In the event no substitute is available for a teacher, the principal will notify the department chair for that teacher. **The department team will be responsible for the class coverage for the teacher in their department.** Teachers who know they are going to be absent again the next day should call Human Resources by 2:00 p.m. so we may engage the same substitute. Request for a substitute for prior arranged dentist/doctor appointments should be given to Human Resources prior to being absent.

LOCKER ASSIGNMENT
All students will be issued a locker.

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 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 CHATTANOOGA PREP. 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 CHATTANOOGA PREP. Outside work that constitutes a conflict of interest with CHATTANOOGA PREP is prohibited.

Employees cannot receive personal gain for materials produced or services rendered while performing their job at CHATTANOOGA PREP. Employees are required to conduct themselves at all times in accordance with good professional judgment for the sole benefit of CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP postage meters, postage, or fax machines 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. 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 CHATTANOOGA PREP'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 CHATTANOOGA PREP deems appropriate.

REGISTRATION/HEALTH RECORDS
Cards must be completed for all students.

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. 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
All needed repairs to building or equipment should be reported to the Finance Director.

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.

SITE SECURITY
This is handled 1st by Redemption Point Security (Shield Security 423-708-0364).

SMOKING POLICY
CHATTANOOGA PREP 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.

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 submit their Request for Leave form to their corresponding principal. Once approved, it will be forwarded to Human Resources and the teacher requesting leave.
- 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. You are responsible for following up with Human Resources concerning your substitute prior to the leave date.**
- If absence is unexpected, text or call Human Resources and Principal. Faculty member is responsible for securing a substitute. Once substitute is secure, Human Resources will send an email confirmation. Teacher will communicate with substitute regarding class. If unable to communicate the substitute packet that you 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.

SUPERVISION OF STUDENTS

Students will be under the supervision of school personnel, either certified or noncertified, 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 one copy submitted to 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

CHATTANOOGA PREP employs all personnel on an at-will basis and may terminate without cause, allowing both you and CHATTANOOGA PREP 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 CHATTANOOGA PREP 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. Failure to give a 30-day notice may result in licensure revocation, as deemed appropriate by the State Board of Education. 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, CHATTANOOGA PREP 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 Chattanooga Preparatory School, 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. Final paychecks will not be processed by direct deposit; if an employee has not completed the exit form or if the employee has unreturned equipment, keys, incomplete student records or owes money to CHATTANOOGA PREP. Charges will be debited from the employee's final paycheck.

EQUAL OPPORTUNITY EMPLOYMENT

CHATTANOOGA PREP 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, or other protected status under federal, state, or local law. In addition, it is CHATTANOOGA PREP's policy to provide an environment that is free of unlawful harassment with regard to the above-protected groups.

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 6 classroom observations per year, for faculty who hold a Professional License and a minimum of 8 classroom observations for faculty who hold an Apprentice or Transitional License. Formal evaluations for instructional staff follow the guidelines of Project Coach. Annual evaluations for non-instructional staff are conducted by their immediate supervisor. The CHATTANOOGA PREP Governance Board conducts the annual evaluation of the Executive Director.

PROBATION (Staff)

All new staff members will undergo a 60-day probationary period. After the first 30 and 60 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 30 days, the employee will be assigned an improvement plan that must be seen through by the 60-day mark. After the completion of the 60-day 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 CHATTANOOGA PREP, 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 CHATTANOOGA PREP, 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 CHATTANOOGA PREP 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, with two Saturdays per instructional term. Exact hours for employees are scheduled to facilitate an instructional day and to ensure coverage from 7:15am to 3:30pm each day.

(Staff) - Regular full-time employees work a minimum of 37.5 hours per week which includes 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 CHATTANOOGA PREP. Work day 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) consecutive work days (22.5 hours) of paid leave when a death occurs in the employee's immediate family (i.e. parent or court appointed legal guardian, spouse, child of the employed, 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 unusual circumstances.

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 eight (8) paid holidays, holidays are closely aligned with those defined in the annual HCDE holiday calendar, which shall include:

Martin Luther King Day
Good Friday
Memorial Day
President's Day
Independence Day
Labor Day
Thanksgiving Day
Day after Thanksgiving

(Staff) Staff shall receive eleven (11) paid holidays which shall include:

Martin Luther King Day
Good Friday
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve
Christmas Day
New Year's Eve
New Year's 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 CHATTANOOGA PREP. 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.

INCLEMENT WEATHER

In the event of school closing due to weather conditions, CHATTANOOGA PREP will issue weather alerts. Please be aware that CHATTANOOGA PREP 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, CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP. For military leave of thirty (30) days or less, CHATTANOOGA PREP 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 CHATTANOOGA PREP.

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. CHATTANOOGA PREP will not reimburse an employee for unused sick leave at separation. An absence of more than three (3) consecutive work days due to an illness may require documentation by a physician, as well as a physician's "return to work" release. 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.

(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 five (5) 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 are 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.

(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.

CHATTANOOGA PREP 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 Absence" form is submitted and approved.

Employees are required to complete and submit a "Request for Absence" 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 CHATTANOOGA

PREP and the employee. The approval of a "Request for Absence" 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 CHATTANOOGA PREP employees qualify for TCRS benefits.

Employees who resign are entitled to receive payment for unused accrued vacation days only if they give CHATTANOOGA PREP 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

CHATTANOOGA PREP 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 CHATTANOOGA PREP and how premiums are paid is set at the sole discretion of CHATTANOOGA PREP and may be changed during an employee's time of service.

WORKER'S COMPENSATION

CHATTANOOGA PREP 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 Polo or Button Down Shirts with dress slacks or Khaki Pants. Shirts should be tucked as appropriate and worn with a belt. Ties are not required, but certainly acceptable. Jeans may be worn on Fridays but cannot have rips or holes. Jeans and Tennis Shoes are not considered acceptable Monday-Thursday.

Dress for Females - Women should wear dress shirts, polo shirts, blouses, skirts, slacks or khaki pants. Wear should be worn appropriately and fit comfortably, while not revealing in any way, such as (low tops, short skirts or dresses, very tight clothes, etc.) Leggings, jeggings and/or yoga pants are not to be worn as outerwear. Jeans and Tennis Shoes are not considered acceptable Monday-Thursday.

Friday Attire-Staff and Faculty - The staff are allowed to wear jeans (without rips or tears or excessively tight) with a CHATTANOOGA PREP or college shirt. Hooded sweatshirts 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.

PERSONNEL FILES
The employee, in the presence of the Executive Director or Operations Manager, 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

CHATTANOOGA PREP 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 CHATTANOOGA PREP 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.

CHATTANOOGA PREP makes every effort to comply with HIPAA and all federal laws relating to the privacy of health information, whether or not it is required.

SECTION 7

TECHNOLOGY RESOURCES

Acceptable Usage Agreement

The Internet and email provide invaluable resources and communications to Chattanooga Preparatory School students and employees (hereafter referred to as "user"). Users accessing the Internet are representing the Chattanooga Preparatory School 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP. Thus, it is the intention of CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 Chattanooga Preparatory School. 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP network while in a CHATTANOOGA PREP school facility is prohibited unless approved by administration. The CHATTANOOGA PREP network is filtered to meet CIPA compliance. (Refer to VI. Internet Filtering.) Students are accountable for their actions when connected to an outside network. CHATTANOOGA PREP is not liable.

E. All computers connected to CHATTANOOGA PREP physical network (a computer located at a CHATTANOOGA PREP facility, either wired or wireless) must be the property of CHATTANOOGA PREP unless approved by a principal or supervisor. Individuals are prohibited from connecting a computer to the CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 Chattanooga Preparatory School.

I. Individuals identified as a security risk may be denied access to the CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP Technology Department and/or Director and software distributed.

G. The CHATTANOOGA PREP 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 CHATTANOOGA PREP computers or other technological resources without prior consultations with the CHATTANOOGA PREP 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 CHATTANOOGA PREP business, CHATTANOOGA PREP employees are strongly encouraged to use CHATTANOOGA PREP email account when communicating with a student via email.

B. Electronic communication between staff and students should be written as a professional representing CHATTANOOGA PREP. This includes word choices, tone, grammar and subject matter.

C. All data stored or transmitted on school system computers shall be monitored. Chattanooga Preparatory School'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. Chattanooga Preparatory School'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. CHATTANOOGA PREP 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).

J. Chattanooga Preparatory School employees who wish to utilize an approved CHATTANOOGA PREP 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 Chattanooga Preparatory School, 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 CHATTANOOGA PREP.

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 CHATTANOOGA PREP. If the laptop and iPad is damaged or missing any components, CHATTANOOGA PREP 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 CHATTANOOGA PREP.

M. All e-mail messages and computer files are the property of CHATTANOOGA PREP. 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 Chattanooga Preparatory School 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 district'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 CHATTANOOGA PREP administrative staff.

C. Employees may request a review for override of filtered sites from the CHATTANOOGA PREP 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 Chattanooga Preparatory School does not guarantee the reliability of the data connection and does not verify the accuracy of information found on the Internet.

The Chattanooga Preparatory School does not guarantee the confidentiality of any communications or data transmitted on its system.

B. The Chattanooga Preparatory School 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 CHATTANOOGA PREP 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 Chattanooga Preparatory School 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 schools 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

Chattanooga Preparatory School is pleased to permit use of the CHATTANOOGA PREP facilities located at 1802 Bailey Avenue and 1802 Vance Avenue for non-profit, educational, cultural, and civic purposes.

Guidelines

- CHATTANOOGA PREP functions will have priority over outside groups' functions.
- The responsible party will be required to sign a Facilities Use Agreement agreeing to the following:
  - CHATTANOOGA PREP 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.
  - CHATTANOOGA PREP is a smoke-free facility; there is no smoking in the building.
  - Alcohol is not permitted.

- Weapons are not permitted on CHATTANOOGA PREP property.
- The serving of food is permitted.
- Certificate of Insurance coverage in the amounts acceptable to CHATTANOOGA PREP are required as well as a signed waiver holding CHATTANOOGA PREP 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.
- CHATTANOOGA PREP reserves the right to cancel an event at any time if a CHATTANOOGA PREP event must take precedence. In that event, the $25 deposit and half of the fees would be refunded.

Fee Schedule

Fees are payable one week in advance and are non-refundable. A $25 deposit is required to ensure compliance with clean-up policy. Deposit will be refunded provided all use regulations have been met.

Fee: Negotiated at the time of the agreement depending on the space needed for an event

Fees are payable to:

Chattanooga Preparatory School
Attn: Finance Office
P.O. Box 3859
Chattanooga, TN 37404

BUILDING USE PROCEDURE

The following procedure is for allowing non-CHATTANOOGA PREP groups to use the CHATTANOOGA PREP 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.
2. Executive Director, Finance Officer, or designated representative will interview the prospective customer and review the Building Use Policy.
3. Executive Director, Finance Officer, or designated representative will consult the Administrative Assistant for the CHATTANOOGA PREP schedule and availability of space.
4. The event will go on CHATTANOOGA PREP calendar as a tentative event.
5. Executive Director, Finance Officer, or designated representative will send Facilities Use Agreement to the interested party and negotiate with them.
6. Upon receipt of signed Facilities Use Agreement, a copy will go Executive Director and Finance Officer.
7. Executive Director or Operations Manager will follow up with the customer two weeks prior to event to request payment if payment has not yet been made.

8. Executive Director, Finance Officer, or designated representative will arrange for a CHATTANOOGA PREP staff person to be on site the day of the event while the group is there if necessary.

9. Upon completion of the event the Executive Director, Finance Officer, or designated representative will determine if the group will have their $25 deposit returned. If the facility is left as they found it, a check will be sent to them within two weeks after the event.

10. Facility Usage Form is located on CHATTANOOGA PREP website.

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 CHATTANOOGA PREP funds. CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP, 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 CHATTANOOGA PREP 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: CHATTANOOGA PREP – Checking, and the Director of Advancement and Fund Development for CHATTANOOGA PREP – Checking / CHATTANOOGA PREP – 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP in any wording or documents belongs to CHATTANOOGA PREP.

5. Gift information is entered into the fundraising/accounting software by the finance office personnel. CHATTANOOGA PREP 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 CHATTANOOGA PREP 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. CHATTANOOGA PREP credit/debit cards are for business use ONLY. Only designated administrative staff may request to sign-out and purchase items using a CHATTANOOGA PREP debit card. Finance Office personnel are authorized to purchase items using the CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP 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.

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 CHATTANOOGA PREP 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, CHATTANOOGA PREP 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 1. If Administrator 1 is absent, directions will be given by Administrator 2 and as follows:

Administrator 1	**Elaine Swafford**	**Executive Director**
Administrator 2	**TBD**	**Associate Principal**
Administrator 3	**TBD**	**Assistant Principal**
Administrator 4	**TBD**	**Director of HR & Operations**
Administrator 5	**TBD**	**Chief Financial Officer**

Administrative Order for Securing the Building

Administrator 1	**TBD**	**Associate Principal**
Administrator 2	**TBD**	**Assistant Principal**
Administrator 3	**TBD**	**Maintenance/Custodial Supervisor**
Administrator 4	**TBD**	**Director of HR & Operations**
Administrator 5	**TBD**	**Chief Financial Officer**

Assembly areas:

Fire Drill Assembly: **Union Avenue**
Evacuation Location 1: **Gym on Vance Ave**
Evacuation Location 2: **LRC Building (Cafeteria) 708 S. Orchard Knob 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."*
- **Code Yellow** = 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)
- **Code Green** = Evacuate the building—500 ft.—football field
- **Code Blue** = Evacuate the building (bomb threat)—1000 ft. Do not use cell or two way radios.

Color Code Cards:

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. Place appropriate code card under the door.

8. Remember that a lockdown situation could last a few hours.
9. Do not open the door under any circumstances unless it is an administrator or emergency personnel.
10. 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 open, but on lock. (Later entry may be required.)
    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
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 take the two main staircases down to the newly renovated part of the building beyond the Media Center. There are no windows there and it is our best shelter from a tornado. First Floor teachers on the West end of the building (Mount, Frick, Beard, Warwick) may use the restrooms and the counselor's office where there are not windows.

During a disaster drill of any type, each teacher will be responsible for keeping his/her class together and moving in a quiet and orderly fashion. Teachers should take with them any students who are in the hall or nearby restrooms with them as they lead students to the safe area. An emergency weather radio shall remain in the safe area for advisement on tornado locations.

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 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 Director of Finance should escort the Executive Director to the Command Post.
2. The Director Finance and the Executive Director should take their 2-way radios and the chargers with them, if at all possible.
3. We have two command posts: The gym on Vance Avenue or the LRC on Orchard Knob Avenue.
4. From this site, the Executive Director and Director of Finance will handle the crisis and inform law enforcement of the situation.

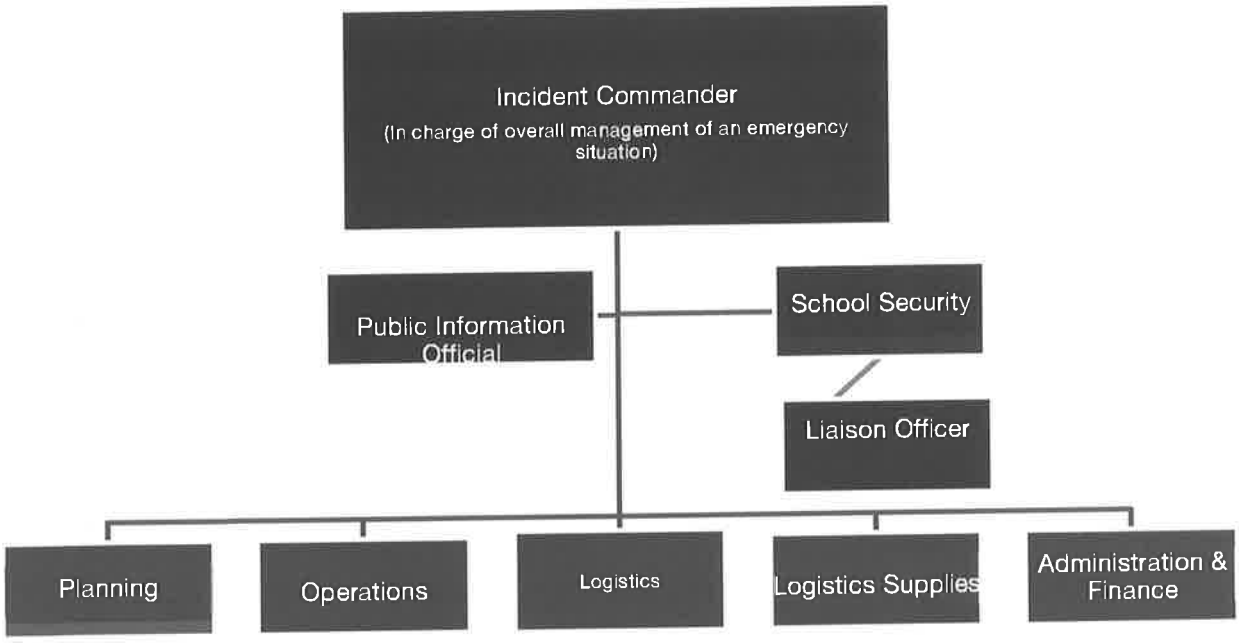
The following exit routes are suggested, but as we all know in an emergency, all exits may not be available. Faculty and staff should make themselves familiar with all of the exits in the building.

EXIT ROUTES

[TBD]

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 teams location & safety status by radio or phone.
School Security - TBD	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants; document activities
Liaison Officer - TBD	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-TBD	Develop relationship with local media reps; prepare media releases; establish "media center" near Command Post/develop telephone tree for after-hours communication.
Planning Officer - TBD	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 - TBD	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 -TBD	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 - TentativeTBD	Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies
Crisis Intervention and Response – TBD	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 - TBD	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 - TBD	Responsible for organizing resources and personnel.
Logistics Supplies - TBD	Responsible to establish and maintain "Emergency Team Toolbox"; coordinate access to and distribution of supplies during an emergency
Administration & Finance - TBD	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 – Remaining Faculty & Staff	All other faculty & staff will assist with managing the students and maintaining order.

** All Administration with phone camera access 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 Director of Finance should escort the Executive Director to the Command Post.
The Director Finance and the Executive Director should take their 2-way radios and the chargers with them, if at all possible.
We have two command posts: The gym on Vance Avenue or the LRC on Orchard Knob Avenue.
From this site, the Executive Director and Director of Finance will handle the crisis and inform law enforcement of the situation.

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. Place appropriate code card under the door.
8. Do not open door unless it is administration or emergency personnel.
9. Teachers without students should lock down.

Other staff members:

1. Lock down.
2. Follow instructions.

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. Place appropriate code card under the door.
8. Do not open door unless it is administration or emergency personnel.
9. Teachers without students should lock down.

Other staff members:

1. Lock down.
2. Follow instructions.

3. Bomb/Bomb Threat
Signal: Code **Blue**
Steps of Action:

1. Phone threat - obtain as many details as possible.
    A. Check caller ID
    B. Notify administration
2. Evacuate the building using the fire drill plan.
3. Staff should look for unusual devices or disturbances while evacuating the building.

Roles:

Director:

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: 1-800-427-5463 Electric Company: 423-698-3105
Water Dept.: 423-755-7600

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Other Information:

_____

_____

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Homeland Security

4. Hazardous Material

Signal: "Code Green" or 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. Death/Suicide at School

Signal: Code Orange

1. Follow lockdown procedures.
2. If death occurred in a classroom, teacher should evacuate the room and take roll.

6. Accident/Serious Injury/Illness

Signal: Code Yellow

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.

7. Fire

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 open, but on lock. (Later entry may be required.)
    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. Fulton, Beck 3rd floor, Booker, Hinchee 2nd floor, Swafford, Harris 1st floor.
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.

8. Tornado

Signal: Intercom, All Call on Phone, or 2 way radio or Public tornado siren

Procedures

All teachers and students must take the two main staircases down to the newly renovated part of the building beyond the Media Center. There are no windows there and it is our best shelter from a tornado. First Floor teachers on the West end of the building (Mount, Frick, Beard, Warwick) may use the restrooms and the counselors office where there are not windows.
During a disaster drill of any type, each teacher will be responsible for keeping his/her class together and moving in a quiet and orderly fashion. Teachers should take with them any students who are in the hall or nearby restrooms with them as they lead students to the safe area. An emergency weather radio shall remain in the safe area for advisement on tornado locations.

9. Shelter in Place
Signal: Intercom, All Call on Phone, or 2 way radio
A Shelter-In-Place 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.

10. Utility Emergency
Signal: Code Black
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 TN Temple Academy 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.

SEXUAL ABUSE AND MOLESTATION PREVENTION POLICY

Chattanooga Preparatory School 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 Chattanooga Preparatory School.

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: _____

_____

Print Name of Employee/Volunteer

_____

Signature of Employee/Volunteer

Please return this signed form to Director of HR & Operations. Please retain a copy for review.

EMPLOYEE ACKNOWLEDGMENT FORM

I acknowledge that I have received a copy of the CHATTANOOGA PREP 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 CHATTANOOGA PREP Employee Handbook.

I understand that my employment with CHATTANOOGA PREP is at will, and that CHATTANOOGA PREP 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 CHATTANOOGA PREP 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 CHATTANOOGA PREP. I further understand that CHATTANOOGA PREP may cancel, modify, or supplement the provisions of this Employee Handbook at its discretion, with or without providing prior notice to employees.

_____ _____

EMPLOYEE'S SIGNATURE DATE

_____

EMPLOYEE'S NAME (PRINTED)

ATTACHMENT J: Insurance Coverage

Upon approval, Chattanooga Prep 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), Chattanooga Prep'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.

CHATTANOOGA PREP 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

SELECTIVE®
Response is everything.

Selective Insurance Group
Southern Region
3426 Torringdon Way
Suite 200
Charlotte, NC 28277

January 20, 2017

Reliance Partners
Lavonda Shipley
835 Georgia Avenue
Suite 301
Chattanooga, TN 37402

RE: **Chattanooga Preparatory School**

Dear Lavonda:

Thank you for considering Selective as a market for Chattanooga Preparatory School. Based on the applications and handbooks you provided, this one will fit in our Private School Program. Please forward formal submission at appropriate time and we will review for a final decision and terms.

Sincerely,

Teresa S. Cates, CPCU, CIC
Territory Manager- Tennessee
Selective Insurance Company of America
O: 1-704-501-2803
C: [redacted]
teresa.cates@selective.com

ATTACHMENT K: CMO Agreement – Not Applicable

ATTACHMENT L: Organization/Network Annual Reports or Audits (for existing operators) – Not Applicable

ATTACHMENT M: Network Organizational Chart (for existing operators) – Not Applicable

ATTACHMENT N: CMO Documents, if applicable – Not Applicable

ATTACHMENT O: Planning and Budget Worksheet

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ATTACHMENT P: Budget Narrative

The Chattanooga Prep 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 initial planning year budget reflects the period beginning July 1, 2017 and ending June 30, 2018.

COMPLIANCE WITH STATE & FEDERAL ACCOUNTING & REPORTING REQUIREMENTS

In accordance with the Tennessee state laws, Chattanooga Prep will undertake annual audits of financial, administrative and program operations. The audits will comply with mandated state audit procedures and requirements. In addition, Chattanooga Prep 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 Chattanooga Prep 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 Chattanooga Prep 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 Chattanooga Prep'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 technology investments. The Friends of Chattanooga Prep has already purchased the school buildings and is fully-funding renovations in advance of the school opening. However, the Chattanooga Prep budget includes investments in school furnishings, equipment, and other items required for start-up. Chattanooga Prep'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.

STUDENT ENROLLMENT & BEP PROJECTIONS

Chattanooga Prep's per pupil allocation through the BEP was calculated at $8,137 per student which assumes $249 per student in BEP Capital Outlay funds and $7,888 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:

CHATTANOOGA PREP ANNUAL BEP PROJECTIONS						
	PLAN YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Student Enrollment	0	60	120	180	240	300
Annual BEP revenue (BEP + BEP Capital Outlay)	$0	$488,220	$976,440	$1,464,660	$1,952,880	$2,441,100

ANTICIPATED FUNDING

Revenue projections were guided by the following assumptions:

- In order to fully fund the 5-year start-up operating budget, the Friends of Chattanooga Prep has already initiated fundraising efforts that have generated $6 million in start-up funding. The Friends of Chattanooga Prep 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 Chattanooga Prep Governance Board, Executive Director, and designated school staff.
- Chattanooga Prep 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 Chattanooga Prep for similar levels of Title I, Title II, IDEA, and USDA funding as CGLA receives.

In addition to BEP funding, Chattanooga Prep anticipates the following revenue streams.

Revenue Source	Notes
Private Contributions & Gifts	Chattanooga Prep 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 Chattanooga Prep 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	Friends of Chattanooga Prep 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 Chattanooga Prep. See Attachment O, *Student Assumptions* and *Year 1 Budget* for details.

ANTICIPATED EXPENDITURES

In constructing the projected expenses, Chattanooga Prep consulted closely with leadership of the Chattanooga Girls Leadership Academy as well as schools serving similar demographics in Memphis, TN. Chattanooga Prep's expense projections have been carefully developed, taking into consideration the following factors:

- As a start-up, Chattanooga Prep must make an upfront investment in the infrastructure, technology, and systems that will support the school's mission.
- Chattanooga Prep benefits from the initial investments made by the founders and the Friends of Chattanooga Prep in terms of purchasing facilities, paying for facilities renovations, and covering the cost of initial school furnishings. This will enable Chattanooga Prep to make critical investments in school staffing from the beginning.
- The costs associated with the Executive Director's salary and fringe benefits will be covered by the Friends of Chattanooga Prep 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, Chattanooga Prep must offer competitive salaries and benefits.
- Chattanooga Prep 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 2018 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 Chattanooga Prep. Salaries are budgeted to be competitive with regional norms, and a 1% 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 Principal and Deans of Faculty and Students. These positions will be filled as rapidly as possible during the planning year. Within the context of the budget form (Attachment O), the Dean of Faculty is listed under the heading "Curriculum" and the Dean of Students is listed under the heading "Assistant Principal." These three critical positions will remain consistent throughout the initial 5-year start-up period. A school counselor will be added in year 3.
Instructional Staff	Faculty will be recruited and selected during the planning year and will have a start date of July 1, 2018. Thus, no funds have been budgeted for faculty during the planning year. 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. Instructional staffing will ramp up each year as students matriculate to the next grade level.

NON-INSTRUCTIONAL STAFF	This staff category includes non-academic Leadership Team staff including the Director of Finance, Director of Operations & HR, Director of Development, and Community Outreach Coordinator; clerical staff; custodial staff; a school-based social worker, and attendance manager. Budgeted salaries are commensurate with similar positions in our community.
EXTENDED LEARNING STAFF	Chattanooga Prep's budget includes funds to staff the extended learning time offered to students and for academic coaches, interventionists, and part-time academic support staff.

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 Chattanooga Prep'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.

- Copiers / Printing
- Phone System
- Software
- Audit Services
- Grantwriting Services
- Speech Therapy
- Student Transportation
- Educational / Professional Development Consultants
- Cafeteria / Food Services
- Athletic Officials and Fees

Supplies & Materials: Chattanooga Prep is fortunate that the founding sponsor is funding school furnishings and major technology installations as part of the facilities renovation, so those significant one-time costs are not reflected in the school budget. Funds for ongoing routine maintenance and replacement of furnishings and technology components are incorporated into the operating budget. Operating the school will require funding for supplies and materials. Budget projections include funds for the following:

- Postage
- Operational Supplies
- Educational Supplies
- Instructional Technologies
- Staff Technology Resources

Facility-Related Expenses: The school facilities have been purchased and are owned by the Friends of Chattanooga Prep for use by the Chattanooga Preparatory School with no rental costs. Additional facility-related costs are incorporated into the budget and include the following:

- Fire & Security Monitoring
- Pest Control
- Phone & Internet Service
- Custodial Supplies & Equipment
- Utilities
- Facility Repair & Maintenance
- Trash Collection

Other Costs: Additional costs include Liability Insurance and a modest allocation for employee travel for meetings and training sessions.

FISCAL MANAGEMENT AND CONTROLS

Chattanooga Prep 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. Chattanooga Prep will follow all applicable state laws

and regulations and will be guided by the *Tennessee Internal School Uniform Accounting Policy Manual*[54] 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 Chattanooga Prep's financial viability.

Financial Oversight

The Chattanooga Prep Principal 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 Chattanooga Prep'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 Chattanooga Prep.

Upon completion, the financial audit will be reviewed by the Finance Committee and Chattanooga Prep 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 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 Chattanooga Prep 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 Chattanooga Prep Governance Board has the ultimate responsibility for the school's financial viability. The financial management and oversight roles of the Chattanooga Prep Board, Finance Committee, and school leadership are summarized in the chart below and represent the best practices of the division of responsibilities among these three entities.[55]

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[54] http://tennessee.gov/assets/entities/education/attachments/loc_fin_internal_sch_uniform_acct_policy.pdf

[55] Adapted from the Boys and Girls Clubs of America's Governance Reference Guide, 1999.

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 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:*** Chattanooga Prep 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:*** Chattanooga Prep 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:*** Chattanooga Prep 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 Chattanooga Prep 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:*** Chattanooga Prep 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 Chattanooga Prep'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

Chattanooga Prep 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 Chattanooga Prep Charter Application.

Qualifications & Capacity for Fiscal Management

The Executive Director, 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 form will ensure robust financial oversight and fiscal responsibility.

Contingency Plans

The school founders have already secured $6 million in private funds to support Chattanooga Prep during its start-up period. 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

Chattanooga Prep 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.

CHECKLIST

For New Start Applicants with No Existing Schools

- ☒ General Information and Assurances
- ☒ 1.1
- ☒ 1.2
- ☒ 1.3
- ☒ 1.4
- ☒ 1.5
- ☒ 1.6
- ☒ 1.7
- ☒ 1.8
- ☒ 1.9
- ☒ 1.10
- ☒ 1.11
- ☒ 1.12
- ☒ 2.1
- ☒ 2.2
- ☒ 2.3
- ☒ 2.4
- ☒ 2.5
- ☒ 2.6
- ☒ 2.7
- ☒ 2.8
- ☒ 2.9
- ☒ 2.10
- ☒ 3.1 Budget Worksheet (this is Attachment O)
- ☒ 3.2 Budget Narrative (this is Attachment P)
- ☒ Attachment A
- ☒ Attachment B
- ☒ Attachment C
- ☒ Attachment D
- ☒ Attachment E
- ☒ Attachment F
- ☒ Attachment G
- ☒ Attachment H
- ☒ Attachment I
- ☒ Attachment J
- ☒ Attachment K
- ☒ Attachment O
- ☒ Attachment P